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The Dynamics of the Amendment to the 1945 Constitution and Their Implications for Civic Education Learning in Madrasah Ibtidaiyah

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ABSTRACT

This study examines the dynamics of the amendments to the 1945 Constitution of Indonesia and their implications for Civic Education learning in Madrasah Ibtidaiyah (Islamic elementary schools). The main issue addressed is how the teaching of the constitutional amendments is implemented and whether it enhances students' understanding of the constitution and democratic values. The purpose of this study is to analyze how the amendments are integrated into classroom instruction and to explore the challenges faced in fostering constitutional awareness among students. The study employs a qualitative approach with a case study design conducted in Madrasah Ibtidaiyah in Kendari City. Data were collected through in-depth interviews with Civic Education teachers and classroom observations. The findings reveal that the teaching of the constitutional amendments remains predominantly normative and textual, with limited efforts to contextualize the material in students' everyday lives. As a result, students struggle to grasp the relevance of constitutional amendments in relation to democratic citizenship. This research recommends the development of a more contextual curriculum, the use of interactive teaching strategies, and targeted teacher training to improve students' understanding of constitutional changes and their significance for national life.

ABSTRAK

Penelitian ini mengkaji dinamika pengintegrasian amandemen UUD 1945 dalam pembelajaran Pendidikan Kewarganegaraan di Madrasah Ibtidaiyah dan implikasinya terhadap pemahaman siswa tentang nilai konstitusi. Permasalahan utama yang diangkat adalah bagaimana materi amandemen UUD 1945 diajarkan di tingkat madrasah dan sejauh mana siswa dapat menginternalisasi nilai-nilai konstitusional tersebut dalam kehidupan sehari-hari. Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana pembelajaran tersebut diterapkan, tantangan yang dihadapi, dan dampaknya terhadap pembentukan karakter siswa. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus, melibatkan wawancara dengan guru, observasi pembelajaran, dan analisis dokumen kurikulum di Madrasah Ibtidaiyah di Kota Kendari. Hasil penelitian menunjukkan bahwa meskipun materi amandemen UUD 1945 telah diperkenalkan, pendekatan yang digunakan masih terbatas pada hafalan dan pemahaman tekstual, sehingga kurang memfasilitasi pemahaman kritis siswa. Dampaknya, siswa memiliki pemahaman yang terbatas mengenai nilai-nilai konstitusi. Penelitian ini merekomendasikan perlunya pengembangan metode pengajaran yang lebih kontekstual dan berbasis nilai-nilai demokrasi serta pelatihan bagi guru untuk memperkuat pembelajaran konstitusi yang efektif.

INTRODUCTION

The constitution is the fundamental foundation that regulates the state system, guarantees the rights of citizens, and serves as a guideline for national and state life (Wheare, 2018). In Indonesia, the 1945 Constitution (UUD 1945) has undergone a series of important amendments since the reform era of 1998, bringing significant changes to the structure of state institutions, democratic principles, and the relationship between the state and citizens. The dynamics of these amendments not only reflect the process of democratization and renewal of the national legal system, but also demand a deep and continuous understanding among all elements of society, including the younger generation as the nation's heirs (Pertama, 2004; Assingkily & Putri, 2025).

In the context of education, particularly at the Madrasah Ibtidaiyah (Islamic elementary school) level, introducing constitutional values is crucial for developing the character of legally aware and democratic citizens from an early age (Kus Pratiwi et al., 2017). Civics education at the elementary level serves as a strategic tool for instilling an understanding of Indonesia's transformed constitutional system. Therefore, it is important to explore how the dynamics of the 1945 Constitution amendments can be effectively integrated into the learning process at Madrasah Ibtidaiyah (Islamic elementary school) so that constitutional values can be firmly embedded in students' consciousness from an early age.

Although the amendments to the 1945 Constitution have significantly reconstructed Indonesia's constitutional structure, the reality on the ground shows that understanding of these changes has not fully reached the world of basic education, particularly Madrasah Ibtidaiyah. Civics Education, which should be a strategic instrument in internalizing constitutional values, is often trapped in a textual and normative approach, without exploring the substantive meaning of the dynamics of the amendments. This results in low constitutional awareness among madrasah students, which has the potential to weaken their commitment to the values of democracy, justice, and the rule of law in national life (Sujatmoko, 2010).

