

The Essence of Citizenship Education in Elementary Schools

Muhammad Rusli¹ & Maya²

^{1,2}Institut Cokroaminoto Pinrang

Jl. Teuku Umar, Laleng Bata, Watang Sawitto, Kabupaten Pinrang, Sulawesi Selatan 91253, Indonesia

E-mail: Muhammad.rusli0318@gmail.com

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Abstract

Every individual or every citizen is expected to be able to live a life of benefit to the nation and state and be able to anticipate developments and changes in the future. For this reason, provision of science, technology and art is needed which is based on religious values, moral values and national cultural values. These basic values are used as role models and life guidelines for every citizen in the life of society, nation and state. One of the learning contents that concerns understanding the unity and awareness of citizens in a country is citizenship education. Comprehensively, this article will discuss the concept, nature and existence of citizenship education learning, especially in elementary schools through literature studies. Literature studies are carried out by analyzing and generalizing various theories that are relevant to the problem being studied as material for developing concepts according to what is being studied. Researchers reveal that citizenship education is a subject that focuses on the formation of 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 UUD1945. In general, citizenship education is a very important subject. important. for students, it has visible characteristics from objects, scope of material, learning strategies, to the final goal of this education.

Keywords: the concept of citizenship education; the nature of citizenship education; primary school citizenship education

1.Introduction

Education is one of the most important elements in life. Education is a major factor and can be used as an indicator of a country's progress. The progress of a nation is greatly influenced by education. A developed nation can be seen from the quality of that nation's education. Pursuing education is not only to increase intellectual knowledge but also to develop the personality of each individual. Through education, it is hoped that every individual will have an awareness of the importance of maintaining the unity and unity of their nation and country.

Every individual or every citizen is expected to be able to live a useful life for their nation and state and be able to anticipate future developments and changes. For this reason, provision of science, technology and arts (Science and Technology) is needed which is based on religious values, moral values and national cultural values. These basic values are used as role models and life guidelines for every citizen in the life of society, nation and state.

One of the subjects or lectures that concerns the understanding of unity and awareness of citizens in the state is Citizenship Education (PKn). Citizenship education is an important education to study. At the lecture level, Citizenship Education is one of the personality development courses (MKPK). Citizenship Education has the characteristics and objectives of focusing on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution. The scope of Citizenship Education education is not only limited to the 1945 Constitution but also concerns the life of society, nation and state.

Indonesia has also outlined that Citizenship Education is a personality development course that must be given to every faculty, department and study program in all universities in Indonesia. As a democratic country, Indonesia certainly wants to foster a sense of nationalism and a sense of unity in every individual. Through citizenship education, it is hoped

that each individual will have national insight and awareness, attitudes and behavior that love the country, and prioritize national unity and integrity. Citizenship education in Indonesia has its own history so it can be known to this day.

2. Method

The method used in this research is a qualitative methodology, with a literature study analysis technique approach. Literature studies are carried out with the aim of supporting and increasing understanding of a research object (Pusparinda., & Santoso, 2016). In literature studies, researchers will carry out a broader and deeper study of the problem to be researched (Kartiningrum, 2015). The research stages were carried out by collecting library sources, both primary and secondary. This research classifies data based on research formulas (Darmalaksana, 2020a). In the advanced stage, data processing is carried out and/or citing references to be displayed as research findings, abstracted to obtain complete information, and interpreted to produce knowledge for drawing conclusions.

3. Findings and Discussion

3.1 Understanding Civic education

Citizenship Education (Civic Education) has many meanings. Citizenship Education according to Minister of National Education Regulation Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterful Indonesian citizens. which is mandated by Pancasila and the 1945 Constitution. Apart from this definition, the definition of citizenship education according to experts is:

- a. According to Zamroni, citizenship education is democratic education which aims to prepare citizens to think critically and act democratically, through activities to instill awareness in the new generation regarding the awareness that democracy is the form of social life that best guarantees the rights of citizens. (Kohmaruddin and Azra, 2008:7)
- b. According to Drs. M. Daryono, et al, are of the opinion that citizenship education is an effort to equip students with knowledge of citizenship and the state, as well as preliminary education to defend the country so that they become citizens who can be relied on by the nation and state. (Daryono, et al, 2008:7)
- c. According to Soedijarto, citizenship education is political education which has the aim of helping students to become politically mature citizens who can participate in building a democratic political system.

So, from the understanding of several experts, it can be concluded that citizenship education is a conscious effort made to prepare and equip students with knowledge to become citizens who can be relied on by the nation and state.

3.2 Characteristics of Citizenship Education

Characteristics can be interpreted as characteristics or signs that indicate something is different from others. Civics as a very important subject for students has characteristics that are quite different from other branches of education. The characteristics of Civics can be seen from the objects, scope of the material, learning strategies, to the final target of this education.

