



Implementing Citizenship Education in Forming Mutual Character in Elementary School

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Implementing citizenship education in forming mutual character in elementary school

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Abstract

The research aimed to determine how citizenship education instilled the character of mutual cooperation in elementary school. This qualitative study, employing a descriptive approach, sought to explore how citizenship education was integrated into the development of mutual cooperation among students. Conducted at one of the elementary school in North Lombok, Indonesia. The research involved the principal, citizenship education teacher, and class IV students as its subjects. The researcher served as the key instrument, supported by interviews, documentation, and observation tools. Findings revealed that teachers consistently applied citizenship education during the learning process. Topics such as rights, obligations, and mutual cooperation were taught, though students often struggled to comprehend the material and hesitated to ask questions for clarification. The discrepancy between student activities at school and at home posed challenges for teachers. Additionally, the lack of textbooks forced educators to rely on cellphones for instructional materials. Students found citizenship education both challenging and inconsistently engaging. To address these issues, teachers and school principals implemented habituation strategies. These strategies aimed to integrate citizenship education into daily routines, fostering mutual cooperation, where students actively participated in various activities.

Keywords:

Citizenship Education;
Mutual Cooperation;
Character

1. Introduction

Civic education aims to remind citizens of the value of their rights and obligations as citizens (Adebayo, 2017), encouraging them to achieve goals and ideals without deviating from expectations (Ismail, 2020). According to Cicilia & Santoso (2022), the education system in Indonesia tends to experience changes in orientation, often aiming to achieve desired outcomes without balancing moral and personal values. The implementation of a competency-based curriculum has indeed succeeded in advancing science and technology, but aspects of morality and character have started to be neglected (Mpate, 2023). Meanwhile, character, which is a crucial foundation of the nation, must be instilled from an early age, especially in young children.

Gufron (2010) defines character as an attitude or behavior that reflects awareness and enthusiasm for patriotism, a sense of togetherness, mutual belonging, and nationalism. Similarly, Samani and Hariyanto (2011) stated that character is a fundamental value aimed at building a person's personality, influenced by hereditary and environmental factors, which differentiate individuals and are reflected in daily behavior. Furthermore, Wibowo (2012) explained that character is a way of thinking and behaving unique to each individual in living life and collaborating with others, whether in the workplace, society, or the nation.

In the context of education, Pancasila students are a reflection of Indonesian students as lifelong learners with global competence and behavior aligned with Pancasila values (Irawan et al., 2023). The characteristics of Pancasila students include six main values: faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical thinking; and creativity (Hasbi &

Muktamar, 2023). One significant characteristic is mutual cooperation, defined as the ability to work together voluntarily to ensure activities run smoothly, efficiently, and effectively. The elements of mutual cooperation encompass collaboration, care, and sharing.

Previous studies have highlighted the importance of civic education in building students' character. Wahyuni (2019) found that civic education based on Pancasila values enhances students' awareness of their rights and obligations as citizens. Meanwhile, Prasetyo (2020) revealed that integrating character education into the civic education curriculum can develop students' sense of social responsibility, especially in diversity and collaboration. Handayani and Rahman (2021) reported that project-based learning in civic education improves students' critical thinking skills while fostering their awareness of global issues relevant to Pancasila values.

Based on these studies, it is crucial to explore more effective methods for enhancing civic education. Therefore, the purpose of this study is to examine and develop an effective model of civic education to build students' character based on Pancasila values, focusing on cooperation, care, and critical thinking skills. This research is expected to contribute to curriculum development that not only focuses on academic achievement but also on shaping students' character as responsible citizens with global competitiveness.

2. Method

The study employed a qualitative research method with a descriptive approach to examine the integration of civic education in developing the character of mutual cooperation. This approach allowed for an in-depth exploration of the phenomena and contextual understanding of the research focus. The research was conducted at an elementary school in North Lombok, Indonesia. The participants included grade IV students, teachers, and school administrators. The researcher served as the primary instrument for data collection, ensuring a direct and immersive engagement with the research setting.

Data were collected using three methods (a) Observations: classroom activities and interactions were observed to understand how civic education was implemented in teaching mutual cooperation. (b) Interviews: semi-structured interviews were conducted with teachers, students, and administrators to gather insights into their perspectives and experiences regarding civic education. (c) Document analysis: relevant documents, including lesson plans, teaching materials, and student work, were analyzed to identify how mutual cooperation values were integrated into the curriculum. Data were analyzed qualitatively using thematic analysis. The process involved organizing data into themes related to civic education and mutual cooperation, coding the data, and interpreting findings to draw conclusions. Triangulation of data sources ensured the validity and reliability of the research results. This study provides valuable insights into the role of civic education in fostering mutual cooperation and contributes to the broader discourse on character education in Indonesia.

