



Global Trends In The Learning Process Of Pancasila And Citizenship Education In Schools

Azizah Nur Khalisah Daulay¹, Hainun Hanifah², Sakhi Nabila Al Husna³, Rahmansyah Fadlul Al Karim Rambe⁴

^{1,2,3,4}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

Article history:

Received : 19 April 2023

Revised : 20 August 2023

Accepted : 16 Nov 2023

Keywords:

Global Trends, Citizenship, Learning.

ABSTRACT

This research discusses the global trend in Pancasila and citizenship education for democracy which has the potential to tremendously affect Pancasila and citizenship education in countries that adhere to constitutional democracy. Citizenship education certainly has implications for the learning process of citizenship education in schools (as a subject). The results of the study show that the global trend of citizenship education is evident in the vision and mission of Pancasila and citizenship education in Indonesia which is oriented towards the formation of good, intelligent and democratic citizens. The overall global trend has implications for the learning process of civics education at the school level, namely the components of objectives, materials, methods, media and sources, as well as evaluation of civics education learning.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Azizah Nur Khalisah Daulay
Universitas Islam Negeri Sumatera Utara, Medan
Email: Azizahnkdaulay08@gmail.com

1. INTRODUCTION

Education as a fundamental element of the process of change in society, nation and state, as emphasized in the formulation of Article 3 of Law no. 20 of 2003 concerning the National Education System, "functions to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation", and leads to "the development of the potential of students to become human beings who believe and fear God Almighty, have good morals noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

Efforts to develop civics education as a scientific concept, instrumentation, and educational praxis are intact in line with the global trend of civics education which has begun to be developed not only as a curricular program in schools, but has also become a scientific study, and a socio-cultural citizenship movement. What are the 3 global trends in citizenship education? John. J. Patric (1997) states that the current global trend of civic education is for democracy, which contains nine global trends as follows:

1. conceptualization of civic education in terms of three interrelated components
2. systematic teaching of core concepts
3. analysis of case study
4. development of decision making skills
5. comparative and international analysis of government and citizenship
6. development of participatory skills and civic virtues through cooperative learning activities
7. the use of literature to teach civic virtues
8. active learning of civic knowledge, skills, and virtues
9. the conjoining of content and process in teaching and learning of civic knowledge, skills, and virtues

The nine global trends in civics education certainly have implications for the process of learning civics education in schools (as subjects). Civic Education in schools is a "subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are smart, skilled, and have the character mandated by Pancasila and the 1945 Constitution" (Appendix to Permendiknas No. 22 Year 2006 concerning Content Standards).

Because efforts to realize good Indonesian citizens as expected in the 1945 Constitution cannot be separated from the constellation of global developments. Even Azis Wahab (2011: 15) states that "these nine global trends have the potential to tremendously influence civic education in countries that adhere to the ideology of constitutional democracy". (Riza Alrahman, S.Pd., M.Pd. (2012).

Citizenship education certainly has implications for the learning process of citizenship education in schools (as a subject). Civics in schools are "subjects that focus on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character mandated by Pancasila and the 1945 Constitution". (Ihsan. (2017).

2. RESEARCH METHODE

The type of research used in this paper is a library research approach. Literature study is the process of reading a number of references, which on average are in the form of writing (both books, articles, journals, etc.) which will later be used as a reference source for the writings compiled. The existence of references helps develop writing, not only so that it can be real or feel the real effect.

3. RESULT AND ANALYSIS

Global Trends in Citizenship Education

In Law no. 20 of 2003 concerning the National Education System stipulates that civics education study materials must be included, both in the primary and secondary education curriculum as well as the higher education curriculum (Article 37). The existence of provisions regarding Citizenship Education in the Law on the National Education System as a compulsory subject at the primary, secondary and higher education levels shows that this subject occupies a strategic position in achieving national education goals. At the SMP/MTs level, citizenship education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution (Permendiknas No. 22 of 2006).

It is certain that almost no country in this world can live without contact with other nations. The interdependence theory is increasingly showing its truth. That means that citizens who are prepared through citizenship education in schools must be equipped with themes other than dependency, also about cultural change, scarcity and conflict. All of these themes in teaching must always be seen in a global context by giving priority to local issues and problems.

