

## **The Role of Pancasila Education and Citizenship Subject Teachers in Strengthening Pancasila Democratic Values for High School Students**

**Najwa Rahima<sup>1</sup>**

<sup>1</sup>UIN Walisongo Semarang, Indonesia

---

### **Article Information**

#### **Article History:**

Received May 26, 2024

Revised June 28, 2024

Published June 30, 2024

#### **DOI:**

<https://doi.org/10.58557/eduinsights.v2i1.37>

#### **Keyword:**

The role of educator  
Pancasila and Citizenship  
Education  
Pancasila Democracy

---

### **ABSTRACT**

The subject of Pancasila and Civic Education (PPKn) is the most strategic subject to strengthen students' democratic attitudes because it is closely related to habits or customs that need to be improved in everyday life so that it is easier to practice. The role of Civics teachers is needed to direct students to get maximum teaching and be able to practice democratic values. This article aims to find out the meaning of Pancasila and Citizenship Education, Pancasila democracy, and analyze the role of teachers in strengthening democratic values in high school students. The literature study method with a literature review approach was applied by the author in preparing the article. Data collection techniques use documentation studies by collecting documents that are in accordance with the research topic. The results of the study explained that Pancasila and Citizenship Education is a subject that is closely related to lessons that relate to human relations in a country, whether social, economic, or political relations. Pancasila democracy is a system of government that is run in Indonesia based on the values contained in Pancasila itself. The results of the analysis of the role of Civics teachers in high school students show that the role of educators is very important to apply and implement democratic values for students. The implementation is shown by several democratic attitudes such as freedom of opinion, respect for other people's opinions, deliberation to reach consensus, accustoming students to participate in elections within the school, and so on. Strengthening democratic values is very important to teach because students are part of society who will later play a role in monitoring democracy in Indonesia.

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



---

### **Correspondence Author:**

Najwa Rahima

[najwara254@gmail.com](mailto:najwara254@gmail.com)

## **1. INTRODUCTION**

Indonesia is a pluralistic country consisting of various ethnicities, religions, cultures and races. The diversity of differences in Indonesia has been united by the nation's motto "Bhineka Tunggal Ika". However, the amount of diversity created often still causes many problems so that it is necessary to have a harmonious perspective so that there are no more divisions and disputes. This

is in accordance with Indonesia's current democratic system of government. Pancasila democracy is the model of democracy adopted by the Indonesian people. To achieve unity, citizens must behave in accordance with the values of Pancasila.

Winarno in Satria Aji et al., (2022) A democratic Indonesian government requires democratic social attitudes. According to recent developments, democracy is seen as a way of looking at life and not just a political or governmental system. Both citizens and public administration should seriously endeavor to act in ways that support democratic governance.

As a country that adheres to the Pancasila democratic system of government, citizens should be able to apply the value of democracy in various environments. Such as in the state, community, family, and school environment. The application of the value of democracy must also be carried out by all citizens from officials to the community because democracy is also defined as a system of government from the people, for the people, and by the people. The implementation of this value of democracy, for example, such as participating in elections, respecting opinions, participating in deliberations and so on. If the implementation of democratic values goes well, it will certainly have a good impact on the progress of the people and the government system in the country itself.

However, today there are many deviations from democracy that occur in Indonesia. For example, election fraud, corruption, or law violations are often committed by public officials. Quoting Indriastuti, (2018) in the present time, there are many violations of the law committed by officials such as today where the position as regional head or legislative member is sought solely not because they want to serve the people but instead as a place to enrich themselves and become a showcase arena among the political elite. This is often the cause of fraud in elections and divisions afterwards.

It turns out that deviations or lack of application of Pancasila democracy attitudes can not only occur in the community. In fact, in the school environment where students should be able to apply democratic attitudes well because they are in a supportive environment. The lack of democratic attitudes that students can apply, for example, is the lack of awareness to vote during the election of the student council chairman or vice chairman, discrimination among friends, and bullying.

This can apparently be influenced by the role of parents and teachers. As quoted from (Pribadi et al., 2023), due to the lack of supervision from parents and teachers during the COVID-19 pandemic, many students are using electronic devices excessively without parental supervision at home. It makes children have fun in their own world, making them forget their basic needs, such as learning and interacting with the outside world. As a result, children can have difficulty socializing and certainly increase the possibility of discrimination.

In addition, many violations or lack of implementation of democratic values also occur in the Senior High School (SMA) environment because in this environment students experience adolescence, which is a transition period from childhood to adulthood. This period is also called the unbalanced period. Significant changes occur in this period such as in physiological, emotional, social, and intellectual aspects. This condition certainly makes many teenagers want to try new things and even commit juvenile delinquency. It is undeniable that violations of the democratic value of Pancasila can also occur (Jasmisari & Herdiansah, 2022).

