



**JOURNAL OF CONTEMPORARY
ISLAMIC PRIMARY EDUCATION**

Vol. 1, No, 2, 2022 Page 49-54

<https://zia-research.com/index.php/jcipe>

The Urgency of Citizenship Education for Elementary Age Children

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ARTICLE INFO

Article history

Received 10 September 2022

Revised 30 November 2022

Accepted 27 December 2022

Keywords

Elementary Age Children

Civic education

ABSTRACT

Citizenship education is a compulsory subject at all levels of education, both SD/MI, SMP, SMA, and tertiary level. Citizenship education has a very large influence in shaping the character and personality of each community so that it is in accordance with the norms and values of Pancasila. Therefore, citizenship education is very important to be taught from an early age. This study aims to find out about the nature and background of the importance of citizenship education in SD/MI. In this paper, writing uses the method of literature review. This literature review can be sourced from books, journals, or articles relevant to the subject matter. Based on this research, it shows that the nature and background of citizenship education aims to show a sense of justice in society, and people have a sense of love, homeland, and nationality so that they can establish the relationship mandated by Pancasila and the 1945 Constitution.

ABSTRAK

Pendidikan kewarganegaraan ialah mata pelajaran wajib yang ada di seluruh tingkatan pendidikan baik SD/MI, SMP, SMA, maupun tingkat perguruan tinggi. Pendidikan kewarganegaraan sangat besar pengaruhnya dalam membentuk karakter dan kepribadian setiap masyarakat agar sesuai dengan norma dan nilai-nilai pancasila. Oleh karena itu, pendidikan kewarganegaraan sangat penting untuk diajarkan sejak dini. Penelitian ini bertujuan untuk dapat mengetahui tentang hakikat dan latar belakang pentingnya pendidikan kewarganegaraan di SD/MI. Dalam tulisan ini, penulisan menggunakan metode berupa kajian Pustaka. Kajian Pustaka ini dapat bersumber dari Buku, Jurnal, ataupun artikel relevan dengan pokok pembahasan. Berdasarkan penelitian ini menunjukkan bahwa hakikat dan latar belakang pendidikan kewarganegaraan itu bertujuan untuk menunjukkan rasa adil dalam bermasyarakat, dan masyarakat memiliki rasa cinta, tanah air, serta kebangsaan agar dapat menjalin hubungan yang diamanatkan oleh pancasila dan UUD 1945.

INTRODUCTION

Education is very important in life, both in family life, community life, and the life of the nation and state. Education is one of the compulsory subjects starting from elementary school to university level because learning citizenship is very useful for the development of knowledge

and personality for students. Citizenship Education (Pkn) is one of the lessons that aims to shape one's self-ability. By studying education and citizenship, we realize the nature of the importance of civic education (Pkn). It is hoped that citizens will have their rights and obligations (Giwangsa, 2018: 26-40).

In essence, learning citizenship forms students with a sense of nationalism and patriotism. Citizenship education is expected to produce people with a high national spirit who support and carry out national development as the goals of national education should be. Citizenship is regulated to grow awareness of defending the country as well as the ability to think in a comprehensive and integral manner, namely the ability to think in any relationship with the whole which can develop one's own abilities (Nurgiansah, 2015).

The purpose of conducting this civics education research is to find out the nature and background of the importance of civics education in SD/MI as well as to pay attention to the goals and dimensions of civics education. We hope that after studying the nature and background of civics education, students can think critically in dealing with problems so that a structured concept is created in receiving education from the elementary school level (Nanggala, 2020: 197-210).

Law Number 2 of 1989 concerning the national education system, explains that citizenship education is an attempt to equip students with basic knowledge and skills regarding the relationship between citizens and the state as well as Preliminary Defense Education (PPBN) so that they become citizens who can be relied upon by the nation and the Unitary State of the Republic of Indonesia.

Citizenship education in the Law on the National Education System, this means that civic education has a position in the formation of national and character building. Development of National Character, namely an effort made by the state to foster and shape one's character or morals so that they show good behavior based on Pancasila values.

METHODS

This study uses a qualitative approach by reviewing the nature and background of the importance of citizenship education in primary schools or madrasah primary schools using literature review. Literature review is a study that originates from books and scientific articles (Assingily, 2021). In this qualitative method, the author collects data and theory, which will later become new findings without conducting research in the field or other such things.

