

## THE ROLE OF PANCASILA AND CITIZENSHIP EDUCATION IN FORMING STUDENTS' PATRIOTISM ATTITUDE

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### Abstract

*The aim of this research was to determine the role and the positive impact of Pancasila and Citizenship Education in forming a student's patriotism attitude as a part of global citizens. This research was conducted through a qualitative approach using literature review method with descriptive analysis technique supported by interview data. The result of this research showed that the role of Pancasila and Citizenship Education in forming student's patriotism attitude gave a very positive impact on student's self-character, because in this case the patriotism values obtained by students through Pancasila and Citizenship Education subjects could be well manifested in the form of concrete actions in everyday life. Therefore, awareness and willingness are needed for every citizen, especially students to set aside time, energy, and thought to give an effort to support the progress of the Indonesian nation nationally and globally through an attitude of patriotism.*

**Keyword :** Pancasila and Citizenship Education, Patriotism, Student

### Introduction

Pancasila and Citizenship education subject is compulsory subjects at all levels of education in every education system around the world (Azmi, 2016).

The purpose of Pancasila and Citizenship Education subject is to beget the quality of citizen participation and being responsible in their social life not only locally and nationally but also globally. Citizen participation requires a number of citizenship mastery competencies which are realized through civic education. One step that needs to be done is forming a student patriotism attitude (Elisa, 2017).

Pancasila and Citizenship Education subjects have a strategic role in instilling student self-patriotism attitude. Through the Pancasila and Citizenship Education subject, students are educated to become responsive in thinking about what has happened and to reflect on it as a life lesson also being able to continue life now and in the future wisely. Besides, Pancasila and Citizenship Education subjects in forming student patriotism attitude also have a purpose to create a student's strong soul character, tough, not easily shaken and resilient in the face of all obstacles (Abrar & Sundara, 2017).

Along with the increasingly complex era of globalization, the dynamics of citizen's lives will be very vulnerable to changes in various aspects of life. These changes certainly create their own obstacles and challenges in every citizen, including students. If this is not handled by strengthening the patriotic attitude in students to develop into better human beings, it will certainly cause various problems in its own social life (Tampake, 2018).

However in Indonesia, the scope of patriotism education in an educational discipline has not been included in the national curriculum. But, the spirit of patriotism is already contained within the opening of the 1945 Constitution or UUD 1945 in paragraphs 1 and 2 as the constitution of the state of Indonesia. In its application, patriotism education is part of the scope of Pancasila and Citizenship Education subjects (Ngadilah, 2007).

Based on the description above, the aim of this research is to determine the role and positive impact of Pancasila and Citizenship Education subject in forming students' patriotic attitudes as part of global citizens. Therefore, the author raised the title of "The Role of Pancasila and Citizenship Education in Forming Student Patriotism Attitude".

## **Literature Review**

### **Patriotism Attitude**

According to (Aristin, 2017) Patriotism comes from the words “patriot” and “ism” in Indonesian means the soul of a hero or heroic nature. While in English it comes from the words “heroism” and “patriotism” which have the meaning of being brave, unyielding, and willing to sacrifice (wealth, soul and body) for the sake of the nation and state. In this case, the attitude of patriotism is rooted in the feeling of love for the homeland so that from this feeling can beget the willingness for a citizen to sacrifice for the survival of his nation and country (Sugiman, 2017). An example of patriotism is when citizens are willing to put aside their personal interests in order to realize the interests of their nation and state (Wahyudi & Wibawani, 2021).

### **Pancasila and Citizenship Education**

According to (Tuhuteru, 2017) Pancasila and Citizenship Education subjects are compulsory subjects at all levels of education that play a role in preparing individuals who are active and responsible in carrying out their roles as good citizens. The role of Pancasila and Citizenship Education subjects has a function, as a means to educate citizens who are good, intelligent, skilled, and have a character of love for the Indonesian homeland and are able to implement them into habits of thinking and acting based on the values of Pancasila and The 1945 Constitution or UUD 1945 in a consistent and sustainable manner.

### **Method**

The method that used in this discussion about the role of Pancasila and Citizenship Education in forming student’s patriotism attitude that being conducted by qualitative research method through interviewing the teacher of Pancasila and Citizenship Education subject at SMP Pancasila 15 Giriwoyo and also using literature review method or descriptive analysis technique in order to obtain the preexisting information about theories related to titles used by researchers to obtain scientific theoretical foundations.

### **Result**

Based on the results of interviews with teachers of Pancasila and Citizenship Education subject at

SMP Pancasila 15 Giriwoyo, it is known that Pancasila and Citizenship Education subjects have a strategic role in forming student’s patriotic attitudes, which are realized through various positive activities by involving active student participation.

The implementation of the Pancasila and Citizenship Education subject at SMP Pancasila 15 Giriwoyo cannot be separated from the obstacles in the learning process. Although the implementation of learning at SMP Pancasila 15 Giriwoyo has challenges and obstacles related to geographical conditions that are difficult to reach and the economic conditions of students who are on average lower middle class.

