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Citizenship Education-Based Children's Character Development

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ABSTRACT

In order to achieve bright and good children, it is important for teachers, parents and community members to make an impact on students' education. This study aims to describe the paradigm of civic education in this regard. With the help of literature study methods, this research takes a qualitative approach. The purpose of the study and data analysis is carried out by studying various relevant journals and other publications related to the problem to be solved. To find out more about previous researchers who have studied the same problem or the subject of current conversation. For this reason, data validation in this study was carried out by utilizing the main reference sources. Based on this research, it is hoped that teachers can apply methods or ways of teaching that can improve character and change children's mindsets such as applying the Pancasila precepts in everyday life in order to produce smart and good students.

ABSTRAK

Untuk mencapai anak-anak yang cemerlang dan baik, penting bagi guru, orang tua, dan anggota masyarakat untuk memberikan dampak pada pendidikan siswa. Kajian ini bertujuan untuk mendeskripsikan paradigma pendidikan kewarganegaraan dalam hal ini. Dengan bantuan metode studi literatur, penelitian ini mengambil pendekatan kualitatif. Tujuan kajian dan analisis data dilakukan dengan mempelajari berbagai jurnal yang relevan dan publikasi lain yang berhubungan dengan masalah yang akan dipecahkan. Untuk mengetahui lebih banyak tentang peneliti sebelumnya yang telah mempelajari masalah yang sama atau subjek pembicaraan saat ini. Untuk itu, validasi data dalam penelitian ini dilakukan dengan memanfaatkan sumber referensi utama. Berdasarkan penelitian ini diharapkan para guru dapat menerapkan metode atau cara mengajar yang dapat meningkatkan karakter dan mengubah pola pikir anak seperti menerapkan sila-sila pancasila dalam kehidupan sehari-hari guna mencetak siswa yang cerdas dan baik.

INTRODUCTION

Indonesian history has shown the value of formal education, even though at that time it was practiced traditionally. The social sciences are also expected to play a role in preparing Indonesian citizens in the future to uphold the nation's ideals. This effort is demonstrated by the

fact that civics education has various labels that suit Indonesia's political and social growth. Responding to the 1959 Presidential Decree to return to the 1945 Constitution of the Republic of Indonesia, this prompted the birth of policies in the field of education, especially civics education.

The Citizenship Education curriculum changed due to the many curriculum revisions that were carried out during the New Order era. With the demands of changing thinking, a new paradigm of citizenship that bridges the gap between the old and the new is now being built. Since the phenomena of brawls, immorality, and exam cheating were carried out by a number of students in various regions in Indonesia, the discourse of creating a new curriculum to replace the 2006 Curriculum (KTSP) has really begun to be felt. Many community groups feel disturbed by this situation, causing them to start debating the purpose and role of madrasas and schools (Prastowo, 2013: 36-52).

Citizen qualities and behaviors are developed and constructed with significant input from civics education. Ismaun emphasized that in order for children to be ready to face problems in their environment, their nation, and their country, intellectual and emotional intelligence must be developed in them at every level of citizenship education. This is in accordance with the 2013 Curriculum which emphasizes the need for topics to help students develop positive attitudes, good personality, and a sense of responsibility.

With these characteristics, the 2013 curriculum actually has a number of advantages compared to the previous curriculum, including the hope that the 2013 curriculum can increase the international competitiveness of Indonesian students. In addition, the 2013 curriculum teaches students more through an integrated educational approach and is not only focused on helping them master science and technology (Supriana, *et.al.*, 2018: 96-104). The aim of Civics which emphasizes the aspect of instilling good values in students so that they become good citizens in terms of decency, good and obedient to the state, and good towards others by being able to show a responsible attitude as citizens (civic responsibility), have civic skills, and participate in decision-making.

Comprehensively, these efforts aim to help students develop these qualities (participation skills). Developing the nature or character of a good citizen is another goal. Characteristics of Civics learning, including the ideals, morals, and norms of Civics. This is in accordance with Maftuh and Sapriya's statement that the state must develop Civics to produce good citizens, namely people who have high intellectual, emotional and spiritual intelligence (smart citizens) (Iyan & Dewi, 2021: 35-46).

Citizenship Education actually functions as a place to foster unity and play a role in shaping the next generation. Citizenship Education is a social subject that seeks to develop individuals with righteous morals. investigates the role played by civic education in producing intelligent and deserving students which has been the subject of extensive research. Development of students' intellectual intelligence in solving problems, one of which is the development of civics education to produce good citizens, as well as the role of citizens which is very decisive because the character of citizenship leads to values, and the role of citizens is so important because the nature of citizenship directs moral values.