Within the above framework, the need to equip citizens with global understanding becomes inevitable in Citizenship Education to develop global citizens. Therefore, adult Citizenship Education needs to pay attention to global trends that are happening which inevitably affect Citizenship Education. (Nurhasim, Moch. (2014).

The reformation era has paved the way for the realization of a new paradigm of civic education. The new paradigm is oriented towards the formation of a democratic society (Muchson AR, 2003). This is in line with the global trend of Pancasila and civic education for democracy (John J Patric, 1997). Pancasila education and the new paradigm of citizenship seek to empower citizens through the educational process so that they are able to play an active role in a democratic government system. The mission of Pancasila and citizenship is to create good citizenship so that they are able to play an active role and be responsible for the continuity of democratic governance through the development of knowledge, skills and civic character.

The vision of Pancasila and civic education aimed at realizing a democratic society is a reaction to the old paradigm error labeled Pancasila and Citizenship Education (PPKn). From several literature studies, as stated by Winarno (2006: 24), PPKn subjects are very striking with the mission of realizing an attitude of tolerance, tolerance, maintaining unity and oneness, not forcing opinions, respecting, and other things that are rationalized for the sake of government to support national development. PPKn at that time was actually Pancasila and civics education which functioned as a tool for the authorities to perpetuate power. Therefore, it is not surprising that PPKn is considered more political than academic, which in the end at the school level, these subjects tend to be discredited and are not of much interest to students. (Ihsan. (2017).

The birth of a new paradigm of Pancasila and citizenship education is certainly not a coincidence. It was born from the hope of education in Indonesia to be able to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia (Rational Section of the Attachment to the Minister of National Education Regulation No. 22 of 2006 concerning Content Standards). This is important, because historically, the Indonesian state has been created as a unitary state with the form of a republic. Expectations in the implementation of national education are reflected in the essence of Pancasila and Citizenship Education. In the Appendix to Permendiknas No. 22 of 2006 concerning Content Standards, Pancasila and citizenship education subjects are formulated as subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution. (Riza Alrakhman, S.Pd., M.Pd. (2012).

Global trends in civic education subjects adapted from the opinion of John J. Patric (1997). This global trend is illustrated in the following description: Pancasila and civic education in conceptualization are components that are interrelated. Substantively, Pancasila and civic education subjects study the principles and practice "democratic governance and citizens". Regarding these interrelated components, a study by The International Association for Evaluation Achievement (IEA) as stated by Samsuri (2006: 35) on the implementation of Pancasila and civic education in 28 countries, found components of civic education which include aspects of civic knowledge, civic engagement, and civic and other concepts (Torney attitudes-Putra, et.all,

2001:179). The civics education study material studied includes material on democracy, citizenship, national identity, international relations and diversity/social cohesion.

Implications of the Global Trend of Citizenship Education in the Learning Process of Citizenship Education in Schools

Azis Wahab (2011: 15) states that the nine global trends have the extraordinary potential to influence civic education in countries that adhere to the ideology of constitutional democracy. Learning is a system consisting of interacting components. (Nurhasim, Moch. (2014).

In the provisions of Law no. 20 of 2003 concerning the National Education System, Learning is a process of interaction between students and educators and learning resources in a learning environment. In this case, learning is a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors. Learning is a special subject of education Corey (1986).

Observing some of the learning concepts as stated above, it can be interpreted that in learning there is interaction between students and educators, involving elements that influence each other to achieve the expected goals or competencies. Learning describes the activities of teaching teachers and students as learners and other elements that influence each other. (Ihsan. (2017).

Learning is seen as a system, because in it there are several learning components that are interrelated between one component and another and interdependence. According to Banathy "A system is an integrated set of elements that interact with each other". The learning components are as follows: (1) objectives, (2) materials, (3) methods, (4) media, (5) evaluation,

First, the objective component. Learning civics education at the school level has the goal that students have the ability to:

1. Think critically, rationally and creatively in responding to citizenship issues
2. Participate actively and responsibly, and act intelligently in community, national and state activities, as well as anti-corruption
3. Develop positively and democratically to shape themselves based on the characteristics of the Indonesian people so that they can live together with other nations
4. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology. (Permendiknas No. 22 of 2006)

According to Samsuri's analysis (2011: 3), the formulation of these objectives has similarities with the objectives of civic education in the National Standards for Civics and Government document developed by the Center for Civic Education (1994) Calabasas, United States of America. The National Standards for Civics and Government formulate civics learning objectives in three forms of civic competency components, namely civic knowledge, civic skills which include intellectual and participatory skills, and civic dispositions. It's just that the Indonesian context, such as in the case of anti-corruption education, seems to be in line with the national politics to fight corruption as a manifestation of the national reform movement. This makes the Indonesian model of civics have its own uniqueness.

