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Internalization of Pancasila Values and Nationalism in High Schools Through Citizenship Education

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Abstract

As citizens and the future generation, high school students are required to understand and carry out their rights and obligations according to their age level. Citizenship Education as a subject in schools must emphasize building their character. The substance of learning begins to make citizens who can participate effectively, intelligently, democratically, and responsibly. This literature study scrutinized this education pattern by analyzing six articles published in different settings in Indonesian high schools. The study results explain that Citizenship Education is directed to achieve two balanced main goals. First, Citizenship Education is functioned to improve students' knowledge and skills about ethics, morals, and principles in the life of the nation and state, then to shape attitudes, behaviour, and personality by the noble values of the Indonesian nation. These two goals should be achieved so that students understand scientific concepts and principles and can do something using scientific concepts and principles that they have mastered in everyday life. Citizenship education should equip students with adequate intellectual knowledge and skills, which allow them to participate intelligently and responsibly in various dimensions of life to form democratic attitudes.

Kata kunci:
Internalisasi; Nasionalisme; Pendidikan Kewarganegaraan di SMA

Abstrak

Sebagai warga negara dan generasi penerus di masa yang akan datang, siswa SMA perlu memahami dan melaksanakan hak dan kewajibannya sesuai dengan tingkat usianya. Pendidikan Kewarganegaraan sebagai satu mata pelajaran di sekolah harus lebih menekankan kepada pembentukan karakter siswa, dimana substansi pembelajarannya mulai mengarah pada bagaimana menjadikan warga negara yang mampu berpartisipasi secara efektif, cerdas, demokratis dan bertanggung jawab. Studi literatur ini meneliti pola pendidikan ini melalui analisis enam artikel yang diterbitkan dalam setting yang berbeda di SMA di Indonesia. Hasil penelitian menjelaskan bahwa Pendidikan Kewarganegaraan diarahkan untuk mencapai dua sasaran pokok yang seimbang. Pendidikan Kewarganegaraan di fungsikan untuk meningkatkan pengetahuan dan keterampilan peserta didik tentang etika, moral, dan asas-asas dalam hidup berbangsa dan bernegara, membentuk sikap, perilaku, dan kepribadian sesuai dengan nilai-nilai luhur bangsa Indonesia. Sasaran ini hendaknya dapat dicapai secara serentak agar peserta didik tidak hanya sekedar memahami konsep dan prinsip keilmuan, tetapi juga agar peserta didik memiliki kemampuan berbuat sesuatu dengan menggunakan konsep dan prinsip keilmuan yang telah dikuasainya dalam kehidupan. Pelajaran ini selayaknya dapat membekali siswa dengan pengetahuan dan keterampilan intelektual yang memadai, yang memungkinkan untuk berpartisipasi secara cerdas dan bertanggungjawab dalam berbagai dimensi kehidupan sehingga dapat membentuk sikap demokratis.

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INTRODUCTION

Education is the most crucial element in a country as an obligation for all citizens to improve thinking and improve the country's progress. It is the most important spear to advance the country to be better. With education, a country will create and produce future generations of the nation who are ready to continue the ideals of the Indonesian nation. For that reason, through the integration of civics education subjects in the school environment, it is expected to shape students into moral, characterful human beings, and not only know their rights and obligations, but also forming intelligent citizens who have a high responsibility for national identity and always participate in the progress of a prosperous nation. It is hoped that through Pancasila and Citizenship Education, the values of nationalism can be built firmly on the foundation of the Unitary State of the Republic of Indonesia, which is based on Pancasila and the 1945 Constitution (Sakman & Bakhtiar, 2019).

An important part of citizenship education is a study of national education, which has a great impact on forming the nation's character as well as enhancing national understanding and the spirit of nationalism for pupils. The term "nationalism" refers to an individual's or community's attitude and behavior that results in a strong sense of loyalty or devotion to the nation and the state. Indonesia's National Constitution, No. 20 of 2003, states that the purposes of national education are to be achieved through "civic education," one of the country's most important and historically significant disciplines. One of the teachings in civic education is to stress the nation's ethical and moral attitude, developing intelligent, democratic, and noble citizens. As a result, the goal of civic education is to create Indonesian citizens who demonstrate the values of Pancasila as well as the positive characteristics of the Indonesian people and nation (Suwarno, 2020).

