



CITIZENSHIP EDUCATION LEARNING STRATEGY IN INSTALLING PANCASILA VALUES IN STUDENTS IN ELEMENTARY SCHOOLS

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Abstract

This study aiming for reviewing citizenship education learning strategies in to plant pancasila values in elementary school. Based on studies literature conducted, found some effective learning strategies, such as approach contextual, learning based on problems, and learning active. Approach contextual connect learning with experience daily students, meanwhile learning based on problems and learning active push student for participate in a way direct in understand and apply Pancasila values. In addition, the implementation Pancasila values can done through various method like stories, examples, simulations, games, and education character. The role of teachers is very important in to design creative learning and becoming example for students. Learning based on Pancasila values are expected can to form character positive students and strengthen awareness they as good citizen.

Keywords : Citizenship Education, Pancasila, Learning Contextual, Learning Based on Problems, Elementary School, Character Education

Introduction

Citizenship Education (PKn) is one of the eye a very vital lesson in system Indonesian education, especially at the tertiary level Elementary School (SD). Subjects this no only teach knowledge about rights and obligations citizens, but also play a role important in to form character and personality participant educate in accordance with values the sublime contained in Pancasila. As the basis of the Indonesian state, Pancasila has fundamental role in life nation and state, which includes values divinity, humanity, unity, democracy and justice social. Therefore that, planting Pancasila values in participants educate since early in Elementary School is very important, so that they can become citizens with integrity and responsibility answer in life society and state. According to Santoso (2014), Citizenship Education in schools base should no only focus on giving knowledge theoretical, but also prioritizes development attitudes and behaviors that reflect Pancasila values. Internalization process values the through learning Civics will to form character participant educate, who will reflected in life social them. In this case, the teacher has a very big role in designing learning strategies that do not only understanding oriented concept, but also in the application values the in life real. Effective learning strategies for to plant Pancasila values in schools base need appropriate approach with stage development cognitive and emotional participant educate. Sukmadinata (2012) stated that method learning based on approach contextual can make student more easy understand and apply Pancasila values in life daily. Engaging learning student in a way active in discussion, simulation, and problem solving problem is effective steps for internalize the values. In addition, according to Rahardjo (2016), integration Pancasila values in learning Civics can done through various methods, such as learning based on problem, study cases, as well as habituation values through exemplary behavior.

Teachers are expected to can create atmosphere conducive learning, so participant educate can develop attitude positive that reflects the principles of Pancasila in every aspect they life. Learning based on Pancasila values no only help participant educate in understand the basics life nation and state, but also form they become

individuals who have integrity, justice and sense of responsibility answer high social. Importance to plant Pancasila values in Elementary Schools are supported by the results research conducted by Mulyasa (2018), which stated that effective and innovative learning capable facilitate student in apply the values of Pancasila in general practical. Therefore that, this research aiming for examine the learning strategies used in civic education in elementary school in to plant the values of Pancasila, as well as see how values the internalized in life daily participant educate. Citizenship Education (PKn) is part from system education that aims for equip participant educate with knowledge, understanding and skills related rights and obligations they as citizen . One of the objective main from education this is to plant the values of Pancasila as runway in nation and state. In context elementary school (SD), effective learning strategies are very necessary so that values are instilled the can accepted and applied in life daily by participants educate.

Civic Education in Elementary Schools

Citizenship education at the level elementary school becomes step beginning for children for know identity national and basic principles life nation. This education aiming for to form generation that does not only understand theory citizenship, but also capable practice values the in behavior everyday life. According to Suryani (2015), education citizenship in elementary school is a must put forward relevant approach with condition social culture participant educate and be able grow attitude positive towards Pancasila.