According to the analysis of the literature above, civics education is needed to form intelligent and moral next generations. Thus, broader research is needed, as shown by the research title "Efforts to Build Student Character Based on the Citizenship Education Paradigm". Through this research, it is hoped that teachers will be able to apply learning strategies or approaches that will improve character and change children's perspectives, such as applying the Pancasila precepts in everyday life to produce students who are intelligent and virtuous.

METHODS

With the help of literature study methods, this research takes a qualitative approach. The subject of study and data analysis is completed by reading a number of related publications and various papers related to the problem at hand. This is to learn about previous researchers who

have researched the same subject or topic of discussion. Therefore, the data in this study were verified using important reference materials (Assingkily, 2021).

FINDINGS AND DISCUSSION

According to the definition of the National Education Standards Agency (BSPN) regarding the civic education paradigm, the educational paradigm is the perspective and process of understanding national education through observation and the process of identifying solutions to problems that develop in national education. The difficulties, demands and expectations of society in the era of the fourth industrial revolution had an impact on how this paradigm developed in Indonesia.

In line with that, it can be concluded from the explanation above that the paradigm that is formed in an area also experiences changes, both in terms of developing a modified paradigm to address educational problems and from the difficulties, needs and desires of the local community (Hidayatullah, *et.al.* 2020: 197-202). In Indonesia, the education paradigm is always updated to reflect the latest conditions and the right paradigm.

The right national education system, according to Suparjo, is one that continuously creates and refines curricula that are implemented or remain relevant and sustainable in accordance with the times. In addition, according to Efendy, it shows how the educational paradigm changes to reflect contemporary conditions. The paradigm which states that the teacher is the center of the learning process changes into a new paradigm that places students as the center or core of the learning process. Therefore, based on the justification above, it can be concluded that this educational paradigm shift is appropriate for now and will be practiced in the future.

Researchers hope to use the educational paradigm to build a new paradigm that is more necessary and relevant to current educational advances. Because, in many countries, education is the most important factor in fostering creativity and innovation. One of the most important factors in human existence is training. Schools want to help children grow in morality, character and other areas of teaching that can help children build mindsets. Learning must happen while teaching. Implied students are treated as subjects in learning because learning is full and designed to demonstrate students. Exercises are completed to complete educational goals.

Education is the process of educating and empowering people who are moving towards becoming independent individuals and giving them the tools they need to build their own lives and communities. The process of acculturation and empowerment lasts a lifetime, and educators who lead by example, who can help students develop their will, as well as their potential and creativity, are vital to that process. This concept causes a paradigm shift from the teaching paradigm to the learning paradigm in the educational process.

The learning paradigm aims to educate students to become human beings who have the abilities needed by themselves, society and the state and have religious spirituality, noble character, individuality, intelligence and aesthetics. providing more positions to leverage talent and innovation, and the country. The educational paradigm focuses more on the role of educators in communicating knowledge to students (Khairat, 2017). Understanding the whole human being is very important because education equips students to face the realities of life both now and in the future. Conversely, if education is understood incorrectly, it will undoubtedly result in the development of educational ideas and methods which are also less proportionate.

Students are educated in an effort to help the "golden generation" of the Indonesian nation become whole citizens who uphold and respect the norms and values of the country. Education is the process of cultivating students within a cultural framework. The result of human civilization is culture. Thus students are guided to become more moral and civilized human beings through the educational process. If those who receive education grow up to be morally corrupt and uncivilized human beings. Culture, also known as a way of life, refers to a group of traditions, customs, norms, values, language, beliefs and ways of thinking of people that have been shaped in a certain way.

Society and transmitted from generation to generation, giving the community an identity support. From a cultural point of view, educational settings are cross-cultural interactions between teachers and students. The process of learning, transference and counter transference, as well as mutual evaluation, all exist in education. Therefore, to understand and assist students, educators must be sensitive to cultural differences. These teachers incorporate students' distinct cultural characteristics into the learning process because they are fully aware that everyone has these characteristics. Education staff must have a deep understanding of other cultures so that they are culturally sensitive, especially when it comes to the cultural background of students in Indonesia.

Basically every process of student education is a process of acculturation. Every education that occurs must always be carried out with a cultural approach in the context of education as a civilizing process. Education will only produce uncivilized humans if it is not done with a cultural perspective. Economically, education will produce reliable individuals who will drive local and national economic progress.