One of the teaching materials that must be developed and studied by all students in the Republic of Indonesia is the Citizenship Education subject. The hope is that by providing students with these learning materials, they will be able to instill national values and serve as the foundation for the development of a nation's children's character. Education in civics and citizenship can be thought of as a vehicle for the development and preservation of noble and moral values that are deeply rooted in Indonesian culture. These values are expected to manifest themselves through students' behavior in their daily lives both individually and as members of society who participate actively in the life of their country and their state. Civic education is seen as democratic education, and it is regarded as a method and an absolute for the development of a democratic society and a democratic state. A successful citizenship education will result in students having a mental attitude that is intelligent, full of responsibility, and acting in a way that is faithful and devoted to God Almighty and living the values of the nation's philosophy, having noble character, being disciplined in society, nation, and state, being rational, dynamic, and aware of their rights and obligations as citizens, and being professional, which is imbued with a strong awareness of defending the country (Faidy & Arsana, 2014). This subject can assist teachers in instilling Pancasila ideals as the ideology of Indonesian society in the minds of their students.

As the official ideology and legal foundation for the entire Indonesian people, Pancasila has evolved into a symbol and moral foundation that must be implemented to everyday life by all citizens without exception. TAP MPR No. XVIII/MPR/1998 replaced TAP MPR No. II/MPR/1978. TAP MPR No. II/MPR/1978, which contains recommendations on implementing Pancasila values, also referred to as the Guidelines for the Appreciation and Practice of Pancasila (P4), serves as a guide for every Indonesian citizen as they enter the era of value development. Pancasila is beginning to wane and is not yet fully integrated in the Indonesian people; indeed, Pancasila appears to be merely a symbolic manifestation of the state, devoid of execution in both state and social life (Dianti, 2014).

Attempts to absorb Pancasila's values throughout the community have been made from ancient times, including during the reign of President Soekarno. This endeavour was undertaken to

strengthen the nation's fighting spirit in order to build a peaceful, prosperous country and to always appreciate the fighting spirit of the nation's heroes who fought for freedom. Indonesia, as defined by the 1945 Constitution's vision and mission, and Pancasila as the nation's ideology. Thus, attempts to instil a sense of nationalism must be made for the general population and through formal education at various levels of education in Indonesia, one of which is through History and Citizenship Education subjects as beginning capital. Nurturing an independent spirit among students in Indonesia through the terms of Law Number 20 of 2003 to develop good character potential and professional competence because good character potential is a reflection and personality of all Indonesian citizens. Civic Education was added to the school curriculum as a subject in 1968 when the curriculum began to change. There was information about Pancasila and the 1945 Constitution in it. Additionally, citizenship education incorporates values and moral education from Pancasila and aims to mould pupils into human beings with a strong sense of national identity and love for their homeland (Lion & Alexandro, 2014).

According to the history of the development of the era, the subject of Citizenship Education has undergone many changes from time to time, starting in the old order. These subjects were known as Civics, then changed to Civic Law. During the new order, the education calendar 1968/1969 Education Citizenship altered the term to State Citizenship Education, in 1973/1974 it was known as Entrepreneurship Education, in 1975 Pancasila Moral Education (PMP). In 2003, with the issuance of Law Number 20 of 2003, the terms changed twice, namely Citizenship and Education. Citizenship, right in 2006, his name was retained as Citizenship Education and has survived today.

Studies concerning the issue of embedding Pancasila values and nationalism in the Indonesian youth have been exceptionally well documented (see Kartika, 2016; Nurgiansah, 2021; Saputro, Rusnaini & Triastuti, 2021), yet little was recognized as the literature study. More studies were conducted qualitative using case study methods. The researcher implemented a literature study to differentiate the previous and current studies. This study seeks the answer to the question, "What are the focus of the Pancasila and nationalism internalization and also the barriers in instilling these values to high school students in Indonesia?"

