



Implementation of Civic Education in Building the Nation's Character

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Abstract

Pancasila education is one of the most important factors and needed in building the nation's character based on Pancasila values, which are the basis of the ideology of the Indonesian state. This journal aims to investigate how PKn is implemented in schools in Indonesia and how it impacts the formation of students' character. In this qualitative research, data was collected through observation, comprehensive interviews, and documentation investigations from various sources. This study shows that the effective use of PKn increases national and state awareness and instills national values such as tolerance, justice, and solidarity. The study also found problems in implementing PKn, such as a lack of teacher training and limited resources. Based on these findings, this journal provides recommendations to improve the PKn curriculum to make it more relevant and relevant. The journal also emphasizes how important it is for schools, parents, and communities to work together in implementing PKn, such as limited resources and lack of teacher instruction. Based on these findings, the journal provides recommendations to make the PKn curriculum more relevant and relevant, as well as on the importance that schools, parents, and communities work together to support character education. Therefore, it is hoped that PKn can contribute significantly to the formation of a young generation that is not only academically good but also physically strong and responsible as citizens.

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INTRODUCTION

Pancasila education is very crucial to build a society that is knowledgeable and has academic responsibility. In this era of globalization characterized by the rapid flow of information and dynamic social changes, the problems faced by the younger generation are increasingly complicated. As a result, it is very important to understand and apply Pancasila as the basis of the state. Pancasila is the state ideology and moral standard for daily life.



Civic education is expected to increase a sense of nationalism and concern for national values such as tolerance, justice, and solidarity. PKN helps develop the nature of the nation based on the noble principles contained in Pancasila. What needs to be done is to emphasize how important character education is to produce a quality generation. However, the implementation of PKN in the field often faces various problems, such as lack of teacher training, limited resources, and lack of support from parents and the community. As a result, this study aims to study how the implementation of PKN can help build the nation's character and provide suggestions for the development of a more relevant and useful curriculum. Thus, it is hoped that PKN can succeed optimally in producing a young generation that is not only smart but also strong and responsible as citizens.

This study investigates how Civic Education (PKN) can help students grow the character of the nation. In education, the nation's character includes moral, ethical principles, and attitudes that reflect Indonesia's identity and identity. It is hoped that civic education teaches students not only to inform them about their rights and obligations as citizens, but also to help them develop attitudes and behaviors that are in accordance with the values of Pancasila.

The author wants to study the different aspects of the use of PKN. These include the teaching techniques used, the subject matter provided, and student participation in activities related to citizenship. This research also aims to find the problems faced in implementing PKN in schools and find solutions that can improve civic education in building the nation's character. By understanding the relationship between the implementation of PKN and character building, this research is expected to help develop better educational curricula and practices.

Civic Education (PKN) is a subject that aims to teach students the perspectives, knowledge, and skills necessary to become good and responsible citizens. PKN not only concentrates on education, but also on the formation of students' personalities and morals so that they can understand and apply the principles contained in Pancasila, which serves as the basis of the Indonesian state. The broader goal of Pancasila education is to develop students who have social awareness, national and international awareness, and the ability to actively participate in community life. Through PKN learning, students are expected to understand their rights and obligations as a society, the importance of justice, tolerance, and solidarity in community life. Maintaining the noble principles that are the hallmark of the Indonesian nation, PKN also plays a role in building the nation's character. Nasution argues that civics education should help students acquire critical and analytical thinking about social, political, and cultural issues facing society. As a result, PKN serves not only as a theoretical subject, but also as a tool to educate the younger generation who are ready to face future challenges and help the country.

It is essential for the younger generation to have a strong understanding of national values and identities in the current era of globalization, which is characterized by the rapid flow of information and dynamic social change. As a result, PKN is essential for teaching students critical thinking skills and the ability to adapt to change, so that they



can become citizens who are not only academically intelligent but also have a strong and responsible character.

Pancasila education is a subject that aims to provide students with the attitudes, knowledge, and skills necessary to become good and responsible citizens. PKN not only focuses on education, but also builds the character and morals of students so that they can understand and apply the values of Pancasila, which is the foundation of the Indonesian state. The broader goal of Pancasila Education is to develop students who have social awareness, national and international awareness, and the ability to actively participate in community life. Through PKN learning, students are expected to understand their rights and obligations as citizens, as well as the importance of justice, tolerance, and unity in community life.