Therefore, these problems require support from the role of parents and especially teachers because high school children usually spend more time at school so that in this case the role of the teacher becomes very vital. Quoting Sulistiyono (2021) teachers are individuals who can motivate students to learn. Good teachers convey messages or moral values that will be emulated by their students. Students will imitate good examples from their teachers, but bad examples from teachers will also be imitated by students.

In this case, the role of the teacher needed is a teacher who can teach subjects regarding Pancasila education. The subject that is suitable for this problem is the subject of Pancasila and Citizenship Education (PPKn). The subject of Pancasila and Civics Education (PPKn) is the most strategic subject to strengthen students' democratic attitudes because it is closely related to habits or customs that need to be improved in everyday life so that it is easier to implement. (Kurniawan & Kusumawardhana, 2020).

In strengthening democratic values in Civics subjects, of course, it requires the role of teachers who can direct students to get maximum teaching and be able to practice democratic values

themselves. Here, strengthening democratic values is an important responsibility for Civics educators, especially in today's era of rapid progress. The increasing deterioration of character in students cannot be denied. Therefore, Civics teachers in high school must be able to provide solutions to these problems. Educators should not only serve as positive role models but also guide their students to remember their own cultural identity and values.

High school students are also potential successors who really need teaching about Pancasila education. Therefore, students' democratic values are very important for the progress of a country. So this article aims to discuss the role of Pancasila and Citizenship Education (PPKn) subject teachers in strengthening students about Pancasila democracy.

## **2. METHOD**

In the process of preparing this article, the author applied the literature study method with a literature review approach. The literature study includes several sources of information from research that has been done before. The information obtained is then used as material to understand events and connect some research with other research results. Researchers study and collect information sources obtained then record and process information materials for research. Jaya (2020: 149) states that in library research, research is carried out by examining and studying various literature (books, journals, laws and regulations, etc.) which are used as references based on research topics.

The data collection technique used is a documentation study by analyzing which then the acquisition of documents is parsed and compared so that a unified and cohesive study result is formed. According to Hadari Nawawi (2015), documentation study is a data collection technique through written documents in the form of archives and books about opinions and arguments related to the topic of investigation. This article uses data analysis techniques triangulation of theories from experts or sources. According to Robiatul Adawiyah (2020), triangulation is a data validity checking method that uses something else for checking or comparison. Therefore, researchers collect various data that are interrelated to be compared and then combined into a cohesive result.

## **3. RESULT AND DISCUSSION**

### **3.1. Definition of Civic Education**

Pancasila and Citizenship Education is a subject that is closely related to lessons that discuss human relations in a country, whether social, economic, or political relations by making Pancasila a guideline. This is in line with the opinion (Firmansyah & Dewi, 2021) that civic education is actually the result of a combination of civic, democracy, and citizenship education based on the philosophy of Pancasila with content on state defense and national identity.

PPKn is closely related to politics, where this subject teaches a lot about how a citizen can become a political actor himself, both as an official and a citizen. This is in line with (Damri & Putra, 2020) conveying that the education program called civic education focuses on political democracy and is equipped with additional sources of knowledge and the positive impact of education, society, and parents.

However, PPKn is certainly inseparable from the teaching given at school about morals and democratic attitudes because schools are one of the miniature countries, where there will be many values of Pancasila democracy that can be implemented. Civic education, also known as civic education, is an educational program that combines various disciplines in an interdisciplinary environment. This program is based on multidimensional and interdisciplinary social science discipline theory, and the discipline is based on the disciplinary structure of political science.

The purpose of PPKn is certainly to provide teaching from teachers to students about the value of Pancasila and citizenship in Indonesia. Of course, this subject is needed in order to prepare students to be able to become responsible citizens and apply the democratic values of Pancasila well. This agrees with Damri & Putra (2020) the purpose of civic education is to teach students to think critically, creatively, and rationally in dealing with civic problems; be responsible and participate in social, national, and state activities; foster a positive and democratic personality to become part of

Indonesian society so that they can live together with others; and interact with people from various nations.

### 3.2. Definition of Pancasila Democracy

The government system run in Indonesia is Pancasila democracy based on the values contained in Pancasila itself. This government system regulates how citizens should behave, especially in matters relating to law and politics. This agrees with Hutabarat et al. (2021) Pancasila democracy, which is the original democracy of the Indonesian people, which contains values derived from the philosophy of life of the Indonesian people and its implementation is written in the preamble and body of the 1945 Constitution.