As a result, education must be capable of producing high-quality graduates who are knowledgeable, proficient in technology, and possess the necessary technical and soft skills. One of the main principles of local and global economic activity is the ability of professional personnel to engage in entrepreneurial activities. Even education has a very important and strategic role in increasing the nation's competitiveness and fostering national independence, both of which are conditions for competing internationally in a globalized world.

To become Indonesian citizens who are educated and have character, as required by Pancasila and the 1945 Constitution, citizens must understand and be able to carry out their rights and obligations. This is the goal of citizenship education. Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education Units has this meaning (Anatasya & Dewi, 2021).

This is stated in Article 37 paragraph 1 of Law Number 20 of 2003 concerning the National Education System. Wahyudin Noe's research is included in the Mission, Vision and Objectives of the Citizenship Education (PKn) Course. The purpose of PKN courses is to improve national character (the formation of national character and personality) and to create courses that empower citizens. based on an understanding of politics, law, and morality.

According to some linguists, the term citizenship education is translated into citizenship education in Indonesian. Kerr also shared her thoughts on the goals of citizenship education. Kerr's argument is that, in general, citizenship involves a process of educating the next generation about their roles and obligations. Schooling, education, and the learning process are all functions of education, especially in the process of preparing the nation's people. Kogan claims, that is civics education, what is important, the basic subjects taught in schools are created to equip children to participate actively in society as adults. (Asyari & Dewi, 2021: 30-41).

In order to empower humans, in this case students, as well as humanize, foster, and empower themselves and their lifestyles to become good citizens, citizenship education or citizenship education is a curriculum in education. one might say. It is clear that the purpose of civic education is to protect the nation from negative and destructive forces that can harm the nation as a whole. Therefore, the development of civic education is seen by the Indonesian people as a means to uphold their country while preserving knowledgeable, capable, and exemplary people who will uphold the goals of Pancasila and the 1945 Constitution through their thoughts and actions. The goal is to foster good citizenship. There must be an external strike.

Citizenship education requires fostering in the next generation a form of love for the motherland and high moral principles. This assistance is the basis for completing tasks and realizing people's independence so that they can still uphold the excellence and greatness of the State. Citizenship Education teaches the public how to submit and obey the government and promote freedom of thought and action. In an educational setting like this, people can learn

about the future of society, how to develop their potential, and how to improve themselves (Putri, *et.al.*, 2021).

Citizenship Education is essentially a form of "school of the future", which refers to educating people to become strong, equal, wise human beings, aware of the currents and obligations of social and state life. Urban education learning can be achieved through effective planning and implementation, learning that is based on instructive goals, and habituation of observation through assessment with the aim of achieving the learning objectives of metro training well and producing citizens who are knowledgeable in their fields. Commitment is one of the characteristics of the Unitary State of the Republic of Indonesia. There is nothing to worry about Indonesia (NKRI) or this autonomy for anyone interested in learning the exercises, understanding the experiences, standards and goals of the nation, and concentrating on common progress, security, economy and general government support.

To achieve the goals of citizenship education and produce citizens who are aware of their responsibilities as members of the Unitary State, citizenship learning can be carried out through effective planning and implementation, learning based on educational goals, and monitoring learning through evaluation. Independence of the Unitary State of the Republic of Indonesia (NKRI). It will not harm anyone who participates in educational endeavors, understands the history, ideals and goals of the nation, and works to promote law and order, economic development and the general welfare.

The Function of Citizenship Education to Create Smart and Good Students in Indonesia

Law No. 20 of 2003 defines the National Education System as the business foundation and provides information on civic education. a nation that strives for national development in accordance with Article 3 paragraph (2) by taking into account its functions and objectives (Zulfikar & Dewi, 2021). Citizenship Education aims to make students aware of their rights and obligations as citizens, help them become better, more responsible human beings, and instill in them a sense of love for the motherland for the Unitary State of the Republic of Indonesia as a whole.

In addition, students who are in accordance with the mandate of Pancasila and the 1945 Constitution are committed to defending the Indonesian state and nation and being loyal to Him through self-reflection as intelligent citizens, as a means of developing skilled and personable (Magdalena, *et.al.*, 2020). The younger generation is able to solve personal, local and social problems appropriately. They also value and act according to national ideals. Citizenship Education is a means to produce citizens who are knowledgeable, skilled, and devoted to Indonesia and its people.