This problem is exacerbated by the lack of pedagogical innovation and integration of constitutional amendment material into the Civics Education curriculum in Islamic schools. Teachers, as learning facilitators, often lack contextual references or approaches to link learning materials to current constitutional issues (Mulyoto et al., 2020). Therefore, this research stems from the need to formulate relevant and transformative educational strategies for conveying constitutional values, so that learning in Islamic elementary schools not only fulfills cognitive aspects but also shapes the character of reflective and constitutionally conscious citizens.

This study aims to explore in depth how the dynamics of the 1945 Constitution amendments can be internalized in Civics learning at Islamic Elementary Schools (Madrasah Ibtidaiyah) as an effort to develop critical and constitutional citizen character from an early age. Given the importance of constitutional understanding in shaping national consciousness, learning oriented towards democratic values and the transformation of the state system is highly relevant to be introduced to madrasah students as part of the national character education process. This study not only identifies ongoing teaching patterns but also reveals how teachers and students respond to constitutional changes in the context of learning at the elementary level of Islam.

Using a qualitative approach, this study examines the learning process contextually through observation, interviews, and document analysis at the madrasah where the study took place. The main focus is directed at efforts to integrate the substance of the constitutional amendment into the teaching materials and the pedagogical strategies used by teachers to convey these concepts effectively (Mappasere & Suyuti, 2019). It is hoped that the results of this study can contribute to the development of Civic Education learning practices in madrasahs, as well as enrich the academic literature on constitutional education in the context of basic education based on Islamic values.

Studies on the integration of the dynamics of the 1945 Constitution amendments into Civics learning at Islamic Elementary Schools (Madrasah Ibtidaiyah) are still relatively limited, both in national and international literature. Most previous research tends to focus on the conceptual aspects of the constitution in civics education in general, without specifically addressing the post-reform context or highlighting how actual constitutional changes are responded to in Islamic-based elementary education environments. Furthermore, few studies have critically linked the relevance of the 1945 Constitution amendments to appropriate learning approaches for elementary-age students within a framework of national and religious values.

The absence of studies explicitly linking the substance of constitutional amendments to pedagogical approaches in Islamic elementary schools (Madrasah Ibtidaiyah) creates a significant gap that needs to be filled. Therefore, this study addresses this need by offering a contextual perspective based on empirical data. This research not only addresses theoretical gaps but also offers practical contributions to the formulation of civics learning strategies that can bridge constitutional law material with the characteristics and needs of students in Islamic elementary schools.

This research offers a significant contribution to the development of Civic Education studies at the Madrasah Ibtidaiyah (Islamic elementary school) level through an approach that emphasizes a transformative understanding of the dynamics of the Indonesian constitution. Focusing on the post-reform amendments to the 1945 Constitution not only enriches the substance of civic education but also introduces contextual aspects to the learning of the state's basic law for early childhood learners. The uniqueness of this study lies in its interdisciplinary approach that combines constitutional law studies with Islamic pedagogy, making it relevant in the realm of Islamic-based basic education, which has so far been minimally explored.

The primary justification for this research is the urgency of providing learning content that adapts to the dynamics of state administration and fosters constitutional awareness from an early age. In the context of Islamic elementary schools (Madrasah Ibtidaiyah), an introduction to constitutional changes not only builds basic legal literacy but also instills the values of democracy, justice, and active participation in national life. Thus, this research not only broadens the theoretical horizons of civic education but also offers a model for integrating constitutional values relevant to strengthening the character of students in Islamic educational institutions.

METHOD

This research uses a qualitative approach with a case study approach, aiming to deeply understand the integration of the dynamics of the 1945 Constitution amendments into Civics learning at Islamic Elementary Schools (Madrasah Ibtidaiyah). Case studies were chosen because they allow for contextual exploration of a phenomenon in a real-life setting, particularly within the context of learning at elementary Islamic educational institutions. The primary focus of this approach is to interpret the meaning, experiences, and pedagogical practices related to the delivery of constitutional material to Islamic elementary school students (Assyakurrohim et al., 2022).

The research setting was several Islamic elementary schools (Madrasah Ibtidaiyah) in Kendari City, Southeast Sulawesi. This location was chosen based on the consideration that madrasahs, as educational institutions based on Islamic values, play a strategic role in shaping students' national character and provide a unique pedagogical space for delivering civics material. Kendari City was also chosen because it is one of the regions exhibiting active and diverse religious education dynamics, making it possible to explore relevant findings in the context of constitutional education.

Research informants were selected purposively, considering their roles in the learning process and educational policies at the madrasah. Primary informants included Civics teachers,

madrasah principals, and upper-grade students (grades V and VI) who had received civics material. Supporting informants included madrasah supervisors and local education figures familiar with the curriculum and implementation of civics education. Informant selection criteria included teaching experience, understanding of constitutional material, and active involvement in curriculum development at the madrasah.

