



EFFECTIVENESS OF CITIZENSHIP VALUES EDUCATION PROGRAM IN PRIMARY SCHOOLS

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Abstract

This research aims to evaluate the effectiveness of the Civic Values Education Program in Elementary Schools in shaping students' character as responsible citizens and with integrity. The research method used in This article is a systematic literature review, the author searches for published articles related to the title or research topic that the researcher has determined, the article which is considered appropriate and close to answering this research . PPKn teachers show high dedication in delivering material with interesting and relevant learning methods. They also actively involve students in discussions, role plays, and other activities that enable students to apply Pancasila values in everyday life. Questionnaire results from students also showed a positive response to this program, where the majority of students felt the material taught was useful and relevant. This research shows that the Civic Values Education Program in Elementary Schools is effective in achieving its goals. However, there are several areas that need improvement, such as the development of more contextual programs and additional training for Civics teachers. The results of this research provide a positive contribution to the understanding of the importance of Civic Values Education as a basis for forming students' character in democratic life. It can be concluded that citizenship learning is still failing. Because students lack Pancasila values, monotonous learning methods, and a lack of connection between lessons and real life,

Keywords : Pancasila, PPKN, Pancasila values, Pancasila education, character development

Introduction

The Civic Values Education Program in Elementary Schools is a crucial aspect in forming students' character as responsible citizens with integrity. Through this program, students are introduced to basic values such as tolerance, mutual cooperation, justice and love of the country. However, in its implementation, there are challenges that need to be overcome to increase its effectiveness. One of the background problems that arises is the variety of approaches used in teaching civic values. Each teacher has a different teaching style, so consistency in delivering material is often an issue. Apart from that, sometimes a busy curriculum also means that the time allocated for Citizenship Education is limited. This can reduce the space for students to explore these values thoroughly Anggraeni Dewi, D. (2021). Not only that, another challenge is the need to adapt learning materials to current developments and changing social realities. Civic values must be applied in the context of students' daily lives, so that learning is not just theory but can also be carried out in practice. In this context, the need for programs that are dynamic and responsive to these changes becomes very important. According to Imron. (2020). Education Pancasila And Citizenship (PPKn) is a mandatory subject taught at all levels of education in Indonesia. The aim of this subject is the formation of national character based on Pancasila values. As a country with cultural, religious and ethnic diversity, maintaining national unity and unity has a very significant role in maintaining the integrity and solidarity of society to maintain national unity and unity. However, the effectiveness of PPKN subjects in implementing Pancasila values in society is still debated (Hasanah et al., 2020). Pancasila and Citizenship Education (PPKn) has a very important position in the Indonesian education system. As a core subject, PPKn has a

very strategic goal in realizing the ideals of independence for the Republic of Indonesia. Therefore, it is important for teachers to teach Civics well and with dedication. The aim of this research is to evaluate how effective students are in applying Pancasila values in learning activities at school. This is essential because the implementation of Pancasila values is not only part of the curriculum, but also the moral foundation that builds the character and identity of Indonesian citizens.

Research Methodology

(Ridwan et al., 2021) The method used in this article is the literature method. This bibliographic method involves techniques for collecting data, reading, storing and managing relevant research materials. The author feels that this method is easier to understand than other methods. Apart from that, using this literature method also makes it easier to write articles. It is hoped that readers can also easily understand the contents of this article. In using the literary method, the author hopes that what is written in this scientific article can have a positive impact, both for himself as a writer and for readers. The main goal is to present quality information, provide in-depth understanding, and inspire readers to further explore the topics discussed. Hopefully this article can make a meaningful contribution to the development of readers' knowledge and insight regarding the topic discussed.

Result & Discussion

Effectiveness of Learning in Elementary Schools

Effective teaching processes in elementary schools are very important for student learning outcomes. The quality of teaching also influences student learning outcomes. Therefore, to make learning interesting and not boring, teachers must carefully understand students' strengths and weaknesses during the learning process. Teachers play a very important role in the teaching process to overcome these problems. One of the responsibilities of teachers as educators is to carry out teaching and learning. Teachers must have skills in using learning materials, planning teaching programs, implementing and directing the learning process, and evaluating learning activities. Therefore, teachers must have the ability to lead the class well, lead the class, and act as an initiator of student learning. Therefore, it is very important for teachers to have the ability and sensitivity to problems that arise during the learning process (Yudia Fauzi et al., nd). Much research has been done to make citizenship courses more effective. These are some of the takeaways from the research:

