



The Urgency of Citizenship Education in the 2013 Curriculum in Class V MI/SD

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Abstract:

The problems that occur in education in Indonesia include the decrease in the degradation of the character of elementary school students, the use of learning methods that seem difficult for students to understand, are less flexible, less democratic, and tend to be more dominant using one method. For this reason, MI/SD Citizenship Education learning must be strengthened so that in the future it can combine the practice of Pancasila values in everyday life, westernized culture that has permeated Indonesian culture can be minimized starting from styles in speaking, dressing or others. In this study the aims were to describe the urgency of civics education in elementary schools, civics education in the Indonesian context, and the conceptual framework of civic competence in the 2013 curriculum. This study adopted an idea of a descriptive qualitative. the use of techniques applied in this research by taking interview techniques, documentation, and field notes through several stages including data collection, recording, reviewing data sources, and processing information. This research was conducted at MIN 6 Brebes by taking the subjects in this study were fifth grade students and teaching staff who were at MIN 6 Brebes. The urgency of elementary school citizenship education is to prepare young people who understand the contemporary world, play an active role both in solving national and global problems, and to become active contributors to a more just, peaceful, tolerant, safe and sustainable world.

Keywords: MI/SD, Citizenship Education, Curriculum 2013

Abstrak :

Permasalahan yang terjadi pada pendidikan di Indonesia antara lain menurunnya degradasi karakter siswa sekolah dasar, penggunaan metode pembelajaran yang terkesan sulit dipahami oleh siswa, kurang fleksibel, kurang demokratis, dan cenderung lebih dominan menggunakan satu metode. Untuk itu pembelajaran Pendidikan Kewarganegaraan MI/SD harus diperkuat agar kedepannya dapat memadukan pengamalan nilai-nilai Pancasila dalam kehidupan sehari-hari, budaya kebarat-baratan yang sudah merasuk dalam budaya Indonesia dapat diminimalisir mulai dari gaya dalam berbicara, berpakaian ataupun yang lainnya. Penelitian ini bertujuan untuk mendeskripsikan urgensi pendidikan kewarganegaraan di sekolah dasar, pendidikan kewarganegaraan dalam konteks keindonesiaan, dan kerangka konseptual kompetensi kewarganegaraan dalam kurikulum 2013. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Penggunaan teknik yang diterapkan dalam penelitian ini dengan mengambil teknik wawancara, dokumentasi, dan catatan lapangan melalui beberapa tahapan yaitu pengumpulan data, pencatatan, penelaahan sumber data, dan pengolahan informasi. Penelitian ini dilakukan di MIN 6 Brebes dengan mengambil subjek dalam penelitian ini adalah siswa kelas V dan tenaga pendidik yang ada di MIN 6 Brebes. Urgensi pendidikan kewarganegaraan di sekolah dasar adalah untuk mempersiapkan generasi muda yang memahami dunia kontemporer, berperan aktif baik dalam memecahkan masalah nasional maupun global, dan menjadi kontributor aktif untuk dunia yang lebih adil, damai, toleran, aman, dan berkelanjutan.

Kata Kunci: MI/SD, Pendidikan Kewarganegaraan, Kurikulum 2013.

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INTRODUCTION

Citizenship Education is a subject that is used as a vehicle for developing and preserving noble and moral values that are rooted in the culture of the Indonesian nation. These noble and moral values are expected to be realized in the form of behavior in the daily life of students, (Susanto, 2013) both as individuals and members of society, and creatures of God Almighty, which is an attempt to equip students with basic knowledge and abilities regarding relationship between citizens and the state.

Citizenship Education is an important subject in education in Indonesia. Thus, learning Citizenship Education is an activity that is carried out in a programmed manner to make learning and learning active, which emphasizes the provision of learning resources. (Pujiyono, 2020) Citizenship Education has a strategic role in preparing citizens, as well as a subject that always focuses on forming citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are smart, skilled, and have good character. in accordance with Pancasila and the 1945 Constitution.

It should be noted that Citizenship Education for Elementary School students as the next generation of the nation provides many positive impacts. Citizenship Education as value education can provide character education for students which will be developed in their daily behavior at school. These subjects in the context of education in Indonesia should be able and in accordance with the challenges of the times. This can be interpreted that the academic competence of the Citizenship Education curriculum must be developed that is oriented towards citizenship education. As for the scope of Citizenship Education material in the 2013 curriculum, it includes the role and position of Pancasila, the 1945 Constitution of the Republic of Indonesia as the basic law which is the constitutional basis of life in society, state and nation, as the final form of the Republic of Indonesia, as well as Unity in Diversity as a form of the motto and philosophy of unity. that underlies Indonesia's diversity.