The data collection techniques used included in-depth interviews, participant observation, and documentation studies (Assingkiy, 2021). The interviews were semi-structured to allow flexibility in exploring the informants' perspectives and experiences. Observations were conducted during learning activities to directly observe the dynamics of interactions between teachers and students in delivering and understanding the material on the amendments to the 1945 Constitution. The documentation study focused on the curriculum, syllabus, learning modules, and other supporting documents that represent the integration of constitutional substance into the teaching and learning process.

The collected data was analyzed using thematic analysis techniques. The analysis steps included transcribing interview data, open coding to identify key themes, grouping themes based on their interconnected meanings, and developing an analytical narrative. The analysis process was conducted iteratively to ensure a deep understanding of the context and meaning contained within the data. Furthermore, triangulation of sources and methods was used to enhance data validity by comparing interview results, observations, and documentation.

Data validity was tested using four main techniques: credibility, transferability, dependability, and confirmability. Credibility was maintained through triangulation of data sources and member checking, which involved asking informants to verify the accuracy of the researcher's transcripts and interpretations. Transferability was achieved through in-depth contextual descriptions of the research setting and participant characteristics, allowing for limited generalization to similar contexts. Dependability was maintained through an audit trail, a systematic, traceable recording of the entire research process. Confirmability was ensured through the use of field notes and supporting documentation that demonstrated the objectivity of the researcher's interpretations.

Overall, this research methodology is designed to gain a deeper understanding of how the dynamics of the 1945 Constitution amendments are understood and taught in the Madrasah Ibtidaiyah environment, as well as how teachers and students respond to the constitutional content within the framework of civics learning. Therefore, the results of this study are expected to provide empirical and theoretical contributions to the development of constitutional education at the elementary level within the context of Islamic educational institutions.

FINDINGS AND DISCUSSION

The research results show that the dynamics of the amendments to the 1945 Constitution have not been fully integrated into Civics (PPKn) learning in Islamic Elementary Schools (Madrasah Ibtidaiyah). This is evident in teachers' limited understanding of the essence of the substantial changes to the 1945 Constitution after the reforms, as well as the limited learning resources used in the learning process. Teachers tend to convey constitutional material normatively and textually without emphasizing the historical, contextual, or practical implications of these changes for national life (Arifin, 2019).

Interpretation of interview and observation data in madrasahs indicates that Civics (PPKn) learning remains monologic and does not stimulate critical discussion of democratic values, human rights, and the principle of checks and balances emphasized in the amendments to the 1945 Constitution (Pigome, 2011). The learning paradigm used by teachers is still dominated by a teacher-centered approach, which positions students as objects of learning, rather than active subjects invited to analyze or reflect on constitutional dynamics relevant to everyday life (Dewi et al., 2021).

In the context of constructivist theory, this situation indicates that students have not been given the space to independently and meaningfully construct an understanding of constitutional values. This theory emphasizes the importance of direct experience, social context, and reflection in building knowledge. However, in the practice of Civics (PPKn) learning in madrasas, this approach has not been comprehensively implemented. Teachers generally remain fixated on the national syllabus without enriching the material on the amendments to the 1945 Constitution with current issues relevant to students' experiences (Lilik, 2013).

Furthermore, the analysis reveals a gap between the curriculum's intention, which includes education on democracy and constitutional values, and the reality of its implementation in the classroom. This is due to several factors: a lack of teacher training in understanding and teaching the 1945 Constitution amendments, a lack of contextual and engaging teaching materials, and the absence of explicit pedagogical guidance on how to integrate constitutional material into values-based learning.

The students who participated in the study demonstrated enthusiasm in learning national topics presented in an engaging and interactive manner. However, most students were unable to differentiate between basic legal norms before and after the amendments. For example, they understood the principle of separation of powers in general but were unable to explain how changes in the state power structure occurred after the amendments, such as the abolition of the Broad Outlines of State Policy (GBHN) or the new role of the Constitutional Court (Muhtamar & Saputra, 2020). This indicates a gap between expected learning outcomes and the actual conditions on the ground.

The interpretation of the results also highlights the strategic role of teachers as agents of change who can bridge the gap between education policy and the nation's core values (Yasin et al. 2024). However, the professional capacity of Civics teachers in madrasas remains heavily dependent on internal madrasah policies, limited resources, and the lack of professional forums to exchange best practices in constitutional teaching. Several teachers expressed the need for ongoing professional development focused on teaching constitutional values within the context of Islamic basic education.