3. Results and Discussion

Based on the results of observations and interviews, researchers instilled citizenship education in forming a character of mutual cooperation in class IV, namely that teachers always apply the learning process. Teaching material about rights and obligations and mutual cooperation has also been taught, but sometimes students do not understand what the teacher is saying, students do not ask about the material even though they do not understand the material taught by the teacher. The difference in student activities at school and at home is a challenge for teachers in implementing citizenship education, the unavailability of textbooks, so teachers use cellphones to search for material. In addition, students find citizenship education difficult, sometimes fun but sometimes less exciting, for that teachers and principals apply strategies, the strategies taught are strategies for getting students used to the process of implementing citizenship education. From the implementation of citizenship education in class IV above, there are several factors that influence the implementation of citizenship education. From the results of observations made by researchers during the civic education learning process, students do not understand the material presented by the teacher, the teacher also teaches material about rights and obligations and about mutual cooperation, but the teacher teaches using a cellphone, but the actions or characters expected from the material that has been taught are applied by students, habituation strategies are carried out continuously because the situation at school and at home of students has differences.

Based on the results and findings that have been described in the research results, at elementary school there are still difficulties in accepting material about rights and obligations and material about

mutual cooperation, this difficulty causes students to sometimes just keep quiet even though they do not understand the material without asking what they still do not understand. In addition, the unavailability of textbooks is also a problem in the process of learning civic education, where teachers search for material using cellphones.

From the results and findings obtained by researchers related to the implementation of citizenship education in class IV, in accordance with Yasmeehan's theory about citizenship education, citizenship education is a process of instilling and improving the quality of the nation's next generation about how important the values of citizen rights and obligations are (Yasmeehan, 2021). The form of mutual cooperation character that is applied through mutual cooperation and linking school activities with rights and obligations in the school environment. Based on the results and findings that have been described in the research results, at elementary school the form of character that is most often applied is mutual cooperation, carried out by getting students used to it and sanctions from classmates. From the results and findings obtained by researchers related to the form of character that is carried out by mutual cooperation at elementary school, in accordance with the theory put forward by Gufron about character is an attitude or behavior that reflects a nation, where there is a sense of awareness and enthusiasm for love of the country, having a sense of togetherness, a sense of belonging between one another and nationalism (Gufron, 2010). In addition, the results and findings related to the form of national character instilled through mutual cooperation are to make it a habit so that students feel that with mutual cooperation all work will be lighter and will strengthen the relationship of friendship with fellow citizens. Based on the findings and theories related to the form of national character at elementary school, students' awareness of the importance of mutual cooperation has increased, good character formation plays a very important role in the quality of the next generation of the nation in the future.

4. Conclusion

Based on the description above, we can draw conclusions. Related to instilling civic education in forming a character of mutual cooperation in class IV, it can be concluded that the implementation of civic education is very important for the younger generation, especially elementary school students, because it is related to the rights and obligations as citizens of the country. It is hoped that student behavior will be formed according to expectations. Teaching material about rights and obligations and mutual cooperation is very necessary to shape students' personalities, differences in student activities at school and at home are challenges for teachers and the unavailability of textbooks so that teachers use cellphones to search for materials, students also find civic education difficult, sometimes fun but sometimes less fun, the strategy taught is a habituation strategy for students in the process of implementing civic education. As well as the form of mutual cooperation character that is expected to be formed through mutual cooperation, so that students have a habit of mutual cooperation. Linking all activities at school with the material on rights and obligations, implementing mutual cooperation through the habit of mutual cooperation in the classroom and in the school yard, and teaching them to practice it at home as well. From the habituation method, students experience changes, from never or even not liking mutual cooperation to liking mutual cooperation. Schools should provide adequate teaching materials, such as textbooks, to support the delivery of citizenship education. Additionally, teachers should employ more interactive and student-centered learning strategies to enhance student understanding and engagement. Collaboration with parents is also essential to bridge the gap between school and home activities, ensuring the consistent reinforcement of mutual cooperation values.

Limitations

The research was conducted qualitatively so there is no statistical evidence regarding the findings.

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Author Contribution

Author 1: Conceptualization, Writing - Original Draft, Editing and Visualization;

Author 2: Writing - Review & Editing, Formal analysis, and Methodology;

Author 3: Validation and Supervision.

Conflict of Interest

The authors declare no conflict of interest.

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