Citizenship Education in Indonesia is expected to prepare mature students, so that they become students who are able to develop their potential in various fields of education. In addition, students are also expected to become citizens who have discipline that should be emulated and their personality can be used as an example.

As prospective teachers in an elementary school environment, we must know a lot in conducting teaching and learning, we must understand and know the characteristics of students and what strategies a prospective teacher must have in carrying out teaching and learning, especially in the subject of Citizenship Education. The content standards for primary and secondary education units issued by the Ministry of National Education stipulate that Citizenship education is a subject that focuses on fostering citizen understanding with the aim that citizens are able to do what is their right and obligation as intelligent, skilled Indonesian citizens. , and wise, and has a characteristic or character that is in accordance with the values of Pancasila and the 1945 Constitution. Citizenship education is a subject that is taught since MI/SD. The learning process aims to enable students to actively develop the various potentials that exist within them so as to be able to increase their skills, skills and awareness of their rights and obligations as Indonesian citizens (Pujiyono, 2020) to be able to understand and respect human rights. human rights which are basically owned by every human being, national pluralism, participating in preserving the environment, respecting gender equality, having a democratic spirit, being able to be responsible, obeying applicable laws, and taking an active role in social life in society (Damayanti and Rahmawati 2021, 35). Learning Citizenship Education in the 2013 curriculum has a *smart and good citizenship mission, character building* is an important mission of Citizenship Education in schools. The maple is directly related to the investment of value. In fact, this subject has a greater responsibility for internalizing values compared to other subject matter. (Sentosa, 2022). Furthermore, contextual learning is a form of learning innovation that can improve

students' civic competence. Students as citizens also internalize Pancasila values into social life so that they can maintain a balance in it. Citizenship education based on the philosophy of Pancasila. (Santoso, 2022) Obtained at every level of education, of course, is a guide in shaping the morality of the nation's children. So from citizenship education can develop the soul, spirit, and values of struggle, especially the values of Pancasila, the 1945 Constitution, to be continued and improved in all paths and levels of education.

Efforts to teach Citizenship Education are very important at every level of Education, especially in elementary schools to instill these competencies, so that Citizenship Education is not only limited to teaching material but is instilled in every student. The 2013 curriculum supports active student learning, on that basis the teaching of Citizenship Education can be taught through activities that are in direct contact with events of diversity, culture that occur in society. (Ramayanto, 2018) So that each student awakens his thoughts related to understanding every difference that exists. However, in reality, the character of elementary school students is increasingly apprehensive.

Citizenship education learning must be strengthened from an early age, so that in the future they can get used to practicing Pancasila in their daily lives, nowadays SD/MI students have started to follow a westernized style, both in speaking too slang and dressing that can attract attention people. In addition, the use of learning methods that seem difficult for students to understand, is less flexible, less democratic, and tends to be more dominant using one method. Unfortunately, civics education only becomes a "memory lesson". So, civics education should be carried out using affective content but carried out cognitively. This problem is a challenge for the future for the Indonesian nation. Therefore educators, both parents and teachers must instill Pancasila values in them so that later they become good citizens for the nation. The moral development of children in Indonesia today is very minimal. From the children of the lower class and the children of the upper class, their attitude towards the state is less participating in maintaining the integrity of the country. Elementary school education is the foundation for the formation of a good and useful national character. With Citizenship Education, it is hoped that children in Indonesia can improve their morals with self-awareness. even then parents and the government must also participate in supporting the moral improvement of Indonesian children.

Based on the explanation above, researchers will conduct research and discussion with the title "*The Urgency of Citizenship Education in the 2013 Curriculum in Class V MI / SD*". The purpose of this study is to explore and analyze the subject matter contained in learning at the SD/MI level, especially for fifth graders.