According to Schumpeter in (Hutabarat et al., 2021) Democracy is essentially an institutional plan for making political decisions in which individuals gain the power to choose how to fight for competition over the voice of the people. Meanwhile, democracy can also be defined as government by the people, where the people hold the supreme power and their representatives are elected directly or indirectly through a free election system (Hook, 1995).

Meanwhile, according to Prof. Drs. C.S.T. Kansil, S.H. in Alwan (2021), pancasila democracy is a democracy led by wisdom in deliberation and representation, which is in accordance with the 4th precept of the Pancasila state foundation as stated in the 4th alnea of the Preamble of the 1945 NRI Constitution. So this view argues that Pancasila democracy prioritizes the 4th precept of Pancasila where Indonesian people are expected to make many decisions with deliberation and fairness.

Democracy prioritizes the principles of unity and justice. Because in Pancasila democracy all Indonesian people have the same rights and obligations. All people are entitled to equal treatment in the eyes of the law and are also obliged to obey the law and are prohibited from violating it. All people also have the right to participate in political activities both as implementers and voters. Because the essence of Pancasila democracy is a democracy that is carried out from the people, by the people, and for the people.

### 3.3. The Role of Civics Teachers in High School

The teacher is a person who provides and distributes knowledge or knowledge to his students. According to Law No. 14 of 2005 concerning Teachers and Lecturers CHAPTER I article 1 (in ), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. (Siti Nurzannah, 2022).

Of course, teachers must be able to model and provide examples to their students in addition to transferring knowledge. This is because they are a representation of a group of people in society who are expected to be individuals who can be digugu and imitated.

The existence of the teacher's function as a role model must also be applied by teachers of Pancasila and Citizenship Education subjects, especially in the Senior High School (SMA) environment, considering that PPKn is a very important subject for high school students who will later become the nation's successors and participate in the journey of democracy in Indonesia so that the role of PPKn teachers here becomes very important.

Table 1. The Role of Teachers in Strengthening Democratic Values

Teacher role	Behavior	Influence on students
Teaching the principles of democracy	The teacher explains the basic concepts of democracy, such as voting rights, freedom of speech, and equality in class.	Students understand the values of democracy and the importance of active participation in social life

Encourage healthy discussion and debate	The teacher provides opportunities for students to discuss and debate to express opinions openly and respect the opinions of others.	Students learn to listen to different opinions and present their constructive arguments.
Provide examples of democratic leadership	Teachers involve all students in class decision-making, such as the election of a class leader or agreement on activities.	Students learn about the decision-making process and the importance of participation in an activity
Encourage active participation in school activities	Teachers invite students to participate in the election of student council leaders or student organization activities	Students become active in participating in school activities and develop leadership skills.
Teach the importance of rights and responsibilities	The teacher provides an understanding of the rights and obligations of citizens in the context of democracy, and teaches about social responsibility.	Students understand their rights and responsibilities both individually and in society.
Respect freedom opinion	Teachers create an open classroom environment so that students are not hesitant and afraid to express their opinions	Students feel valued and more courageous to argue and learn to respect others.

The results of this study obtained 5 articles using the literature review research method on several journal articles and books. The articles obtained on average use descriptive qualitative methods with observations and interviews. These studies show that there is an impact of the role of Civics teachers on the strengthening of democratic attitudes, especially Pancasila democracy in students in senior high schools (SMA).

Civics teachers as material providers about the value of Pancasila and citizenship are certainly very instrumental in developing and strengthening democratic attitudes in every student in high school. This is in line with research conducted by (Rosmawardani & Patmisari, 2023) which aims to determine the impact of teachers' efforts in increasing students' democratic values through civic education at MAN 2 Ponorogo. This research uses qualitative descriptive research. Based on the results of the study, it can be concluded that the Civics teacher at MAN 2 Ponorogo has carried out his duties well in his efforts to develop democratic values in his students.