METHODS

A literature study was implemented to find out the answers to the research question. The design was chosen because it attempted to seek a general overview of the studies that have been conducted to discuss the topics about Pancasila values and nationalism internalization through Civic Education subjects in high schools. This aimed to demonstrate to the readers what was already known about the topic and what was not known, seek rationale from research that has been done, and give information for following research notions (Denney & Tewksbury, 2013). This study scrutinized the articles from diverse contexts in Indonesia to ensure that the findings were equivalent and representative to document the attempts of high school educators in implementing Civic Education to boost students' Pancasila values and nationalism. In search of the data, the researcher employed computerized literature scrutiny. At the outset, the researcher used random information gathered from two different sources, namely Google Scholar and Researchgate. The researcher used several terms to find out the articles which involved: 'Pancasila values', 'nationalism' 'Indonesian Ideology', 'civic education, 'civic knowledge', 'civic skills', 'Pancasila in high schools', 'moral values', 'Pancasila education', 'Pancasila and nationalism', 'character building', and 'Pancasila as the basic ideology', 'national policy and Pancasila', 'national stability, and 'national struggle'. After finding several articles published mainly in national journals accredited by the national accreditation organization, the researcher classified them based on the settings of the studies as well as the journals that published the articles. From 29 articles, the researcher decided to take 6 of them written from diverse cultural backgrounds and provinces, namely, Bali, West Java, DIY Yogyakarta, Central Java, and West Sumatera. The researcher also

determined other criteria to collect the articles to limit the numbers of appeared publications, such as the year of publication which was only taken from 2016 to 2021.

After completely obtaining the data, the researcher applied thematic analysis to segregate the data into the display. The data was qualitatively analyzed by thematic analysis (Braun and Clarke, 2006). The thematic analysis aims to identify, analyze, and report the patterns (themes) within the research data (Braun and Clarke, 2006). These are the following steps: Familiarizing the data is critical to comprehend the data. The researcher understands the data by reading and re-reading the data corpus. Familiarization also includes noticing and documenting noteworthy characteristics of the data related to the research topic. In this research, the data used is the selected writings from the articles. Then, the researcher reads and re-reads all data until he finds familiarity with it. Secondly, the researcher generated initial codes to gather interesting aspects from the data. This process was done by giving colours to the intended data as a mark. After that, they reviewed themes to examine the themes and codes to see whether they function in connection to the entire datasets and if they are cohesive and significant with a clear organizing idea. The second last was defining and naming themes. And the last was producing reports and displaying them in an article.

FINDINGS AND DISCUSSION

This section informs the findings from the literature scrutiny conducted in diverse settings of the research. From the summary that can be seen in Table 1, it can be identified that the studies were primarily conducted using a qualitative approach. Only one article represented the quantitative method. Moreover, the issues that each article discussed to internalize Pancasila values and nationalism were also varied from building students' internal factors such as their interest, critical thinking ability, and attitude; and external factors such as learning environment. Lastly, the previous researchers also depicted many barriers, such as students' potentials and school facilities. To see a more detailed distinction, the following table explains.

Table 1. Systematic summary of analysis of Pancasila internalization

Author(s)	Designs	Focus of internalization	Barriers
Kartika (2016)	Case study (observation, interviews, and documentation)	Embedding a positive attitude inside and outside classroom activities.	Developing characters in family, school environment, due to students' personal background and experiences.
Halimah (2018)	Correlational study	Building nationalism through civic knowledge, civic skills, and civic dispositions.	[not mentioned]
Nurgiansah (2021)	Case study (observation, interviews, and documentation)	Building straight characters.	Poisonous inputs from the environment and TV.
Saputro, Rusnaini & Triastuti (2021)	Case study (observation, interviews, and documentation)	Three stages: learning planning, learning implementation, and learning assessment.	Students' interests and limited learning time.
Rinawati, Firman & Rusdinal (2021)	Case study	spirit of nationalism	Lack of clarity in the determination of