METHOD

In this study the approach used was a qualitative approach in the form of a *descriptive qualitative*, qualitative research is a process in research that is scientific in nature and is more intended to digest various human problems in a social context by making a comprehensive and complex picture of what is presented. reporting detailed viewpoints from informants and carried out in natural settings without interfering with the intervention of researchers. (Triyono, Educational Research Methodology, 2103) The approach used in this study aims to gain understanding and meaning, develop a theory and describe a complex reality, in qualitative research the data produced is in the form of *descriptive* namely in the form of words or written language either orally and writings originating from people and observed behavior, besides that in this research study the aim is to find an understanding of something experienced by participants or research subjects. This research was conducted at MIN 6 Brebes.

So the data sources in this research are the words and actions obtained from the informants involved in the research, then documents or other written sources are additional data. As for the sources of primary data from this research, they include: Interviews with Deputy Head of Curriculum MIN 6 Brebes and Interviews with Class V MIN 6 Brebes. Studies in a *descriptive*

qualitative are materials that are used as procedures in research in order to produce descriptive data in the form of sentences, words as well as personal documents, field notes, remarks by research informants, documents and others, in using a *qualitative descriptive* research will be examined by describing "The Urgency of Citizenship Education in the 2013 Curriculum in Class V MI/SD".

RESULTS AND DISCUSSION

The Urgency of MI/SD Citizenship Education Material at the Elementary School level

Citizenship Education is education that plays an important role in shaping the personality of SD/MI students. This is because Citizenship Education learns about how SD/MI students become good and right citizens, Citizenship Education is a subject that is studied from elementary to tertiary level, because the importance of learning for SD/MI students is to strengthen them to love for God Almighty and fellow living things in accordance with the values of Pancasila so that later they can implement them in their daily lives, according to the statement of Ms. Jaetun, S. Pd. as deputy head of the MIN Brebes curriculum by saying the following:

"It is important for children to know and learn about the elements of citizenship, even if it's simple. know Pancasila as the basis of the state that regulates all our actions as long as citizens interact with humans, nature and their surroundings".

Citizenship Education teaches students to understand and carry out their rights and obligations honestly, responsibly and democratically, in addition, teaches SD/MI students to understand each other's citizens and instills in them the meaning of Unity in Diversity, Provides knowledge to students about the system of government and regarding state regulations that apply, both written and unwritten,

MI/SD Citizenship Education is also a tool to equip students to face various developments in modern times as well as a forum for exploring things that are developing within the nation and state. Therefore, the urgency of civic education is basically to form generations or citizens who are intelligent and also good, skilled, have character and are able to support the sustainability of the nation and state. In accordance with the reinforcement from the narrative of Mr. Syukron S.Pd as the homeroom teacher of class V by saying the following:

"Learning Civics in elementary schools is very important, sir, besides being able to equip students to face various advances in modern times as well as a place to explore something that is developing. in the nation and state. In addition, it can form private citizens who understand and are able to carry out their rights and obligations to become citizens who are intelligent, skilled and with character mandated in Pancasila and the 1945 Constitution. Therefore, the urgency of civic education is basically to form generations or citizens. who are intelligent and also good, skilled, have character and are able to support the sustainability of the nation and state."

Cultivation in character really needs to be done, success in the realization of good character is one of the objectives of the civics education process. Thus, educational institutions have the duty and responsibility to be able to organize moral learning for students and also to build a positive moral culture for local society. In order to achieve a good morality lesson within the scope of elementary school students, one of the efforts that needs to be implemented in implementing these expectations is to provide subjects

That contain material for moral education, morality education, human ethics education and character education, all of which are integrated into subjects. Elementary school civics education. There are various ways of cultivating a positive character attitude in elementary school children and the end result ability of a student can cadre or form a quality human being in all aspects of the situation. And indeed according to the narrative from Mr. Syukron S.Pd as the

homeroom teacher for class V MIN Brebes regarding the discussion of the usefulness of Citizenship Education material by saying the following:

"In addition to the concept of Civics MI/SD teaching materials which have been designed to improve aspects of critical thinking, it should also has backed up the characteristics possessed by students in dealing with the progress of the times, a characteristic possessed by the concept of learning the subject matter of Civics MI/SD has been oriented towards the aspect of emphasis on citizens to be able to have a spirit of patriotism and also nationalism towards the nation and state of Indonesia ."

So that with an understanding of the various contents of Citizenship Education learning materials, it is hoped that students will be able to define it in the form of behavior in everyday life in accordance with the rules available, then indirectly the achievement of a learning objective will be fulfilled. The following is a description of the data regarding the learning objectives of Citizenship Education sourced from Mr. Syukron, S.Pd as the homeroom teacher for class V MIN Brebes.