Second, materials or learning materials. Learning material is the substance that will be conveyed in the learning process (Djamarah and Zain, 2002:50). Learning material is an important component in all learning processes, including the learning process of Citizenship Education. Without learning materials, the learning process will not run. Learning materials can be in the form of facts, concepts, principles or procedures (Sudarman, 2003: 162).

Based on this, the learning material for Citizenship Education refers to the competencies to be achieved. The material being studied must be meaningful for students and constitute materials that are really important, both in terms of the competencies to be achieved and their function to determine the material in the next learning process. (Ihsan. (2017).

Third, the Civics learning method. The method is the way used to achieve the competence that has been determined. In learning activities, methods are needed by teachers and their use varies according to the competencies to be achieved after learning activities end (Djamarah, 2001: 72).

The success of learning Citizenship Education does not only depend on the teacher's ability to develop competencies and learning materials, but is also supported by appropriate learning methods. Selection of the right method in the learning process of Citizenship Education will help teachers and students to achieve successful learning carried out. The relevant methods to be applied in learning Citizenship Education are with the following characteristics: 1) emphasizing problem solving; 2) can be run in multiple contexts; 3) direct students to become independent learners; 4) connecting the subject matter with different student life contexts; 5) encourage students to design and carry out scientific activities; 6) motivating students to apply the material they have learned; 7) apply authentic assessment; and 8) pleasure (Djamarah and Zain, 2002:122)

In addition to the method, we also know the learning model. In the framework of KTSP socialization, the Ministry of National Education (2006) divided three types of learning models, namely: 1) Direct Instruction (DI) Model, 2) Cooperative Learning (CL) Model, and 3) Problem-Based Learning Model or Problem-Based Instruction (PBI). In detail each of these learning models can be described as follows.

a. Direct Learning Model (Direct Instruction)

The direct learning model is a teacher-centered learning model so that it prioritizes the delivery of knowledge with the target of simple declarative knowledge learning outcomes. Even so, to achieve maximum goals, this learning model needs careful planning with in-depth mastery of learning materials by the teacher.

b. Cooperative Learning Model or Cooperative Learning (CL)

The cooperative learning model is a learning model based on constructivism theory with a learning community approach (learning community), centered on students with the target of academic learning outcomes and social skills. This model requires the management of a democratic classroom atmosphere and the active role of students in learning. Therefore, the role of the teacher through this learning model should try to involve more students in learning.

c. Problem-Based Learning Model or Problem-Based Instruction

The problem-based learning model is a learning model that is based on constructivism theory with an inquiry approach, centered on students with the target of problem-solving learning outcomes (authentic) and becoming independent learners. This model requires the management of a democratic classroom atmosphere and the active role of students in learning. Therefore, the role of the teacher through this learning model should try to involve more students in learning in an open, democratic, and free way of opinion.

In essence, the three learning models above can be applied in learning civics education at the school level by first making modifications or adjustments to the conditions and characteristics of students. However, when paying attention to the learning objectives as specified in the Civics subject content standards, the second and third models need greater attention. In accordance with the demands of the standard content of Civics subjects, the problem-based learning model is highly recommended to be mastered and applied in Civics learning. This model uses an inquiry approach which is very important for Civics. (Ihsan. (2017).

The learning model with an inquiry approach is essentially in line with John Dewey's ideas about the principles of interactive learning. The success of learning democracy in civics education as an art will be determined by the principles of John Dewey's interactive learning model, namely:

- a. Respect and concern for others
- b. Think creatively
- c. Generate a number of solutions to common problems
- d. Trying to implement these solutions

Fourth, media components and learning resources. Learning media is a tool that can be used as a channel for messages to achieve learning objectives (Djamarah and Zain, 2002:139). The use of learning media is basically to help facilitate students' understanding of an idea or theory. Learning media is very necessary for children at the elementary to middle level, and will decrease a lot if they reach the higher education level. At the elementary and middle school level, instructional media will help students a lot by developing all the existing senses, namely by hearing, seeing, touching, manipulating, or demonstrating with the media that can be chosen.