In addition to providing material on Pancasila education in order to strengthen the values of Pancasila democracy in students, the role of teachers through modeling is very necessary. The daily attitude of teachers by reflecting good democratic values will certainly make it easier for students to apply it because they feel there is someone who can be used as a role model in behavior. This agrees with (Mustari & Tajkia, n.d.) in their article which aims to determine the relationship between the role of teachers and the cultivation of democratic values among students with the object of SMK MEILIA MEDIKA students. The results showed that the cultivation of democratic values among students was quite good. Democratic teaching methods have been applied by all teachers because the value of democracy must be taught not only by Civics teachers but by all school members. Teachers instill the value of democracy by giving freedom to express opinions, solving problems with consensus, cultivating respect for opinions among friends, instructing students to participate in the

election of class leaders and student council leaders. Teachers play a role in instilling democratic values with a special basis and expertise because teachers will be faced with various characters and traits of students and diverse learning styles. So teachers are required to be able to give students confidence during the learning process. In instilling the value of democracy, it is not only conveyed through theory but by implementing it directly. For example, during discussions the teacher encourages students not to worry about expressing their opinions. Teachers also educate students not to be afraid to vote because freedom of speech is part of democracy. The cultivation of democratic values plays an important role not only in the world of student education but plays a significant role in social life.

In strengthening the culture of democracy, indirect examples can be given, such as giving video examples of democracy so that students are motivated and then emulate these examples. This is in accordance with the article written by Rosida (2021), the author analyzes data on teachers using observation, interview, and documentation techniques. The results prove that the Civics teacher's strategy in developing a culture of democracy has been carried out well. This is reflected in the behavior of students who have implemented an attitude of respect for friends when expressing their opinions and implementing the results of decisions for together. Teachers use means to foster an attitude of Pancasila democracy through learning media by showing videos about democracy in Indonesia and providing libraries to add insight into Pancasila democracy.

The successful role of teachers in strengthening students' democratic character is shown by behavior that is in accordance with the teacher's teachings. This is exemplified by (Anjani & Mustari, n.d.) in their research. The results of the interview with the PPKn teacher stated that without a democratic character, students cannot have an attitude of solidarity and do not respect existing cultures. By embedding democratic character, students can realize that they have the same rights and obligations. Meanwhile, the form of the teacher's role carried out to implement democratic attitudes includes getting students used to participating in the election of student council organizations, class organizations, and group leaders in the classroom. The Civics teacher emphasized that by playing an active role in the election, students can create a school or classroom atmosphere according to their expectations through the leaders they choose. Another form of the Civics teacher's role is to teach that there are no limits to rights and obligations and that deliberation must always be prioritized. For example, at MAN Ende, when performing prayers, male students perform them in the mosque, while for female students, prayers are held in the classroom. This is the result of a deliberative decision from students of all classes.

However, it turns out that the role of teachers is not always successful in strengthening the values of Pancasila democracy in the high school environment because it turns out that there are factors that influence the goal not to be achieved as found based on research conducted by (SULFITARNI & SANGKALA IBSIK, 2014). This study shows that Civics teachers instill Pancasila democratic values through various teaching methods, including puzzle-type cooperative learning models, snowball throwing, and articulation through contextual learning, and PAIKEM. The puzzle cooperative learning model trains cooperation and tolerance. Snowball throwing learning model trains the values of responsibility. The articulation learning model instills the values of honesty. However, when different learning approaches are applied, there are factors that influence the application of Pancasila democratic values at SMA Negeri 1 Mare, namely the teacher's ability to understand the materials used in the learning model. Other influencing factors are students' skills and attitudes. Civics teachers also experience obstacles in instilling Pancasila democratic values at SMA Negeri 1 Mare, namely the attitudes and behavior of students who still do not show good democratic attitudes.

Nevertheless, educators continue to look for solutions so that students who still cannot implement Pancasila democracy in their daily activities, especially in the school environment. The teachers continue to patiently approach or ask questions to students about democratic character values. So it is hoped that students will no longer feel confused or reluctant to apply the character of democracy. This is of course none other than to design so that students become virtuous citizens because students are part of society who will later play a role in monitoring democracy in Indonesia.

#### 4. CONCLUSION

The results of this study can be concluded that Pancasila and Citizenship Education is a subject that teaches a lot about how high school students as citizens behave, especially in the political sphere. PPKn is also inseparable from teaching about Pancasila democracy because the government system in Indonesia adheres to this democracy. Democracy prioritizes the principles of unity and justice. Because in Pancasila democracy all Indonesian people have the same rights and obligations. In this case, the role of Civics teachers in the scope of high school certainly has a very vital role because Civics teachers are teaching resources that can provide material as well as examples in democracy. The daily attitude of teachers by reflecting good democratic values will certainly make it easier for students to apply it because they feel there is someone who can be used as a role model in behavior. In this study, it was found that the role of Civics teachers can strengthen the value of Pancasila democracy in high school students. In providing teaching in order to strengthen the value of democracy, Civics teachers use several appropriate learning methods such as showing videos about democracy in Indonesia, implementing cooperative learning, and articulation through contextual learning. Although there are also some obstacles such as the attitudes and behavior of students who still do not show a good democratic attitude that often hinders this goal, the teachers patiently approach until students are able to understand the material and practice it.