Citizenship education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution. The characteristics of Citizenship Education (PKn) are:

- a. Citizenship education is included in the social sciences (IPS) process.
- b. Citizenship education is taught as a compulsory subject from all elementary school to university programs.
- c. Citizenship education instills many values, including the values of awareness, defending the country, respect for human rights, national diversity, environmental preservation, social responsibility, obedience to the law, obedience to paying taxes, as well as anti-corruption, collusion and nepotism attitudes and behavior.
- d. Citizenship education has a scope covering aspects of national unity and unity, norms, laws and regulations, human rights, citizen needs, state constitution, power and politics, Pancasila and globalization.
- e. Citizenship education has the ultimate goal or goal of realizing a subject that functions as a means of developing national character (nation and character building) and empowering citizens.
- f. Citizenship education is a field of scientific study and educational programs in schools and is accepted as the main vehicle and essence of democratic education in Indonesia.
- g. Citizenship education has 3 centers of attention, namely Civic Intelligence (the intelligence and reasoning power of citizens in spiritual, rational, emotional and social dimensions), Civic Responsibility (awareness of the rights and obligations as responsible citizens and Civic Participation (the ability to participate as citizens). on the basis of responsibility, both individually, socially and as a future leader).

3.3 Goals of Citizenship Education

The Goals of Citizenship Education Based on the decision of the Directorate General of Higher Education No. 26/DIKTI/2000 includes:

- a. General purpose

To provide basic knowledge and skills to students regarding the relationship between citizens and the State as well as Preliminary National Defense Education so that they become citizens who can be relied on by the nation and state.

b. Special purpose

So that students can carry out their rights and obligations politely, honestly, democratically, and sincerely as educated and responsible citizens of the Republic of Indonesia.

- 1) So that students can master and understand various basic problems in social, national and state life, and can overcome them with critical and responsible thinking. Based on Pancasila, archipelago insight and national resilience.
- 2) So that students have attitudes and behavior that are in accordance with the values of struggle, love of the homeland, and are willing to make sacrifices for the sake of the homeland and nation.

Apart from the above objectives, other objectives according to experts are:

- a) The aim of citizenship education according to Komarudin and Azyumardi (2008:3) is basically to make citizens intelligent and good and able to support the continuity of the nation and state.
- b) The aim of PKN according to Sutoyo (2011:6) is to foster insight and awareness of the nation, attitudes and behavior that love the country, are based on national culture, insight into the archipelago and national resilience in pupils, students, prospective scientists, citizens of the Republic of Indonesia who master science and technology. art imbued with Pancasila values.

3.4 Scope of Citizenship Education

As an educational program that promotes Indonesian nationality and citizenship based on the nation's philosophy, namely Pancasila, citizenship education has the scope to explore:

- 1) Pancasila philosophy, namely as a philosophy that examines the contents of the soul of a nation, as well as Pancasila, which fulfills the characteristics of a philosophy in this case is a national philosophy that discusses the contents of the soul of the Indonesian nation. Pancasila is the result of reflection on the contents of the soul of Indonesian civilization and the original values that lived in everyday Indonesian society long before Indonesia became independent in its relationship with God, with humanity, with the nation and state, with the Indonesian people, and with justice in life.
- 2) National Identity, which is a distinctive characteristic inherent in a nation or what is better known as the personality/character of a nation. Indonesia's national identity can be formulated in three areas as follows: First, fundamental identity, namely Pancasila as the nation's philosophy, basic law, outlook on life, political ethics, development paradigm. Second, instrumental identity which includes the 1945 Constitution as the constitution, Sang Saka Merah Putih as the state flag, Bhinneka Tunggal Ika as the state motto and Indonesia Raya as the national anthem. Third, natural identity which includes Indonesia as an archipelagic country and its diversity of ethnicity, culture and religion.
- 3) The Indonesian Nation and State, the Indonesian nation was formed from the (empirical) experience of the roles of all the tribes spread throughout the archipelago. The conception of the Indonesian Nation and State includes the process of state formation, theories of state formation, state elements, state objectives, state forms, the form of the Indonesian state, the process of the Indonesian nation becoming the Unitary State of the Republic of Indonesia and the objectives of the Unitary State of the Republic of Indonesia.
- 4) Indonesian citizens. Citizens are members of an association founded on shared power, carried out on shared responsibility and aimed at common interests. In Civics, the concept of Indonesian citizenship includes material about the principles of citizenship, Indonesian citizenship, how to obtain Indonesian citizenship, and losing citizenship of the Republic of Indonesia.
- 5) Indonesian Democracy. Indonesia has always stood on the basis of kinship, on the basis of deliberation, on the basis of what is called democracy. Indonesian democracy always carries the personality of the Indonesian nation itself. Indonesian democracy includes things that include the conception of democracy, the norms that underlie democracy, the components of democracy enforcement, models of democracy, Indonesian democracy, the development of democracy in Indonesia, general elections (PEMILU), general elections in Indonesia, regional elections (regional elections).
- 6) The Indonesian Constitution includes the constitutional system, material content of the constitution, classification of the constitution, changes to the constitution, changes to the 1945 Constitution according to article 37 of the fourth amendment to the 1945 Constitution, the Indonesian constitution from time to time, the sequence of laws and regulations of the Republic of Indonesia, the Constitutional Court of the Republic of Indonesia.
- 7) State of Law, includes things such as the State of Law in Continental Europe, the Anglo Saxon State of Law, the State of Law of Indonesia, Law Enforcement.
- 8) Human Rights, covering matters including the basic concept of Human Rights, the relationship between Human Rights and human obligations and human responsibilities, basic values in human rights, history of human rights enforcement in the world, forms of human rights, human rights violations, development of human rights thinking