Author(s)	Designs	Focus of internalization	Barriers
		(nationalism), religion, concern for the environment, love of peace and independence.	goals in character education, lack of teacher ability in formulating effective aspect questions in implementing character values from the material provided with technological developments also affect students' mindsets, and teachers are not given the opportunity to take part in character value development training (workshops) and lack of adequate facilities.
Setianingsih & Dewi (2021)	Library research	Building critical and analytical thinking in finding solutions and implementing state ideology and national values.	Political regimes.

Citizenship Education and Legal Awareness

Citizenship learning is the implementation of a citizenship curriculum that requires teachers of Citizenship Education to create and grow student activities based on pre-planned activities. Along with citizenship education, education is meant to provide individuals with an understanding of the state's knowledge and attitude toward defending the country and a mindset. Citizenship Education is intended to shape participants' attitudes and behaviour as people who love their homeland, based on Pancasila and the United State of the Republic of Indonesia. These provisions are contained in Article 37 paragraph (1) of Law No. 20 of 2003 concerning the National Education System, which states that Citizenship Education is intended to shape participants' attitudes and behaviour as people who love their homeland. Students develop a feeling of national identity and love for their land. Classes are held to teach students to think critically as they prepare for a democratic life based on Pancasila and the 1945 Constitution (Elviana, 2017).

When the reformation period began, there was also a shift in efforts to internalize Pancasila and nationalism; consequently, the Citizenship Education curriculum in schools changed both name and content. Similarly, university curricula in broad courses such as Pancasila Education and Entrepreneurship Education/Citizenship Education have altered. New Order-related materials were removed from the curriculum and replaced with materials more closely aligned with the Reformation Order's political vision and objectives. The 1994 school curriculum's Citizenship Education Curriculum, which was heavily focused on Pancasila ideals, superseded the 2004 and 2006 Citizenship Education Curriculum, which is more intellectual and theoretical.

The mission of Citizenship Education in Indonesian education is to form good citizens, namely citizens who are able to carry out their rights and obligations in the life of the nation and

state and are based on political awareness, legal awareness, and moral awareness, while the objectives of Citizenship Education include, students have the ability to think critically, rationally and creatively in responding to citizenship issues, participate actively and responsibly, act intelligently in community, national and state activities, and develop positively and democratically to shape themselves based on the character of the Indonesian people, and lastly students are able to interact with other nations in improving educational knowledge, adding insight and as self-actualization so that they always synergize with various changing times. Learning citizenship subjects at the high school level in Indonesia is basically emphasized on legal awareness with existing learning competency standards. Besides, students can display a positive attitude towards the national legal and judicial system. The basic competencies that students must master include being able to show an attitude that is by applicable legal provisions.

As explained above, in Indonesia, since 1960, Citizenship Education (Civics) has been a compulsory subject at all levels of education, from elementary school to university. Since then, Citizenship Education as a subject has always been in the applicable curriculum and the laws of the national education system. In the last two national education system laws, namely Law no. 2 of 1989 and Law no. 20 of 2003 concerning the National Education System, Citizenship Education is always stated as a program or subject that must exist at every level of education, from elementary school to university (Fitrayadi, 2016).

Another goal of civic education that is developed in the school environment is to create the character of educators to be more thorough, especially in the learning process and always apply a high discipline attitude both when in school and outside the school environment. At the same time, for teachers, the practice is poured Through a high teaching spirit, quality, and being a role model for all students, there are several essential components in integrating Civic Education learning in schools, namely the Civic Education learning process is a process of student learning activities that are engineered by all learning components in the school environment including teachers, materials, methods, media, learning resources, and evaluation of learning.