#### REFERENCES

- Alwan, M. Z. (2021). *Penerapan Demokrasi Pancasila Dalam Proses Pemilihan Ketua Umum Himnas Ppkn Pada Kongres Dan Rakernas Di Universitas Negeri Yogyakarta Tahun 2018 Warsono* (Vol. 09).
- Anjani, A. R., & Mustari, M. (n.d.). *Peran Guru Ppkn Terhadap Penanaman Karakter Demokratis Peserta Didik Di Man Ende*.
- Damri, & Putra, F. E. (2020). *Pendidikan Kewarganegaraan*. KENCANA.
- Firmansyah, M. C., & Dewi, D. A. (2021). Pembelajaran Pendidikan Kewarganegaraan untuk Membangun Karakter Bangsa Sesuai Nilai Pancasila di Era Globalisasi. *Jurnal Pesona Dasar*, 9(1), 10–22. <https://doi.org/10.24815/pear.v9i1.20607>
- Hutabarat, D. T., Sari, S. N., Kamil, T., Ramadhab, W. S., Ambarwati, E. A., Alfathni, T. N., Fadhila, N., Septiningrum, S., Aflita, R., Ltubing, J. M., Hidayat, A., Setiawan, D., & Pangestu, I. (2021). Makna Demokrasi Pancasila. *Journal Of Humanities, Social Sciences, And Business (JHSSB)*, 1(1), 59–61.
- Indriastuti, E. D. (2018). Penyimpangan Fungsi Dan Nilai-Nilai Pancasila Dalam Penegakan Hukum Sebagai Pedoman Hidup Dalam Bermasyarakat. *Jurnal Ilmiah Hukum Dan Dinamika Masyarakat*, 16, 92–93.
- Jasmisari, M., & Herdiansah, A. G. (2022). Kenakalan Remaja Di Kalangan Siswa Sekolah Menengah Atas Di Bandung: Studi Pendahuluan . *Aliansi: Jurnal Politik, Keamanan Dan Hubungan Internasional*, 139–140.
- Kurniawan, M. W., & Kusumawardhana, A. S. (2020). Strategi Penguatan Pendidikan Karakter Dalam Menumbuhkan Sikap Demokratis Siswa. *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan PKN*, 7(1), 7–16. <https://doi.org/10.36706/jbti.v7i1.10862>
- Mustari, M., & Tajkia, T. (n.d.). *Peran Guru Dalam Menanamkan Nilai Demokrasi Dikalangan Siswa*.
- Rosida, H. (2021). Peran Guru PPKN dalam Mengembangkan Budaya Demokrasi di SMK Pelita Nusantara 2 Semarang. In *Seminar Nasional Ke-Indonesiaan*.
- Rosmawardani, A. J. A., & Patmisari, P. (2023). Analisis Peran Guru dalam Membangun Nilai-Nilai Demokrasi Siswa melalui Pembelajaran PPKn di MAN 2 Ponorogo. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(8), 5532–5541. <https://doi.org/10.54371/jiip.v6i8.2044>
- Satria Aji, D., Yusuf, Y., & Sugiaryo, S. (2022). Peran Guru PPKn Dalam Menumbuhkembangkan Nilai Karakter Demokratis Pada Peserta Didik Kelas IX di SMP Negeri 1 Mojolaban Sukoharjo. *Jurnal Global Citizen : Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 11(2), 29–36. <https://doi.org/10.33061/jgz.v11i2.7923>
- Siti Nurzannah. (2022). Peran Guru Dalam Pembelajaran. *ALACRITY : Journal Of Education*, 2(3), 26–34.

- Sulfitarni, & Sangkala IBSIK. (2014). Strategi Guru Bidang Studi Pkn Dalam Menanamkan Nilai-Nilai Demokrasi Pancasila Di Sma Negeri 1 Mare Kecamatan Mare Kabupaten Bone. *Tomalebbi Jurnal Pemikiran, Penelitian Hukum, Pendidikan Pancasila Dan Kewarganegaraan*, 1, 27–34.
- Sulistiyono, A. (2021). *Peran Guru dalam Menanamkan Nilai-Nilai Demokrasi Melalui Budaya Sekolah* (Vol. 2, Issue 2).
- Z, M. F., D Pentingnya, D. A., Fikri Zulfikar, M., & Anggraeni Dewi, D. (2021). *Pentingnya Pendidikan Kewarganegaraan Untuk Membangun Karakter Bangsa* (Vol. 6, Issue 1).