



REORIENTATION OF PANCASILA AND CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOLS IN THE DISCOURSE OF SMART AND GOOD CITIZENSHIP

Putri Handriyani¹

¹Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹handriyaniputri83@gmail.com

Abstract

The purpose of writing this article is to reorient Pancasila and Citizenship Education in Elementary Schools in the discourse of smart and good citizenship, examining the discourse of citizenship. The method used in this article is library research. The data collection technique is carried out by coding data. The data analysis carried out in this research was inductive, namely with two stages in the form of data reduction and presentation of document data. The results of the analysis show that the reorientation of Pancasila and Citizenship Education in Elementary Schools in the citizenship discourse is an affirmation that Pancasila and Citizenship Education is part of character education. Through this article, the researcher recommends that future researchers conduct extensive and in-depth studies regarding Pancasila and Citizenship Education in Elementary Schools.

Keywords : Pancasila and Citizenship, Elementary school, Good Citizen

Introduction

The function of national education is to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent, and become democratic and responsible citizens as stated in Article 3 of Law No. 20 of 2003. Civics has a mission to develop democratic education socio-pedagogically and socio-andragogically which is capable of making intelligent citizens (Winataputra, 2016). Implicitly, there are three missions, namely civic intelligence, civic responsibility and civic participation. The intelligence developed in PPKn is not only rational, but also spiritual, emotional and social intelligence. Apart from that, Branson (1999) emphasized that in the era of globalization, Civics must be able to develop civic competencies. Civic competence includes aspects of civic knowledge, civic skills and civic disposition which will ultimately lead to building the character of good citizens. The Indonesian nation is currently moving towards maturity. The hope is to have citizens who are fully democratic, have religious character values, are civilized, united and have social justice in line with the objectives of the state's foundations, namely Pancasila and the 1945 Constitution. Developing a society with good character is not easy, it must be consistent and committed on an ongoing basis. Starting from elementary school as the foundation for students to be able to live democratically in all walks of life. PPKn as one of the curriculum contents in elementary schools, junior high schools, high schools and tertiary institutions is based on and based on the 1945 Constitution and Pancasila. This study tries to introduce Pancasila and Citizenship Education in Elementary Schools in the discourse of smart and good citizen citizenship. In Indonesia, citizenship education in elementary schools is the main vehicle and has the essence of democratic education to achieve competence in aspects of citizenship, civic responsibility and civic participation. Core competencies in citizenship education in elementary schools are psychological-pedagogical competencies to integrate fully and coherently with the cultivation, development and strengthening of Pancasila moral values; values and norms of the 1945

Constitution of the Republic of Indonesia; values and spirit of unity in diversity; as well as the insight and commitment of the Republic of Indonesia. There are three main ways in which citizenship education is integrated into national curricula in Europe, viz

1. Cross-curricular: citizenship education goals, content or learning outcomes are designated as sharing responsibilities
2. Integrated into other subjects: citizenship education objectives, content or learning outcomes are included in the curriculum of a broader subject or learning area, often related to the humanities/social sciences . These subjects or broader areas of learning do not necessarily contain a distinct component dedicated to citizenship education
3. Separate subject: civics education objectives, content or learning outcomes are contained within the boundaries of a distinct subject primarily dedicated to citizenship.

Based on this description and as mandated by article 37 paragraphs (1) and (2) of Law no. 20 of 2003 concerning the National Education System that Citizenship Education must be included in Basic Education to Higher Education, so the author is interested in conducting this study with the aim of (1) Reorientation of Pancasila and Citizenship Education in Elementary Schools in the discourse of smart and good citizenship (2) examine the discourse of citizenship.

Research Methodology

The method used in this research is library research. Library research is collecting data in the form of libraries (Mahmud, 2011). The research procedure begins with data collection, namely identifying references related to the theme. The data collection technique is carried out by coding data. The data analysis carried out in this research was inductive, namely with two stages in the form of data reduction and data presentation of documents, notes, magazines and stories in history. The research subjects were literature regarding Pancasila and Citizenship Education, Elementary School Pancasila and Citizenship Education, Good Citizenship.