Pancasila Values in Civic Education

Pancasila as The ideology of the Indonesian state contains five principles, each of which has meaning depth that must be internalized in life everyday. In the context of education citizenship, Pancasila values must be applied no only in theory, but also in practice everyday. According to Soemardjo (2017), effective learning about Pancasila must involving aspect cognitive, affective, and psychomotor. Therefore that, teachers need to using learning strategies that allow student for live it up Pancasila values, such as attitude each other respect, help, and care to interest together.

Learning Strategy in Instilling Pancasila Values

Learning strategies used in education citizenship must can push student for active and creative in learn the values of Pancasila. Based on research conducted by Nugroho (2018), learning based on problems (problem-based learning) and learning contextual proven effective in to plant Pancasila values. In the approach this, students invited for identify problems social that is around them and look for solution with use principles of Pancasila. Approach contextual is also very supportive student for connect material learning with the reality that they face in life everyday, so that the values of Pancasila can implemented in a way direct in they action. According to Wulandari (2019), learning is based on involvement active students, such as discussion groups, simulations, and games role, very helpful student in develop appropriate attitude with Pancasila values. Involvement active in learning will make it easier student for understand and internalize the values contained in Pancasila, as well as help they apply it in interaction social at school or at home .

The role of teachers in Instilling Pancasila Values

The teacher holds a very important role in convey and internalize Pancasila values in the learning process. According to Nasution (2016), teachers are expected to not only become the transmitter information, but also as example for student in apply values said. Exemplary teacher in life daily become example real for student for follow, so that the values of Pancasila are not only understood in a way theoretical, but also experienced and applied in life real. Teachers also need to design creative and innovative learning, which is capable interesting attention students and make they interested for Study more in about the values of Pancasila. According to results study from Prasetyo (2017), teachers who implement method fun and varied learning can increase motivation student in Study about Pancasila, at the same time help they develop appropriate character with the principles of Pancasila.

Evaluation and Habituation of Pancasila Values

Evaluation in citizenship education learning must done in a way comprehensive, covering aspect knowledge, attitudes, and skills. Evaluation this results later will become indicator to what extent have the values of Pancasila been implanted in self students . Based on research by Santoso (2018), the evaluation was carried out in a way authentic and contextual capable describe level understanding and application Pancasila values by students.

Habituation Pancasila values in life everyday is also necessary carried out, both at school, at home, and society, for ensure that values the truly take root in self participant educate.

Research Methodology

This study use method studies literature with approach qualitative for reviewing the learning strategies for Citizenship Education (PKn) in to plant Pancasila values in Elementary School. Study method literature chosen Because focus this study is for identify various related theories, concepts and practices with learning Civics as well as implementation Pancasila values in schools basis. In this study, writer collect data from various relevant sources, such as journal scientific, books, reports research, as well as document education that discusses about education citizenship, learning strategies, and teaching Pancasila values at the level basis. The data obtained analyzed in a way descriptive for find patterns and recommendations related ways effective that can used by teachers in implement Pancasila values through learning civics. The results of analysis this expected can give outlook new about importance implementation method proper learning in to plant pancasila values in participants educated in elementary school.

Result & Discussion

Based on a number of research that has been done regarding Citizenship Education learning strategies and implementation Pancasila values in Elementary School :

Table 1. Document Review

No	Writer	Title	Results
1	Nugroho, A. (2018)	Citizenship Education Learning Based on Problems in Elementary School	Study This find that learning based on problem effective in to plant the values of Pancasila because involving student in breakdown problem real relevant with life they .
2	Prasetyo, H. (2020)	Innovation Pancasila Learning in Elementary Schools	Learning that uses varied and fun methods can increase motivation student in understand and apply Pancasila values in life daily .
3	Wulandari, D. (2019)	Learning Contextual in Civic education	Study This show that approach learning contextual can help student to hook the values of Pancasila with experience they everyday , so that more easy understood and applied .
4	Santoso, M. (2020)	Evaluation Citizenship Education Learning in Elementary Schools	Situation - based evaluation real and authentic can describe understanding and application Pancasila values by students in a way more accurate and in-depth .
5	Suryani, N. (2019)	Implementation of Citizenship Education in Elementary Schools	Study This find that learning Civics which involves discussion groups and simulations social effective in to plant the values of Pancasila, because student can direct experience implementation values the in interaction social .