In the learning process of Citizenship Education, the presence of the media has a very important meaning. The ambiguity of the material presented can be minimized by presenting the media as an intermediary. The complexity of the material to be conveyed to students can be simplified by using the media. Even the abstractness of learning material can be concretized with the presence of media. Media can represent what the teacher cannot convey through certain words or sentences. (Nurhasim, Moch. (2014).

4. CONCLUSION

The development of the study of Pancasila and civic education in a global world has given rise to a global trend in Pancasila and citizenship education which is quite influential on the development of civic education at the school level in Indonesia. The global trend of citizenship education can be seen in the vision and mission of Pancasila and civic education in Indonesia which is oriented towards the formation of good, intelligent and democratic citizens. The overall global trend has implications for the learning process of civics education at the school level, namely the components of objectives, materials, methods, media and sources, as well as evaluation of civics education learning.

The implications of the global trend of civics education on the learning process of civics education at the school level found in this study have not substantively revealed the role of civics education teachers as curriculum implementers in the field. In fact, studies on teachers, global trends in civic education, and learning processes also need to be studied carefully. Therefore, it is hoped that similar research will touch on the study of the three themes mentioned above.

References

- [1] Asshiddiqie, Jimly. (2011). Pengantar Ilmu Hukum Tata Negara. Jakarta: PT Raja Grafindo
- [2] Azra, Azyumardy (2010). Islam, corruption, good governance, and civil society: the Indonesian experience. *Islam and Civilisational Renewal Journal* Vol 2, No 1 Tahun 2010 hlm. 14-31
- [3] Fahmi, Khairul. (2015). Sistem Penanganan Tindak Pidana Pemilu. *Jurnal Konstitusi*, Volume 12, Nomor 2, Juni 2015, hlm. 264-283
- [4] Lucky, Ovwasa O. (2013). Money Politics And Vote Buying In Nigeria: The Bane Of Good Governance. *Afro Asian Journal of Social Sciences* Volume 4, No. 4.3 Quarter III 2013, hlm. 1-19
- [5] Muhtadi, Burhanuddin. (2013). Politik Uang dan Dinamika Elektoral Di Indonesia:

- Sebuah Kajian Awal Interaksi Antara “Party-Id” dan Patron-Klien. *Jurnal Penelitian Politik*, Volume 10 No. 1 Juni 2013, hlm. 41-58
- [6] Ihsan. (2017). *Kecenderungan Global Dalam Proses Pembelajaran Pendidikan Pancasila Dan Kewarganegaraan Di Sekolah*. *JPK Jurnal Pancasila dan Kewarganegaraan*. Vol. 2, No. 2, Juli 2017, hlm. 49-58.
- [7] Najib, Mohammad et.al. (2014). *Pengawasan Pemilu Problem Dan & Tantangan*. Yogyakarta: Bawaslu Propinsi DIY
- [8] Nurhasim, Moch. (2014). *Partisipasi Pemilih pada Pemilu 2014: Studi Penjajakan*. dalam Moch. Nurhasim (Ed). (2014). *Partisipasi Pemilih Pada Pemilu 2014: Studi Penjajakan*. Jakarta: Pusat Penelitian Politik LIPI bekerjasama dengan Komisi Pemilihan Umum
- [9] Putra, Lutfy Mairizal. (2017). *Bawaslu Temukan 600 Dugaan Politik Uang pada Pilkada 2017*. Diakses dari <http://nasional.kompas.com/read/2017/02/14/19334401/bawaslu.temukan.600.dugaan.politik.uang.pada.pilkada.2017> pada Sabtu, 20 Mei 2017 Jam 11.08 WIB
- [10] Riza Alrahman, S.Pd.,M.Pd. (2012). *“Laporan Penelitian Analisis Kecenderungan Global Dalam Pendidikan Kewarganegaraan Dan Implikasinya Terhadap Proses Pembelajaran Pendidikan Kewarganegaraan Di Sekolah”*. Skripsi. Unit Program Belajar Jarak Jauh Universitas Terbuka (UPBJJ-UT); Yogyakarta