Result & Discussion

The results and discussion of the researcher try to present the results of the study by combining them directly with the discussion. The researcher tries to present them in a discussion with the scope of " what ?". Reorientation of Pancasila and citizenship education in elementary schools in the discourse of *smart and good citizenship*. The discourse on smart and good citizenship is a continuation of the busy discussion about character education in the world of Indonesian education . In the history of the nation, character education has long existed . It is recorded in the preamble to the 1945 Constitution, paragraph 2 (Afandi, 2011). The reorientation of Pancasila and citizenship education in elementary schools in the discourse of citizenship becomes urgent when based on the mandate of Article 37 paragraphs (1) and (2) of Law No. 20 of 2003 concerning the National Education System. There are several reasons for the importance of reorienting Pancasila and Citizenship Education in schools. basics in citizenship discourse, **first**, elementary school age is an opportunity that can be utilized to instill concepts in children. Elementary school age , namely between 7 - 12 years, according to Piaget, is at the concrete operational stage, namely using adequate logic (Hardianto, 2014). **Second**, elementary school is a period of transition from the previous environment (family) where children meet the wider environment. times like these are times when developmental changes occur that can occur. There are several factors that cause children's development problems, namely emotional, social, cognitive, intellectual, language and physical development. Along with the rise of character education, which has long been popular in the world of Indonesian education since 2010. Character education has been launched by the government through the Ministry of Education and Culture since 2010. In terms of the nature of the content, character education has existed since along with the history of education itself (Sudrajat 2011). The discourse on *smart and good citizenship* focuses on the concept of good character, while good character is a construction of various interrelated aspects. By knowing the good (*knowing the good*), loving the good (*loving the good*) and doing good (*acting the good*). If it is related to character education, The role of citizenship education is in realizing the character of citizens that matches the character of the nation (Ananda, 2012). Citizenship education has become an integrative concept of educational goals that unite in student-centered education (Pineda-Alfonso, 2016). Character education in elementary schools is one of the continuity of education to the next stage.

Smart and Good Citizen

Aristotle has distinguished between good citizens and good men, the constitution requires different types of citizens. A good citizen is a combination of various aspirations from political forces in society (Suyato et al., 2016).

In the discourse of citizenship, namely smart and godly citizenship is the meeting point between civic confidence, civic competence and civic commitment. *smart and good citizenship* refers to several *terms*, namely intelligent, character and good. Character education has been a concern since Thomas Likona in his book *How Our School Can Teach Respect and Responsibility* in the 1990s emphasized the importance of character education. Cultivating good character among children and youth has long been a goal of parents, educators and theologians everywhere. In the educational environment, character has been carried out both formally and informally and is intended as a support for continuing in the form of activity design (Kamaruddin, 2012). Moral character can be conceptualized as an individual's tendency to think, feel, and behave ethically versus unethically, or as a subset of individual differences relevant to morality. As a character building effort to be able to form characters that are in accordance with Indonesian culture, activities outside of school and class are needed. *The smart and good citizen* discourse confirms the claim that citizenship education is part of character education (Winarno 2012). Citizenship education is a broad part of character education. Through the results of this discussion, the researcher conveys the implications of the research results both theoretically and applied as follows;

Theoretical implications

The results of the research regarding the reorientation of Pancasila and citizenship education in elementary schools in the source and citizenship discourse of citizenship, researchers hope to be a contribution to thought in the development of Pancasila and citizenship education in general, and Pancasila and citizenship education in elementary schools in particular.

Implementation implications

The results of research regarding the reorientation of Pancasila and citizenship education in elementary schools in the discourse of *smart and good citizen citizenship*, the researchers hope can become input or parameters for Pancasila and citizenship education policy makers.

Competence

Elaboration of the competency model which is then developed into more specific field of study teacher competencies in learning 1. Basic Concepts of Pancasila and Citizenship Education, there are several study field teacher competencies that will be achieved in this lesson, the competency that will be achieved in this lesson is that the PPPK teacher is able to explain basic concepts, principles, procedures and learning methods for Pancasila and Citizenship Education.

Indicators of Competency Achievement

In order to achieve the competency of teachers in the field of study, indicators are developed that are in accordance with the competency demands of teachers in the field of study. Indicators of competency achievement that will be achieved in learning 1. Basic concepts of Pancasila and Citizenship Education are as follows: (1) Explain the basic concepts of Pancasila and Citizenship Education, (2) Identify the learning principles of Pancasila and Citizenship Education, (3) Explain the procedures for learning Pancasila and Citizenship Education, (4) Explain the learning methods for Pancasila and Citizenship Education.