"One of the goals of citizenship education is for citizens to understand and behave in accordance with legal values, where the legal values themselves are born from the moral awareness of society, so that the legal values themselves are moral values. A concept of Civics MI/SD learning material Emphasizing on cognitive and spiritual criteria aspects, this can certainly improve something that exists in students and the need for clear and directed reform. of course it is still related to all the Civics material that students have learned here, mas."

The strategy used in delivering PPKn material MI/SD Curriculum 2013 in Class V MIN Brebes.

Citizenship Education Learning at the MIN Brebes school in the 2013 curriculum at the fifth grade level applies a *contextual teaching learning* because it has implemented the latest curriculum policies which are considered very suitable, when it has been combined in an appropriate learning frame. The learning process in the 2013 curriculum is fully directed at the development of the three domains as a whole. Therefore, students must be given the opportunity to participate actively in class and school to develop mastery of civic competence. The main objective of the civics curriculum consists of the competencies and qualities of citizens that we need in society. In order to realize this goal, knowledge, skills, values and attitudes must be offered integrated with other relevant subjects. This is in accordance with the narrative of Ms. Jaetun, S.Pd as deputy head of the MIN Brebes curriculum

"Regarding the learning strategy that is commonly used in Civics MI/SD learning materials is to apply a contextual because indeed here the latest curriculum policies have also been implemented. suitable if it has been combined in the appropriate learning frame. The delivery of each learning material is of course there and usual. As for usually what happens in the delivery of the subject matter of Civics MI/SD, various obstacles are often found, both in favor of students regarding Civics teaching materials which are demanding for students who have competent contextual teaching learning. However, it is quite the opposite."

In accordance with the narrative conveyed by the resource person from MIN Brebes, one of them is Ms. Jaetun, S.Pd regarding the explanation of the application of the strategies used by the teacher in implementing Citizenship Education learning in the fifth grade 2013 curriculum by applying *contextual teaching learning*. By paying attention to this description, it is clear that learning

Citizenship Education in essence must be taught not only by transferring knowledge, but must be taught with the role of students. Thus, learning Citizenship Education is not only in the form of mere concepts, so it is less functional. This was confirmed by the narrative from Mr. Shukron, S.Pd. The following is his narrative:

"The teacher gives worksheets or asks students to make tables. Then students are asked to find out for themselves about the material and write it on the worksheet (find out in the student module). When finished, the teacher discusses and gives guesses. This is one way to get children to read. In essence, so that they are active in learning, mas ".

An analysis of the format of the strategy applied in a Civic Education class V MIN Brebes has explained, that various kinds of implementation are available in helping students to understand teaching material, especially in MI / SD Citizenship Education material. In this section students are classified as active in participating in the implementation of learning in class, by looking at the *enthusiasm* of students and the interactions that take place between students and teachers.

In delivering the material for a Citizenship Education lesson at the elementary school level which is located in the MIN 6 Brebes environment, using contextual teaching learning an option of choice and participation in the bond of a policy in education, especially in the elementary school education curriculum, in this case, the 2013 Curriculum, because in its implementation it is only leads to the responsiveness of students and a teacher is only limited to a facilitator in the learning. An idea of renewal carried out within the scope of civics education learning which has the aim of presenting a variety of subject matter as well as learning information that is packaged in a form that is fun, interesting, and easy to understand and clear.

The role of a teacher who can combine a two-way communication in a learning strategy, in this case is a contextual teaching learning which is a very interesting form of presentation, not only the teacher is involved in the continuity of learning. However, students are given the opportunity to show and appreciate the teaching material that has been delivered. meaning that the learning concept is displayed with reference to aspects of two-way learning but not in one direction only. A teacher who in this case becomes an instructor can start structured subjects in the classroom by providing direction and introduction to the theory of learning material which then students are given the opportunity to either challenge or encourage in responding to the continuity of interactive learning in accordance with the demands of the 2013 curriculum policy direction at the level elementary school.

An idea of the phenomenon of proof of the application of contextual teaching learning was also reaffirmed by the narrative from the teacher of class V MIN 6 Brebes in this case Mr. Syukron, S. Pd with the following narrative

“Elementary schools can use various types of media, namely visual media, audio video or computer-based media, because the main target of learning Citizenship Education is provision in the aspect of knowledge meaning not only in the realm of science, attitude development as well, or behavior and skills training as democratic citizens, obey the law and obey the principles of community life.”