Maintaining the main principles that are the hallmarks of the Indonesian nation, PKN also plays a role in building the nation's character. Civics education should help students understand and understand the social, political, and cultural issues facing society. As a result, PKN serves not only as a theoretical subject, but also as a tool to educate the younger generation who are ready to face future challenges and help the country. In this era of globalization characterized by the rapid flow of information and dynamic social change, it is important for the younger generation to have a deep understanding of the principles of nationality and national identity. Therefore, PKN has become very relevant in equipping students with critical thinking skills and the ability to adapt to change, so that they can become citizens whose people are not only academically intelligent, but also strong and responsible. It is important to define learning methods and approaches. Constructivism and humanism are two highly relevant theories of contemporary education. Structuralism theory emphasizes that people make their knowledge through experience and interaction with their environment. Not just recipients of information, students are considered active learners who are involved in the learning process in this context. According to Piaget (1973), learning occurs when students combine new knowledge with their old knowledge to gain a deeper understanding.

Constructivism encourages active and participatory education. This includes collaborative projects, group discussions, and problem-based learning. The teacher does not function as a single source of information in an environment that supports constructivism; Instead, they act as facilitators who help students learn concepts and find solutions. Thus, students can learn critical and creative thinking skills, which are essential for overcoming difficulties that exist in the real world. Humanism emphasizes human potential and believes that everyone has the ability to thrive. Education should be designed to help students discover themselves and maximize their potential. In situations like this, teachers are responsible for creating safe and supportive learning conditions so that students feel valued and highly motivated to learn.

The two theories work well together and provide a solid foundation for creating meaningful learning experiences. By combining constructivist and humanist approaches, education can become more relevant and effective in building the character of learners and educating them to become participating and responsible citizens. In terms of civic education, the application of these two theories is very important to build



national and state awareness, as well as the principles contained in Pancasila, which are the basis of the nation's character.

METHODS

To investigate the implementation of Civic Education (PKn) in building the nation's character in secondary schools in the South Tangerang area, this study was carried out with a case. The research sites were randomly selected in several schools that are known to conduct PKn. Three main methods were used to collect observational data, in-depth interviews, and documentation research. The goal is to gain a better understanding of the PKn learning process in the classroom, which includes the teacher's approach and student interaction during the learning process.

Thorough interviews were conducted with PKn teachers, students, and parents to gain a broader perspective on the impact of PKn on the formation of students' character. In addition, the documentation study was carried out by analyzing the curriculum, syllabus, and teaching materials used in PKn learning. This method is expected to provide comprehensive research on the effectiveness of PKn in building student character and the challenges faced in its implementation.

RESULT AND DISCUSSION

The implementation of Civic Education (PKn) in secondary schools in Indonesia demonstrates a strong commitment to equipping students with the skills and knowledge necessary to act as a good society. The PKn curriculum includes a variety of important materials, such as the rights and obligations of citizens, the values of Pancasila, and the history of the nation's struggle, these materials are intended to help students understand what it is to be a citizen and how to be a good citizen.

Cognitive Learning (PKn) has many different teaching approaches, including simulations, discussions, and group projects. The discussion method allows students to share their experiences and perspectives, which makes the learning environment interactive and cooperative. Hands-on experience with the decision-making process is provided to students through simulations, such as trial demonstrations or elections. Instead, group projects motivate students to cooperate with each other in completing assignments. This improves their social skills and fosters a sense of solidarity and togetherness.

The results of the study show that the effective use of PKn contributes significantly to the formation of students' character. Students who are actively involved in cognitive learning (PKn) show increased awareness of the nation and state, as well as a positive attitude towards national values. Students learn to empathize, communicate well, and respect the opinions of others through discussion and simulation. This is an important skill in social life. Group projects also teach students about the importance of teamwork and social responsibility, which are important components of an expected nation. But this study also found several problems in implementing PKn. The absence of adequate training and resources hinders teachers' ability to teach well. Additionally, creating a supportive learning environment where students feel comfortable and safe to voice their opinions is also a challenge. As a result, further efforts are needed to improve the quality



of PKn teaching. This includes providing training to teachers and creating teaching materials that are more relevant to the current social and cultural context. Overall, national character education (PKn) has great potential to build the nation's character in secondary schools in South Tangerang. With a comprehensive curriculum and innovative teaching methods, PKn can help students contribute positively to society and understand the values of Pancasila. Such a goal, however, requires greater support from governments, schools, and the community.