Material Description

Before you learn further about PPKn material, you will be invited to understand the chronology of the change in the term from Civics to PPKn along with what material must be taught in PPKn. Basic Concepts of Pancasila and Citizenship Education. Changes in Citizenship Education (PKn) to Pancasila and Citizenship Education (PPKn) The aims of National Education as formulated in Law no. 20 of 2003 is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The 2013 curriculum was designed with the aim of preparing Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective and able to contribute to the life of society, nation, state and world civilization. One of the steps in preparing the 2013 curriculum was the restructuring of Civics into Civics, with the following details:

1. Changing the name of the Citizenship Education (PKn) subject to Pancasila and Citizenship Education (PPKn)
2. Placing PPKn subjects as an integral part of the group of subjects that have the mission of strengthening nationality. Coordinating KI-KD and PPKn indicators nationally by strengthening moral values and

Pancasila; values and norms of the 1945 Constitution of the Republic of Indonesia; the value and spirit of Bhinneka Tunggal Ika; as well as the insight and commitment of the Unitary State of the Republic of Indonesia.

3. Strengthen student development in dimensions: (a) Citizenship knowledge; (b) citizenship attitude; (c) Citizenship skills; (d) steadfast citizenship;
4. Citizenship commitment; And
5. Citizenship competency. PPKn Developing and implementing various learning models that are in accordance with the characteristics of PPKn which are oriented towards developing the character of students as intelligent and good citizens as a whole.
6. Develop implementing various models for assessing the learning process and PPKn learning outcomes. The scope of the curriculum/main substance of changing Civics to PPKn is as follows.

Table 1. Changes from PKN to PPKn PKN 2006 PPKn 2013

| Civics 2006 | Civics 2013 |
|---|--|
| 1. National unity and unity; 2. Norms, laws and regulations; 3. Human Rights; 4. Citizen Needs; 5. State constitution 6. Power and Politics; 7. Pancasila; 8. Globalization. | 1. Pancasila, as the basis of the state and the nation's way of life; 2. The 1945 Constitution as the basic law which is the constitutional basis for life in society, nation and state; 3. Bhinneka Tunggal Ika, as a form of diversity in social, national and state life in a cohesive and complete diversity; 4. The Unitary State of the Republic of Indonesia (NKRI) as a form of state |

(Source: Balitbang Puskurbuk Kemdikbud, 2012)

Based on the description above, it can be seen that there is a simplification of the 2006 curriculum into the 2013 curriculum. The things discussed in the 2006 curriculum are not eliminated or not taught in the 2013 curriculum, but are strengthened by strengthening the four pillars of nationality, namely Pancasila, the 1945 Constitution, Bhinneka. Tunggal Ika, and the Unitary State of the Republic of Indonesia. These four pillars of nationality are minimum requirements, in addition to the 20 | pillars Another PPKn, for this nation to be able to stand strong and achieve progress based on the personality of the Indonesian nation itself. The methods considered most suitable to facilitate the needs of strategies and learning methods for Pancasila and Citizenship Education include, among others.

- a) The inquiry method is used to improve critical thinking skills and student learning outcomes. This method is a series of learning activities that emphasize the process of critical thinking and analysis to search for and find answers to a problem in question. The steps include: problem formulation, hypothesis formulation, conceptualization, data collection, data testing and analysis, testing the hypothesis and finally starting the inquiry again. Civics | 31 b) A portfolio is a well-organized collection of information/data that describes students' class plans regarding a public policy issue that they have decided to study, either in small groups or as a whole class
- b) The class portfolio contains materials such as written statements, photography charts, and original works of art. These materials describe: (1) Things that students have learned regarding a chosen problem; (2) Things that students have learned regarding alternative solutions to the problem; (3) Public policies that students have chosen or created to overcome these problems; (4) Action plans that students have created to be used in trying to get the government to accept the policies they propose. Portfolio-based learning invites students to collaborate with their friends in class and with the help of the teacher to achieve the following learning tasks : (1) Identify the problem to be studied; (2) Collect and assess information from various sources regarding the problem studied; (3) Review problem solving; (4) Making public policies; (5) Make an action plan.

Conclusion

Based on the discussion that has been carried out, the author can conclude that the reorientation of Pancasila and Citizenship Education in Elementary Schools in the discourse of smart and good citizen citizenship is one confirmation of the claim that Pancasila and Citizenship Education is a broad part of Character Education. The citizenship discourse *Smart and Good Citizen* is a term that refers to the formation of smart, good citizens. The meaning is a citizen who is intelligent and good at participating in the state. Through this study, the researcher

provides recommendations for future researchers who wish to study similar issues to carry out extensive and in-depth studies regarding Pancasila and Citizenship Education in Elementary Schools.

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