The learning process in the 2013 curriculum is fully directed at the development of the three domains as a whole. Therefore, students must be given the opportunity to participate actively in class and school to develop mastery of civic competence. The main objective of the civics curriculum consists of the competencies and qualities of citizens that we need in society. In order to realize this goal, knowledge, skills, values and attitudes must be offered integrated with other relevant subjects.

The scope of learning material for MI/SD Citizenship Education from the beginning of the lower class to the upper class is not much different from the material already available in the published modules, it's just that in some themes there is a slight update depending on the level of class achievement of the students themselves. Strategy contextual teaching learning is a learning concept that encourages a teacher to make connections between the material being taught and students' real-world situations. In addition, contextual teaching learning also encourages students to make connections between the knowledge they have and its application in their lives. This is by looking at the narrative from Mr. Syukron S.Pd as follows:

"When we want to convey material about mutual respect, I usually tell them to sing Indonesian folk songs together. With the minimal aim of mutual respect between differences emerge."

In integrating civics education learning materials with the activities carried out, of course, it is based on the planning of a teacher first. This is done if the teacher deems it necessary to provide the necessary understanding or moral principles. Thus, the 2013 curriculum is deemed relevant to signals in implementing contextual teaching learning strategies. In this case, the role of a teacher is only as a facilitator, then students are more proactive in formulating their own related to the focus of study contextually, not just textually. Contextual teaching learning is a concept that helps teachers relate subject content to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members and citizens.

The strategy applied in learning at MIN 6 Brebes namely contextual teaching learning is learning that is related to the context of everyday life. The characteristics of this learning include always linking topics or concepts learned with the context of children's daily lives. Usually associated with the context of hobbies and needs. Thus, students will be easily interested in paying attention to the concepts being studied. As a result, by applying the context of everyday life and psychological development, children will find it easier to understand. This is where the importance of the teacher relates what is learned to everyday life and by using language that students understand. In this way, students will easily understand the meaning of what is learned for themselves so that it will foster their learning motivation. Which is in accordance with the narrative of Mr. Syukron, S.Pd as homeroom teacher for class V MIN Brebes as follows:

"They will be very enthusiastic, bro. When I told them to do that, for example, there were singing folk songs, playing drama activities, sometimes we also held social services. And others"

A teacher must be able to design learning strategies that are considered suitable for interests and talents and also adapted to student development which includes using learning media so as to ensure learning effectiveness. Therefore, a teacher must have special abilities in order to create effective and enjoyable teaching. Citizenship Education is also implemented to develop the potential of students' minds so that they become human beings who believe in and fear God Almighty based on the first precepts of Pancasila, have noble character, are physically and mentally healthy, knowledgeable, capable in creativity, independent, and become citizens of a democratic country and can be responsible. Regarding the learning strategy that is commonly used in Class V MI/SD PPKn learning materials at MIN Brebes is to apply a contextual teaching learning because indeed the latest curriculum policies have been implemented here which are also very suitable when combined in an appropriate learning frame.

CONCLUSION

Citizenship Education is one of several subjects in elementary schools. Learning characteristics of MI/SD Citizenship Education, among others, as education of concepts, values, morals, and norms, shape the character of students so that they become fully Indonesian people able to apply the values of Pancasila and the Constitution in everyday life, is the aim of learning Elementary Citizenship Education /MI. Regarding the learning strategy that is commonly used in learning material, especially in fifth grade at MIN 6 Brebes, is to apply a *contextual teaching learning*. The scope of learning material for MI/SD Citizenship Education from the beginning of the lower class to the upper class is not much different from the material that is already available in the published modules, it's just that in a few themes there have been slight updates.

Teaching Citizenship Education is very important at every level of education. to instill these competencies so that Citizenship Education is not only limited to teaching material but is instilled in every student. The 2013 curriculum supports active student learning, on that basis the teaching of Citizenship Education can be taught through activities that are in direct contact with events of diversity, culture that occur in the community environment. (Ramayanto, 2018) So that each student awakens his thoughts related to understanding every difference that exists. Because the character of SD/MI students is getting more and more apprehensive day by day. Learning Citizenship Education must be strengthened from an early age, so that in the future they can get used to practicing it. Therefore educators, both parents and teachers must instill Pancasila values in them so that later they become good citizens for the nation.

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