By instilling the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution, citizenship education aims to form knowledgeable, accomplished and virtuous citizens who are loyal to the Indonesian nation. This was conveyed by the Director General of Basic Education and Media Management. This important intelligence has important traits such as the ability to sympathize with the suffering of others without acting maliciously. the ability to control impulses and delay gratification. the capacity to consider the opinions of different stakeholders before making an assessment.

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The Purpose of Citizenship Education for Students

The main goal of citizenship education is to unite the Indonesian nation to create a better nation and society. Simorangkir claims that the purpose of citizenship education is to instill proper and correct knowledge and understanding, to place and instill a mindset that is in accordance with Pancasila and Indonesian character (character), to instill Pancasila moral values in students, awareness of the need for children -children of Indonesian citizens and citizens to always uphold and embody Pancasila moral values, as well as provide motivation so that in every attitude and action students practice Pancasila moral values.

Citizenship Education is an educational effort that is willing and aware of its rights and obligations, in accordance with the objectives of citizenship education, namely to know and understand the substance and meaning contained in Pancasila and the 1945 Constitution. (Anatasya & Dewi, 2021). National Education Regulation Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education underscores the purpose of citizenship education. The following competencies are what we want students to have: Be rational, creative, and critical in thinking when trying to understand current citizenship issues. Participate actively, be firm in your convictions, and firm in your will to fight corruption.

Ahmad Sanusi emphasized that the principles and objectives taught in traditional citizenship education are as follows: Existence under constitutional protection. National development in accordance with constitutional needs. Citizen awareness through solid political education. Education that instills a sense of responsibility in citizens. Democracy training. Participate in carrying out political life.

School as a laboratory of democracy. Procedure in decision making. Leadership development. Controlling government institutions. Promote cooperation and global understanding. The most basic goal of Citizenship Education is to create "smart and good citizens" who uphold Pancasila and the Constitution as the foundation of everyday life.

According to Djairi, this is in line with the statement on civic education which states that the aim is to instill morals that can be applied in everyday life and uphold the values of Belief in the One and Only God through a society consisting of people of different religions. group. Civilized behavior that promotes economic success, national cohesion and diversity in society and shapes the behavior of citizens according to the highest principles of justice. Forming behavior that emphasizes shared motives above individual motivation to achieve the goals of social progress for all Indonesian people.

Characteristics of Smart and Good Students

Character is knowledge, understanding, and experience about an action that is in accordance with the norms that apply in the family, society, nation, and country, which is then actualized in daily routine behavior that has been ingrained or is often practiced. By maximizing one's own potential and moving oneself with his feelings, a person with good or bad morals tries to do good deeds for God Almighty, himself, others, his community, his country, and the international community in general.

Students in the PPKn Study Program develop good Pancasila character and show attitudes that are in accordance with Pancasila values to become cultured and broad-minded citizens. The values of religious character, social responsibility, independence, love for the motherland, togetherness, democracy and justice are contained in each of the Pancasila precepts.

As a result, the national character must be built from the start. The ideals and national goals of the Indonesian state which include initiatives to educate the nation's life through civic education can truly be realized through character education. Because the characteristics of this nation must be instilled in Civics learning patterns, one of which is civic character education, in order to produce superior citizens and students who are intelligent in good thoughts and actions (Iyan & Dewi, 2021).

Smart teachers produce intelligent human resources and show commendable national character. By involving all school administrators, families and community members, character education can be successfully implemented in the educational environment. For example, in Civics subjects in elementary schools students are taught to be honest, tolerant, work together and care socially. How to teach students can be in various ways, for example honest character can be taught using visual learning media, teachers teach material using examples related to the environment or present learning media such as watching animated videos about honesty, its benefits and so on.

Tests and quizzes can be used for practice, but you should do so honestly and without using underhanded strategies (Anatasya & Dewi, 2021). Civics subject matter that supports the formation of student character, adequate and attractive learning facilities and media to support the successful implementation of character education are several factors that can support the application and development of character education in Civics subjects. Students who obey, pay attention, and follow the lessons well when the teacher explains.

CONCLUSION

Based on the description above, it can be concluded that the paradigm that is formed in an area also experiences changes both in terms of changes in development paradigms that are adapted to educational interests as well as from the challenges, desires and demands of the surrounding community. Education is used to help students become members of the "golden generation", which upholds and advances the principles and ideals of patriotism. Meanwhile, the purpose of citizenship education is to empower students or themselves to become good citizens by trying to humanize, civilize, and empower them.

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