But in reality, those challenges and obstacles do not reduce student’s patriotic attitude to face all the obstacles and obstacles encountered during the learning process, especially in the subjects of Pancasila and Citizenship Education. This is evidenced by the level of active participation of students in the learning process of Pancasila and Citizenship Education subject academically and non-academically which is manifested in concrete actions in the form of showing an attitude of patriotism, for example, namely students are willing to make donations to victims of natural disasters as a manifestation of caring attitudes among others.

During the implementation of the Pancasila and Citizenship Education in forming student’s patriotism attitude of students in SMP Pancasila 15 Giriwoyo, teachers usually instill an attitude of nationalism in themselves first. Nationalism comes from a word, namely “nation” which means nation. Nationalism means the spirit of nationalism and unity which in its development is used as an understanding that puts the unity of various elements as a vital unit in every individual soul who takes shelter in a community (Mifdal Zusron Affaqi, 2016).

Or simply, nationalism can be interpreted as a psychological situation related to individual full loyalty that is perpetuated directly to the state on behalf of a nation (Indrawadi, 2008).

According to Sri Edi Swasono (2005), understanding nationalism has the essence that every citizen should prioritize the national interest without having to ignore global responsibility as the embodiment of a good citizen (Irhandyaningsih, 2021).

In this case, the attitude of patriotism arises because it is based on the notion of nationalism. The attitude of patriotism that is manifested in feelings of love for the homeland can be done through actions that support the survival of the nation and state, showing that they are ready to sacrifice themselves to defend the nation and state. From the understanding of nationalism and patriotism, the Pancasila and Citizenship Education subject was developed in the national education curriculum in Indonesia (Nurnazhiifa & Dewi, 2021).

It is also known that the positive impact that arises from the patriotism of students as part of global citizens through Pancasila and Citizenship Education subjects at SMP Pancasila 15 Giriwoyo is that the students show a wise attitude, work hard and never give up when they are being faced with a situation, especially in following learning activities in the classroom to the fullest. These positive activities can be used as a material for self-evaluation and as additional knowledge and provisions in moving to a further stage of life.

## **Discussion**

### **The Role of Pancasila and Citizenship Education in Forming Student's Patriotism Attitude**

Basically one of the roles of Pancasila and Citizenship Education in elementary and secondary school is to push students to be able to participate actively, be responsible and be able to act intelligently in community, national and state activities and also be able to develop positively and democratically in an effort to form personality character Indonesian people so that they can grow and live in harmony together (Winataputra, 2016).

One of the positive attitudes of students that can be formed through Pancasila and Citizenship Education subjects is patriotism. Student's patriotism is an attitude that shows the willingness of citizens to sacrifice in defending the interests of their nation and state and also willing to put aside their personal interests which is shown by a persistent, unyielding attitude and being clean in words, thoughts and actions (Eko Suharyanto, 2019).

The core of Pancasila and Citizenship Education is to reconstruct patriotism value in students through a real action in the form of realizing as a part of a citizen by being actively involved in every activity that is beneficial to local, regional, national and international communities as

a manifestation of the attitude of citizens (Sulianti, 2018).

The role of Pancasila and citizenship education in forming patriotism attitude provide a valid and right understanding in instilling a mindset based on Pancasila as a Indonesian ideology by raising the awareness of citizens especially student to always persistent and never give up in facing every situation that happen in community, nation, and state (Zurohman & Bahrudin, 2021).

The role of Pancasila and Citizenship Education in forming student's patriotism attitude is in line with the cognitive learning theory presented by J.S Bruner (1966) stating that humans who organize what he has learned so that he is able to develop his own concept, theory and principle through sharing examples encountered in his life (Sutarto, 2017).

Through the role of Pancasila and Citizenship Education subjects in forming students' patriotic attitudes based on the Pancasila ideology, it can be realized in several ways. Pancasila and Citizenship Education subjects seek to provide understanding to students that humans as creatures of God Almighty in thinking, acting, and acting must be based on the principle of God Almighty. This means that humans must believe that everything that happens in life is the will of God Almighty so that humans must accept gracefully whatever has been outlined by God Almighty and also always keep trying to improve themselves in a better way.

The Pancasila and Citizenship Education also strive to provide understanding to students that in the wheel of social life, every human being should always be able to uphold the dignity of other human beings. so that in social life there will be no oppression of others, because social life is based on the same equality.

In addition, Pancasila and Citizenship Education strive to provide students with an understanding of the life of society, nation and state. citizens should be able to put aside personal, group, and regional interests and prioritize the interests of the nation in order to realize national unity.

Furthermore, the subject of Pancasila and Citizenship Education also seeks to provide students with an understanding that the implementation of social and state life should be based on the values of democracy and deliberation. This means that everyone must accept sincerely and gratefully to all agreements that have been mutually agreed upon in the community and are willing to carry out their roles and functions properly according to what has been agreed.