The impact of the implementation of Civic Education (PKn) in secondary schools is the increase in national awareness of students. Students are educated about the importance of participating in social and political activities through organized and interactive learning. Studies show that students who participate in class discussions and election simulations better understand their rights and responsibilities as a society. They also know about the social issues facing the community and are interested in participating in activities that help the community, such as environmental campaigns and other social activities. This is a very important awareness to build a young generation that is highly socially responsible and also academically intelligent.

The implementation of PKn also helps students develop a positive attitude. Students learn to respect differences and become more tolerant of others through education that emphasizes the values of Pancasila. Students are invited to participate in group discussions, which help them understand the perspectives of others. Studies show that students who take part in community service learning tend to be more open and appreciate diversity in terms of religion, culture, and political views. This concept of tolerance is especially important in Indonesia's multicultural society, where differences are often a source of conflict.

Part of the implementation of PKn in some schools is an extracurricular program that focuses on community service. These programs give students the opportunity to apply the values they learn every day. For example, environmental programs, fundraisers for disaster victims, and social service activities increase students' engagement in society and increase their sense of empathy and social concern. Through this hands-on experience, students can see the good results of their actions. This makes them believe more in national values and good nature. Although the Civic Education (PKn) curriculum is designed to provide students with the knowledge and abilities to be good citizens, many teachers do not receive adequate training. According to Nasution, the lack of training causes teachers to not understand how incorporating Pancasila values into daily learning can cause learning to be less effective and students fail to understand and internalize the values taught. Therefore, governments and educational institutions should provide ongoing training programs for PKn teachers. This will allow them to acquire the pedagogical skills necessary to teach well.

The absence of relevant resources and subject matter is another problem faced when implementing PKn. Many educational institutions, especially in remote areas, face difficulties in obtaining high-quality textbooks, modules, and other educational resources. Due to these limitations, the learning process can be hampered and students' interest in PKn subjects can be reduced. In addition, old study materials are often not updated to reflect recent developments in social, political, and cultural contexts. This



makes it difficult for students to relate what they have gained from their own lives. To address this problem, governments, educational institutions, and communities must work together to develop and distribute relevant, high-quality educational resources. In addition, to ensure that each school has equal access to the required study materials.

CONCLUSION

The effective implementation of Civic Education (PKn) has a very large obligation in the formation of the nation's character. Research shows that students gain a sense of nation and state as a result of civic education. They gain a better understanding of their rights and obligations as a society, as well as the importance of actively participating in social and political life. Students also show positive attitudes, such as tolerance and appreciation for differences. These are important values in Indonesia's multicultural society. Nevertheless, the development of more relevant and useful education is needed to achieve optimal results in the implementation of PKn. The current curriculum must be adapted to the social, cultural, and difficult contexts faced by the younger generation. Subject matter that is more relevant and based on real experience will help students understand and internalize the principles being taught. Therefore, the PKn curriculum should be designed to encourage students to learn not only theoretically, but also to apply their knowledge in daily life.

The quality of teaching depends heavily on the teacher's abilities and their understanding of effective teaching methods. Continuous and organized training will help teachers acquire the pedagogical skills necessary to teach PKn effectively. In addition, this training can introduce teachers to the best innovations and teaching methods, which can increase student engagement as the learning process progresses. Character education is not just a school assignment; Parents and the community also need to help. Everyone can work together to create an environment that supports character education. Extracurricular activities that include parents and the community, such as community service programs, can help reinforce the values taught in PKn. It is hoped that this strategic action will enable the implementation of PKn to achieve the best results by producing a young generation that not only excels academically but is also strong and responsible as citizens. Good civic education will help build a better society where everyone has the opportunity to actively participate in the development of the country. Therefore, everyone must work together to achieve these goals.

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