FINDINGS AND DISCUSSION

The Nature of Citizenship Education

Citizenship education or better known as Civics which refers to education about Defending the Country. In Latin, citizenship is called "Civis" and in English "Civic" regarding citizenship from the word "Civic" was born the word "Civics" which means science of citizenship. Civic Education (citizenship education) is an educational program with a theory-based Interdisciplinary environment in social science disciplines.

Citizenship is all encompassing positive influence which is a process aimed at shaping citizens' views of their role in society. The main goal of Citizenship in education programs, namely to educate better citizens based on conditions, standards, and standards of behavior (as stipulated in the preamble of the 1945 Constitution).

Citizenship education is also an educational program with the core of political democracy that develops with the development of other sources of knowledge, starting from schools, communities, parents and society. To have a positive impact, students are trained to develop their critical thinking skills. Analytical carrying out democratic actions and preparing for a democratic life in accordance with Pancasila and the 1945 Constitution.

Citizenship education subjects are compulsory subjects from elementary school to university. This is because citizenship education is a very important and useful lesson for moral and character education for children to behave well. Educators will have students with good

manners, attitudes and character. Furthermore, forming the character of being an intelligent and independent child who will advance the Indonesian nation. An educator plays an important role in the development of his students and helps them behave well so that one day they become wise and responsible human beings.

Citizenship education is a subject that aims to develop personality, develop the thinking power of students so they can think critically and foster students to become students who develop positively and democratically to form themselves in the character possessed by students who are ready to become citizens. the good one. Good citizens are citizens who know, want, and are able to do good (Somantri, 1970: 36). For this reason, prospective teachers must not discriminate between students based on ethnicity, race, religion or class because they are all Indonesian citizens who have the right and obligation to study and go to school.

The Purpose and Functions of Citizenship Education

The main objective of Civics in the ministry of civic education in primary and secondary education is very important because this subject contains moral and character material which certainly helps students to do good in everyday life, and of course contains values included in the 1945 Constitution and Pancasila.

The purpose of learning Citizenship at the Ministry of National Education is to invite students to think critically, rationally and creatively in responding to citizen issues, participate intelligently and responsibly and act consciously in social, national and state activities, develop actively and democratically based on the characteristics typical of the Indonesian nation, interacting with other nations in world regulations directly by utilizing technology and communication. Good character is based only on God's highest order to increase religious attitudes and balance good character. Knowledge can be developed based on attitudes, can also use information and communication technology as appropriate and necessary.

The aim of the state is to organize civic education so that every good citizen can become an intelligent citizen and participate in community life to develop. The moral education that is currently being given to elementary school students is starting to deviate somewhat from the 1945 Constitution and is also surprising in the context of the nation and state, schools must be used as a means to develop the potential of democratic and responsible citizens and citizenship education must become a psychological instrument of education that is main.

In this regard, especially at the primary and secondary education levels, schools must be developed as mediators or social educational institutions that foster or create an atmosphere for the growth and development of various individual student qualities. These individual qualities are very important for future use. Students are also taught to think critically in order to deal with a problem, so they are not hasty in making decisions.

Therefore, schools as an integral part of society need to be developed as centers of acculturation and empowerment of students throughout their lives. , life skills and a democratic life to build a democratic life.

The main character of a smart state is the initiation of a commitment to consistently want, or be able to maintain, and develop democratic ideals and values that are in accordance with the times effectively and deal with and manage crises that always arise for the benefit of the Indonesian people in order to achieve prosperity in the nation and state. .

The purpose of citizens specifically is the morals that are expected to be embodied in everyday life, namely actions that radiate faith and piety to God Almighty in a society consisting of religious groups, placing collective interests above individual and group interests, and to ensure that differences of opinion are resolved through deliberation for consensus, and actions to support social efforts to achieve justice.

The function of civics education learning is to be able to express national ideals and make wise decisions, a means of educating citizens who are intelligent, qualified, and have strong character who are loyal to the people and nation of Indonesia. Think and act in accordance with

the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia, culture, insight into the archipelago, and national resilience as the nation's successor in the future.