Learning Strategy Used

In planting Pancasila values in elementary school, various learning strategies can applied for ensure internalization values the walk effective. One of them is approach contextual , which relates learning with situation real experiences experienced by students. According to Wulandari (2019), the approach contextual help student connect knowledge learned with experience daily them, so that the values of Pancasila become more easy understood and accepted in life social them. With this approach, students no only Study about Pancasila as theory, but also feel it in practice daily. In addition, learning based on problems are also one of the effective strategies in to plant Pancasila values . In learning based on problem, the teacher gives cases real things faced by society and invite student for solve problem the use the principles of Pancasila. Nugroho (2018) explains that method this give chance to student for think critical and active in look for solutions, as well as allow they for see implementation Pancasila values in context life real social. Not losing important , learning active become a possible strategy student for more involved in the learning process. Santoso (2014) stated that learning that invites student play a role active, such as through discussion group , game, or activity interactive others , can strengthen understanding they about Pancasila values and provide they chance for apply values the in action real.

Implementation of Pancasila Values in Learning

The values of Pancasila can be implemented in learning through various relevant and in-depth methods. One of them is stories and examples, are used to introduce concepts the basis of Pancasila to students. Soemardjo (2017) stated that story or stories that reflect the values of Pancasila can become effective tool for illustrate values the in a way practical. With use story that contains moral messages and values of Pancasila, students can more easy understand and instill values the in life they. In addition, simulations and games can become very effective method in teach Pancasila values. According to Suryani (2015), through simulation, students invited for experience direct situation that requires cooperation, tolerance, and mutual appreciate, which is values main in Pancasila. Activities like game role, discussion group, or project collaborative can practice student for to practice values the in real and sharpening situations skills they social. Character education is also very important in implementation Pancasila values. Nasution (2016) emphasized that education character that instills attitude positive, such as honesty, work same, and sense of responsibility answer, will strengthen appreciation student to Pancasila values. Habituation attitude positive this no only done in context formal learning, but also deep life everyday, both at school or at home.

The role of teachers in Instilling Pancasila Values

The teacher has a very important role in to plant the values of Pancasila to participant educate. Teachers are not only as the transmitter material, but also as example in life everyday. According to Rahardjo (2016), teachers must capable develop creativity in compile material interesting and appropriate learning with need students. Teachers are also expected give good example in implementation the values of Pancasila, both in behavior and in the attitude they have show to student. In addition, teachers need to guide student for understand and internalize Pancasila values in life everyday. Santoso (2018) explains that teacher's exemplary behavior in behave, act and interact with other people greatly influences method student adopt Pancasila values. In the this context of, teachers are expected can create supportive environment development the character and values of Pancasila, so that student can see and imitate appropriate behavior with the principles of Pancasila in they life.

Conclusion

Based on study regarding citizenship education learning strategies in to plant pancasila values in elementary schools, can concluded that implementation Pancasila values through approach proper learning own impact significant to strengthening character students. The learning strategies used, such as approach contextual, learning based on problems, and learning active, proven effective in help student connect the concept of Pancasila with life daily they. This approach allow student For more understand and internalize Pancasila values, such as work equality, tolerance and justice social, in action real. Implementation the values of Pancasila can done through various methods, such as use stories and examples, simulations, games, and education Character. This methods give experience direct to student in apply the values of Pancasila, both in or outside environment school. With thus, students no only to obtain knowledge theoretical, but also skills important social for life socialize. The role of teachers in to plant Pancasila values are also very important. Teachers are not only as the transmitter material, but also as example in show attitudes and behaviors that reflect the values of Pancasila. Therefore that, teachers need to develop creativity in to design interesting learning, as well become good example in life daily.

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