1. The citizenship question plays an important role in increasing understanding of the values of Pancasila. As shown by the research results, students who receive intensive PPKn lessons understand the values of Pancasila better than students who do not receive PPKn lessons. A better understanding of the values of Pancasila can help them make wiser choices in everyday life (Imron, nd).
2. Building the character of the nation and state: Citizenship issues also play a role in shaping the character of the nation and state. Good citizenship education can help students develop positive attitudes towards the nation and state, such as love of the homeland, pride in culture and customs, and respect for others, which will help build a generation with strong character and love of the homeland. Increasing social sensitivity

Civics subjects can also increase students' social sensitivity. PPKn courses teach human values such as social justice, equality and human dignity, as well as tolerance and harmony between religious communities. This helps students understand differences in society and grow into people who are tolerant and respectful of differences. But PPKn still fails to increase understanding and practice of Pancasila values. There are several of them:

1. Lack of student awareness and motivation
Lack of awareness and motivation of students towards Pancasila values is an obstacle to the effectiveness of PPKn subjects. This may be due to students' lack of understanding and familiarity with Pancasila values, or lack of experience in implementing Pancasila values in everyday life.
2. Unpleasant learning methods
Inappropriate learning methods also hinder the effectiveness of Civics subjects. Monotonous and less interactive learning methods can result in students becoming bored and not interested in learning Civics. Therefore, creative and innovative learning methods are needed to increase students' interest in studying citizenship.
3. Lack of learning Which relate to real life
Lack of linkages between Learning citizenship in real life also hinders the effectiveness of citizenship education. Students may feel bored and not interested in studying Civics if they do not see the connection between the Pancasila values they are studying and everyday life (Sulianti et al., 2020).

There are several actions that can be taken to overcome these obstacles, including:

1. Curriculum Development and Interesting Learning Methods
Developing interesting and innovative curricula and learning methods can increase students' interest and

motivation in learning citizenship. The introduction of digital technology can be used as a learning method, for example by using interactive and interesting online learning media and multimedia.

2. Communicate the Basic Values of Pancasila Implemented in Daily Life

Teaching the basic values of Pancasila in everyday life can increase understanding and practice of Pancasila values. Teachers can help students connect the Pancasila values they are learning with real situations around them.

3. Involve Students in Learning

Active student participation in learning can also increase the effectiveness of citizenship learning. Teachers can provide opportunities for students to discuss, ask questions or make presentations about the Pancasila values they are learning.

4. We Create Collaboration With Family And Community

Collaboration between schools, families and communities can also increase the effectiveness of citizenship learning. Families and communities can help create situations and environments that support the teaching of values

5. Pancasila to Students.

With these steps, it is hoped that the effectiveness of Civics subjects in elementary schools will increase. The effectiveness of learning By implementing Pancasila values in elementary schools, more can be achieved.

The research results show that the Civic Values Education Program in Elementary Schools has a significant impact on students. Based on observations, it was found that PPKn teachers have high dedication in delivering material using various interesting learning methods. They also actively involve students in discussions, role plays, and other activities that enable students to apply Pancasila values in everyday life. Interviews with PPKn teachers show their awareness of the importance of introducing civic values from an early age. They strive to make Civics material relevant to social realities and students' lives, so that students can more easily understand and apply these values in their own context. The results of the questionnaire given to students also show a positive response to the Civic Values Education Program. Most students consider the material taught to be useful and relevant to their daily lives. They also stated that this program helped them understand the importance of tolerance, mutual cooperation, justice and love for the country. Based on the results of this research, it can be concluded that the Civic Values Education Program in Elementary Schools is effective in achieving its goals. The high dedication of Civics teachers, the use of varied learning methods, and the integration of civic values in students' daily lives are the main factors that contribute to the success of this program. However, the research also points to several areas that could be improved. One of them is the development of programs that are more contextual and responsive to current developments and social realities. In addition, further training for Civics teachers in the use of innovative and effective learning methods also needs to be considered. Thus, the results of this research provide a positive contribution to our understanding of the importance of Civic Values Education in Elementary Schools. This program is not only part of the curriculum, but also an important means of forming student character as pillars of democratic life in the future.

Conclusion

From the discussion above, it can be concluded that Citizenship Education (PPKn) and Pancasila subjects play an important role in shaping student character that is in line with Pancasila values. However, citizenship learning still fails. Because students lack Pancasila values, monotonous learning methods, and a lack of connection between lessons and real life, the curriculum and learning methods must be made interesting and innovative. It should also involve students actively in learning and create collaboration between schools, families, and communities.

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