On the other hand, some teachers have innovatively attempted to link the amendments to the 1945 Constitution to the nation's history of struggle and noble Islamic values, such as justice (*'adl*), deliberation (*shura*), and trustworthiness (*amanah*). Integrating these values helps students internalize constitutional principles through a value approach that aligns more closely with their identity as madrasah students. This approach aligns with integrative theories in character education, which emphasize the importance of harmony between religious values, national values, and students' daily practices.

These findings underscore the importance of strengthening constitutional literacy at the primary level, particularly in madrasahs, which have significant potential for developing young citizens who are legally aware, democratic, and uphold national values. Unfortunately, constitutional literacy has not been explicitly focused on in madrasah curricula. This weakness is exacerbated by limited access to digital and contextual learning media that could bridge the gap in students' understanding of the basic principles of constitutional amendments (Muliastri, 2024).

In theoretical reflection, the results of this study support the view that civics education cannot be separated from the political and social context in which students live. In line with John Dewey's ideas on democratic education, learning about the constitution should create space for dialogue, reflection, and active student participation in understanding the dynamics of the state (Lichandra & Sobarna, 2022). Without this approach, civics learning will be merely passive memorization without practical significance for students' lives as future citizens.

Thus, the results of this study emphasize the need to reformulate PPKn learning strategies in Islamic elementary schools to be more responsive to post-reform constitutional changes. This reformulation includes improving teacher capacity, providing relevant modules

and media, and implementing a pedagogical approach that facilitates active student participation. Furthermore, the involvement of education stakeholders, including the Ministry of Religious Affairs and national curriculum developers, is a crucial factor in strengthening constitutional education from an early age.

Overall, the analysis shows that the dynamics of the 1945 Constitution amendments present both significant challenges and opportunities for civics education in Islamic elementary schools. If managed with the right approach, this topic will not only strengthen students' understanding of the Indonesian constitutional system but also form a strong foundation for constitutional character from an early age. This is a significant contribution to the development of values-based civics education and national identity within the context of Islamic education in Indonesia.

CONCLUSION

This study aims to explore the dynamics of the amendments to the 1945 Constitution and their implications for Civics learning in Islamic Elementary Schools. Based on data analysis, this study yields several important findings that form the basis for conclusions.

The research results show that the integration of the 1945 Constitutional amendments into Civics learning at Islamic Elementary Schools (Madrasah Ibtidaiyah) is still limited. Constitutional learning is predominantly normative and textual, with little emphasis on the historical context and relevance of the amendments to Indonesian democracy. Teachers tend to teach the material through memorization without fostering discussions or critical reflection that engage students. Most students are unable to connect the values contained in the 1945 Constitutional amendments to real life, particularly regarding changes in the political and governmental systems following the reformation. Therefore, there is a gap between the curriculum's objective, which expects students to understand the constitution, and students' shallow factual understanding of the issue.

The implication of these findings is the importance of reforming the Civics learning approach, focusing more on contextual and critical understanding of the amendments to the 1945 Constitution. Learning that is not only based on legal texts, but also provides opportunities for students to discuss and explore the relevance of the constitution in everyday life, is essential. Furthermore, Civics teachers must be trained to implement a more dialogic and participatory approach, as well as to link constitutional material with local and universal values relevant to students' identities as members of Indonesian society. In this regard, successful constitutional learning can strengthen students' national character and foster a deeper sense of patriotism.

Based on these findings and implications, this study recommends several concrete steps to improve the quality of Civic Education (Civic Education) learning in Islamic Elementary Schools (Madrasah Ibtidaiyah). First, the development of a more holistic and contextual curriculum needs to be prioritized, by introducing material on the amendments to the 1945 Constitution through an approach based on democratic and constitutional values that are embedded in everyday practice. Second, professional training for Civic Education (PPKn) teachers is essential to enhance their understanding of the substance of the amendments to the 1945 Constitution and how to teach them in a more dynamic and participatory manner. Third, the use of technology and interactive learning media can help deliver material in a more engaging and easily understood manner for students. Finally, this study also suggests the need for the involvement of relevant parties, such as the Ministry of Religious Affairs and educational institutions, in developing teaching modules that can enrich constitutional learning in Islamic elementary schools and support the development of teacher competencies in teaching the material.

With these steps, it is hoped that learning Civics in Madrasah Ibtidaiyah will not only improve students' understanding of the amendments to the 1945 Constitution, but also shape a

stronger national character, which will ultimately support the creation of citizens who are legally aware, democratic, and have a high national insight.

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