Finally, Pancasila and Citizenship Education strive to provide students with an understanding that every human being must be able to be fair in their actions to determine a decision. This means that the decisions taken not only provide justice for themselves but also provide justice for the surrounding community.

Through the Pancasila and Citizenship Education in forming students' patriotic attitudes, it is hoped that students can understand and carry out their roles and responsibilities as Indonesian citizens based on the Pancasila ideology in real terms in various aspects of life (Tjiptabudy, 2010).

### **Positive Impact of Students' Patriotism Through Pancasila and Citizenship Education as part of Global Citizenship**

The patriotism of students as a part of global citizens carried out through Pancasila and Citizenship Education has a positive impact, among others, students are expected to grow and develop positively and democratically in forming personalities with the character of Indonesian society.

This is in line with the behavioristic learning theory proposed by Thorndike (1911) which states that learning activities can cause behavioral changes that are concrete in nature, where the behavior can be observed (Rusli & Kholik, 2013).

With this patriotic attitude, students are expected to be part of global citizens that can live, grow, and develop together with other nations side by side without forgetting their national identity. In addition, it is also expected that students can interact actively with other nations in the world arena, both directly and indirectly with or by utilizing communication technology and communication wisely.

This means that students can be dynamic and open in seeing their nation in a global context and are willing to learn from other nations about positive things that are expected to support the progress of their nation. Not only that, through this patriotic attitude, it is hoped that students can see the various potential strengths possessed by their nation and be alert to all potential threats that can damage the survival of their nation (Aristin, 2017).

The positive impact of students' patriotism through Pancasila and Citizenship Education as part of global citizens is evidenced by the increased fighting power, persistence and unyielding attitude

of students in achieving their goals and ideals through learning activities, especially during the schedule of citizenship education subjects, where in this case, students actively participate during the learning process. This is in line with the national ideals of the Indonesian people.

Then there is the participation of students to take part in various positive and active learning activities. This shows that students are actively trying to improve their quality and are always trying to support the progress of the Indonesian nation, especially in the field of education.

In addition, there is also the willingness of students to take part in the red and white flag ceremony every Monday on a regular basis and various commemorations of major holidays in Indonesia such as the flag ceremony every November 10 which is commemorated as Hero's Day. This shows that students appreciate and always remember how hard the heroes in Indonesia worked in the struggle for Indonesian independence.

Other evidence is also shown by the presence of a willingness to sacrifice without expecting a reward shown by students. This attitude means that students are willing to devote (thought, energy and wealth) to meet the interests of others and society. Even though this self-sacrificing attitude will certainly present a challenge for himself. This is evidenced by the volunteerism of students to make contributions to donate to victims of natural disasters who are experiencing calamities as a manifestation of caring attitudes among others.

Another positive impact shown by students is that students are willing to put aside their personal interest due to fulfilling common interests. As an example, there are cleaning pickets according to their respective schedules in order to maintain the cleanliness of the classroom environment (Rianto & Firmansyah, 2017).

Based on the positive impact on the role of Pancasila and Citizenship Education in forming students' patriotic attitudes as part of global citizens shows that the existence of civic education subjects as a part of the national education system in Indonesia has a comprehensive role in supporting the progress of the Indonesian nation, both nationally and internationally which is manifested through the patriotism of students. Therefore, through the students' strong patriotism, it is hoped that the Indonesian nation can become a strong nation in facing global challenges.

## Conclusion

The role of Pancasila and Citizenship Education in forming students' patriotic attitudes is to form the personality of students who are characterized by the Indonesian people, religious, humane, willing to sacrifice for the sake of the nation, intelligent in thinking, behaving and acting, as well as persistent and unyielding in the face of all obstacles in supporting the progress of the nation without forgetting its national identity. so that the attitude of patriotism does not only provide benefits for himself but also for the wider community both regionally, nationally, and globally.

In forming student' patriotism through Pancasila and Citizenship Education, it must be based on the notion of nationalism which is manifested through feelings of love for the homeland and self-sacrifice for citizens in order to fulfill the interest of the nation without compromising global responsibility. through an attitude of patriotism based on a strong understanding of nationalism, it will certainly provide positive changes to the progress of the Indonesian nation.

The implementation of Pancasila and Citizenship Education in forming students' patriotic attitudes is in line with the noble ideas of the Indonesian nation as stated in the Pancasila Ideology and the fourth paragraph of the 1945 Constitution or UUD 1945. In this case, it is also seen that the implementation of Pancasila and Citizenship Education in forming students' patriotic attitudes shows a positive impact on the survival of the Indonesian nation, especially for students as the nation's next generation. It is said that because the value of patriotism is the core of Pancasila and Citizenship Education is consistent that later it will be seen from the real act and actively participate in supporting the progress of the nation as manifestation of good citizens' attitudes in the perspective of civic education.

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