There are at least five types of student characters that must be created in the context of Citizenship Education in the classroom, namely (1) individual character as a result of integrating the four components, namely heart, mind, exercise, and taste and intention. (2) private character traits such as moral responsibility, self-discipline, and regard for human dignity; (3) public character traits such as civic responsibility, politeness, and compliance with various regulations; and (4) intelligent character traits such as the dynamic, objective, analytical, aspirational, creative, and innovative behaviour. (5) Excellent character is a concept that alludes to the concept of virtue-filled living, specifically good behaviour toward God Almighty, humanity, and the universe, including oneself (Ramlah, 2018).

Civic Education appears to need to broaden its goal with the demands of society's development and existence in an increasingly sophisticated stage. Of course, this is due to all Indonesians' diverse requirements and ambitions. Education should be transformed into political material. This educational program should equip students with the knowledge, attitudes, and skills necessary to live as citizens with high political education, political awareness, and the capacity to participate in politics. Civic Education learning should be active, requiring students to seek information from various sources, including textbooks, newspapers, magazines, and historical figures. Civic Education learning in society must build intellectual and social skills so that students may apply these ideas in daily life and conduct constructively and morally, particularly in the social realm.

These criteria illustrate that currently requires a Civic Education learning method that can develop students' skills holistically. These criteria are certainly not excessive, because for the Indonesian people, the birth of Citizenship Education is intended as a vehicle to form smart citizens, skilled and characterized, loyal to the nation and the State of Indonesia by reflecting on

themselves in the habit of thinking and acting by the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia (Hermawan, 2014).

Instilling the values of Nationalism and Patriotism through Citizenship Education Subjects

Civic education is formed from the word education and the word citizenship. According to the Ministry of National Education or the Ministry of National Education, citizenship education has been mandated by Pancasila and the 1945 Constitution, which states that citizenship education is a subject that focuses on the formation of citizens who are able to understand and carry out their rights and obligations to become Indonesian citizens with character. , intelligent, and skilled in various aspects (Kumalasari, 2017). In inculcating the values of nationalism and patriotism as a form of character education in civic education subjects in the school environment, students are trained and required to be able to carry out some habits, such as in the material nature of the nation and state, there are values of nationalism and patriotism that focus on two aspects, namely inheritance. and exemplary between teachers and students. In general, the importance of nationalism and patriotism are instilled in daily activities, starting from loving the environment and respecting friends and teachers. For the value of patriotism, a reflection of student behaviour is reflected in maintaining the school with a sense of heroism, one of which is by defending the school in every inter-school competition and championship, then instilling the values of nationalism and patriotism in accordance with an attitude of discipline, self-sacrifice, and obedience to the rules laid down. Exist in schools as a form of national character, which is reflected through participating in celebrations of important national days so that students can feel firsthand the sense of nationalism and patriotism (Sari, 2015).

The teacher's role in instilling the values of nationalism and patriotism can be done by applying everyday learning in class and trying to convey that the values contained in nationalism and patriotism are manifestations in the life of society, nation and state. In addition, the role of the teacher is also to always provide encouragement and input to students who are included in Civic Education learning. This encouragement and input are included with examples from the surrounding environment. The evaluation of character education in Citizenship Education subjects is measured in academic and non-academic methods. Theoretical values are related to learning activities at school, such as when discussing material with friends, while non-academic values are assessed through student behaviour to teachers. Character education is not only by giving tests, but character education tends to assess the behaviour shown by each student.

The essence of civic education is a planned effort to be able to educate the life of the nation and citizens by fostering identity, the spirit of nationalism, and the morals of the nation as the basis for the implementation of rights and obligations in defending the state in order to carry out the life and glory of the Indonesian nation and state. The purpose of civic education is to create citizens who have insight into the state, instil a sense of love for the homeland, and feel proud as citizens of Indonesia in the younger generation of the nation's successors, including students and university students. Based on the Decree of the Director-General No. 267/Dikti/2000, the objectives of civic education include general objectives and specific objectives. The general purpose of civic education is to provide basic knowledge and skills to students regarding the relationship between citizens and their country, to realize and develop students' insight through civic education subjects (Mitha, 2014).