According to Mubarokah (2012) The function of civics education learning is to help the younger generation gain an understanding of national ideals or state goals, to be able to make responsible decisions in solving personal, community and state problems, to be able to appreciate national ideals and to be able to help intelligent decisions, a vehicle for forming intelligent, skilled and characterized citizens who are loyal to the nation and state of Indonesia by reflecting on themselves in the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution of the Unitary State of the Republic of Indonesia.

The scope of citizenship education subjects includes aspects such as: *First*, Solidarity and national unity are very closely related. Explain the implications of dependence on the diversity that exists in Indonesia. In diversity, love for the environment, the pride of the Indonesian nation, the youth oath, the integrity of the Unitary State of the Republic of Indonesia (NKRI), participation in defending the country, a positive attitude towards the Unitary State of the Republic of Indonesia (NKRI), guarantees of openness and justice.

Second, Norms, Laws and Regulations, including: family order, school order, community order, regional regulation ordinances, national and national order of life, domestic law and international law and justice court system. *Third*, Human Rights are rights that are inherent in humans from birth as a gift from God Almighty and cannot be set aside or contested by anyone. Rights and responsibilities of children, rights and responsibilities of community members, international and national human rights instruments, respect and protection of human rights.

Fourth, the needs of citizens include coexistence, self-esteem as citizens, freedom of association, independence of expression, respect for common choices, self-actualization and equal rights of citizens. *Fifth*, the state constitution which includes the proclamation of independence and the First Constitution, the Constitution used in Indonesia, the basic relationship between the state and the Constitution.

Sixth, Power and Politics, including Village and Kelurahan Government, Regional and Autonomous Government, Central Government, Democracy and Political Institutions, Political Culture, Democratic Culture and Civil Society Government Institutions, Press in a Democratic Society. *Seventh*, Pancasila includes the position of Pancasila as the basis of the state, national ideology, the process of formulating Pancasila as the basis of the state, the practice of Pancasila values in daily life.

Eighth, globalization is a process that involves events, decisions, and activities in one part of the world that have a significant impact on individuals and communities in remote areas. Globalization drives changes that occur in several fields, such as globalization in the environment, Indonesia's foreign policy in the era of globalization, the impact of globalization, international relations and organizations, and assessment of globalization.

Civics Principles refer to a set of Learning Principles. These learning principles are the principles of active student learning (Student Active Learning), collaborative learning groups (Collaborative Learning Group), participatory learning (Participatory Learning), and reactive learning education (Reactive Learning education). The principle of active student learning in this model follows the principle of active student learning. Most student activities start from the planning stage in class and throughout the fieldwork and report writing process. During the activity planning stage, students examine while identifying problems using the brainstorming method (Brainstorming). Of course, all students can also ask questions of interest in addition to subject-related questions. After the questions are collected, students vote to select a study question for the class.

Collaborative learning groups in the Civics learning process also use the principles of collaborative learning, namely a learning process based on collaborative learning. The collaboration in question is collaboration between students and other components of the school, including school collaboration with parents of students and related agencies. Collaboration between students becomes evident when the class chooses a problem to work on together.

Participatory learning, in addition to the learning principles above, Civic Education also adheres to the core principles of participatory learning. In one form of drama, students learn to live in a democracy. Because at every step, this model has meaning related to the practice of democratic life.

Reactive learning education, this principle focuses on how teachers develop strategies to motivate students to learn. Therefore, the teacher must use the situation so that the subject does not become interesting and boring. The teacher must be sensitive enough to be able to quickly determine whether a learning activity is boring for a student. This is a reactive type of teacher. Reactive teachers are characterized by placing students as the center of learning activities, learning begins with objects.

CONCLUSION

Based on the description above, it can be concluded that the nature and background of citizenship education aims to show a sense of justice in society, and people have a sense of love, homeland and nationality so that they can establish the relationship mandated by Pancasila and the 1945 Constitution. This can be seen from the scope of Civics learning, including *first*, solidarity and national unity are very closely related. *Second*, norms, laws and regulations. *Third*, human rights. *Fourth*, the needs of citizens include coexistence. *Fifth*, the state constitution which includes the proclamation of independence and the First Constitution. *Sixth*, Power and Politics. *Seventh*, Pancasila. *Eighth*, Globalization. The principles of Civics refer to a set of learning points. These learning principles are the principles of active student learning, collaborative learning groups, participatory learning, and reactive learning education.

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