in Indonesia, the concept of human rights, human obligations, and human responsibilities in the 1945 Constitution and according to Law no. 39 of 1999 concerning Human Rights, groups that are vulnerable to human rights violations.

- 9) Indonesian Geopolitics, including National Insight, theories of power, geopolitical theories, global geostrategic theory, background of thought on Indonesian National Insight, conception of Indonesian Archipelago Insight, position of Archipelago Insight, direction of view of Archipelago Insight, function of Archipelago Insight, implementation of Archipelago Insight in geopolitical conceptual framework, challenges in implementing archipelago insight.
- 10) Geostrategic Indonesia covers the scope of Indonesian geostrategic (national resilience), the principles of national resilience, Indonesian geostrategic problems (Indonesian national resilience), Indonesian geostrategic in creating national resilience.

3.5 History of Citizenship Education

Citizenship education was introduced in the United States (US) in 1790 under the name civics, in order to "Americanize the American nation" or known as the "theory of Americanization." This is considered important considering that the US nation comes from various nations that came alongside existing native nations (tribes). At this level the material is "government" and the rights and obligations of citizens.

In Indonesia, civics lessons have been known since the Dutch Hindu era under the name "Burgerkunde". In this era, there are two books that are used as learning sources, namely: *Indische Burgerchapokunde* and *Recht en Plicht* (*Indische Burgerchapokunde voor iedereen*). In 1950, in the atmosphere of Indonesia's independence, these two books became the guide of civics teachers in high schools. The journey of the Civics subject after Indonesia's independence experienced several changes in terms used. These changes were closely related to government policies at that time and the school curriculum used. (Sutoyo, 2011:4).

In the 1957 curriculum the term used was citizenship education. Then in the 1961 curriculum it changed to civics again, then in the 1968 curriculum it became Citizenship Education (PKn). Subsequently, the 1975 curriculum became PMP (Pancasila Moral Education). In the change from the 1968 school curriculum to the 1975 curriculum, the Civics subject based on the 1978 MPR Decree was replaced with a new name known as Pancasila Moral Education (PMP). This is the result of combining similar subjects into a field of study. The PMP field of study is subject material relating to Pancasila and the 1945 Constitution, separated from related subjects including History, Earth Sciences and Economics.

In the subsequent development of PMP, due to various changes and various considerations, with the preparation of the school curriculum in 1994 it was changed to Pancasila and Citizenship Education (PPKn) which was mainly based on the National Education System Law No. 2 of 1989 paragraph 2 which states that: "The content of the curriculum for each type, pathway and level of education must contain: a. Pancasila Education; b. Religious education; and c. Civic education.

Then in further developments with the enactment of the National Education System Law no. 20 of 2003, a curriculum known as the Competency Based Curriculum was implemented in 2004, the name of Citizenship Education changed its name to Citizenship. In the 2006 Education Unit Level Curriculum (KTSP), the name was changed to Citizenship Education. In the 2013 curriculum, education policy in Indonesia added the word Pancasila to the Civics subject to become Pancasila and Citizenship Education (PPKn) again today. One of the reasons is that the Pancasila values in students have begun to fade, so it is necessary to bring back the Pancasila values from the first principle to the fifth principle to all students.

The changes in terms of civics or civics subjects mentioned above in primary and secondary schools also occur in tertiary institutions in Indonesia. Civics Education (Citizenship Education) is actually not something new, several forms of citizenship education in higher education have long been carried out, such as: P-4 upgrading and entrepreneurship courses which were later replaced by citizenship education (PKn) courses.

4. Conclusion

Citizenship education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution. Civics as a very important subject for students has characteristics that can be seen from the object, the scope of the material, learning strategies, to the final target of this education. The aim of Citizenship Education is to provide basic knowledge and skills to students regarding the relationship between citizens and the State as well as Preliminary Education for National Defense so that they become citizens who can be relied upon by the nation and state.

Civic education. Citizenship education begins to be introduced in the United States. In Indonesia, civic lessons have been known since the Dutch Hindu era. The journey of the Civics subject after Indonesia's independence experienced several changes in terms used. These changes were closely related to government policies at that time and the school curriculum used.

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