The specific objectives are (1) to realize student behaviour and morals because civic education has an important role in realizing and forming morals and behaviour (2) students to have the ability and skills regarding various problems and how to overcome them, (3) encouraging students to acquire skills to decide the attitude that must be taken with full responsibility according to the morals of life (4) Can recognize and understand all growth and development in knowledge, and have the ability to interpret all historical events and cultural values which are guidelines for the unity of the Indonesian nation (Hajiah, 2013).

Citizenship Education subjects are one of the subjects that have a strategic and important role in shaping the nature and attitudes of students to behave daily, so it is hoped that each individual will be able to become a good person. Civic education requires students to show good, creative, and responsible attitudes. One example of planning in the learning process of Citizenship Education in a high school environment in Indonesia, it can be said that it has been running effectively and efficiently because considering the available time with a fairly broad scope of material, the findings of the study can be stated that the teacher's ability to manage the classroom and managing learning behaviour shows positive and comprehensive results, teacher preparation in classroom management when the learning process is very effective and able to lead the learning process in the classroom in accordance with the procedures contained in the school curriculum. This illustrates that teachers need thorough preparation and professional development in organizing more effective classes in the learning process. Regular student behaviour and good student abilities in class will impact the quality and quality of education to be achieved (Anwar, 2014).

According to the Big Indonesian Dictionary, nationalism is an understanding or teaching to love the nation and the state, therefore every Indonesian citizen is required to have a high attitude of nationalism, besides understanding to love the nation and the state is an awareness of citizens in a nation in order to achieve, identity, high integrity, and prosperity. Nationalism is an understanding that contains the awareness that every citizen is part of an Indonesian nation that has an obligation to love and defend their country. The attitude of nationalism in Indonesia is reflected in the ideology of the Indonesian nation, namely Pancasila. The Pancasila ideology has five important principles that are basic and serve as guidelines for all Indonesian citizens, both individually and in groups, while some of these principles include (1) to grow and increase love for the nation, state, and homeland (2) to build a harmonious and harmonious relationship between the community and other individuals (3) to build and strengthen a brotherly relationship between fellow citizens in a country (4) efforts to eliminate and eliminate extremism or excessive demands from citizens or society to the government (5) an effort to cultivate a spirit to be willing to sacrifice for the nation, state, and homeland.

The lesson plan is an initial effort made by Pancasila and Citizenship Education teachers in internalizing the values of nationalism and patriotism in learning. The values of nationalism integrated in the syllabus and the curriculum for Citizenship Education are the values of love for the homeland, mutual help, and tolerance. The integration of the values of nationalism in Citizenship Education seeks to shape the next generation of the nation to have good knowledge and character. Of course, this knowledge must keep up with the times, including understanding global citizenship issues. The existence of these activities will form a young generation that is able to compete at the international level with a good body and soul. The potentials that have been started can be developed for students through Civic Education learning at various levels of education in Indonesia (Maftuh, 2008).

CONCLUSION

Education is an essential component in the successful development of a country, including the State of Indonesia. Through education, human resources that have the ability to compete with other countries will be created. As stated in the Law of the Republic of Indonesia Number 20 of 2003 Article 3 concerning the National Education System, namely having faith and piety to God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic citizen, and be responsible. These competencies are charged to every subject in schools, including Citizenship Education. It is a compulsory subject at all levels of education, from elementary school to university. Since then, Citizenship Education as a subject has always been in the applicable curriculum and in the laws of the national education system. Internalizing the values of nationalism in learning Pancasila and Citizenship Education is an effort

made by the teacher so that students have attitudes that reflect the values of nationalism, such as tolerance, love for the homeland, and mutual help. Like the process of internalizing the values of nationalism in learning Pancasila and Citizenship Education in high school environments in Indonesia, it is divided into three stages, namely, the learning planning stage, learning implementation and learning assessment. The current study consists of some weaknesses that future studies can complete. One of them is the limited number of corpora. Therefore, to complete this issue, further researchers are encouraged to add the number of corpora to strengthen the findings as well as vary the perspectives.

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