



Exploring the Impact of Civic Education on Civic Participation among Elementary School Students

Mengeksplorasi Dampak Pendidikan Kewarganegaraan terhadap Partisipasi Kewarganegaraan di Kalangan Siswa Sekolah Dasar

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Civic education is an urgency that must be considered in elementary schools, considering that current technological developments in the world have entered the era of digitalization 5.0. The purpose of writing this article is to examine further the importance of civic education for students in elementary schools. The writing method in this article uses a literature study and a series of activities to collect library data, read and record, and process various references relevant to the problem studied. The results showed that civic education in elementary schools equips students to become good colours of the country, character, tolerance, and critical thinking. It has implications through civic education in elementary schools, and it is hoped that it can create moral citizens, have superior character, and be globally competitive.

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Pendidikan kewarganegaraan menjadi urgensi yang harus diperhatikan di sekolah dasar, mengingat saat ini perkembangan teknologi di dunia sudah memasuki era digitalisasi 5.0. Tujuan dari penulisan artikel ini yaitu untuk mengkaji lebih lanjut tentang pentingnya pendidikan kewarganegaraan bagi peserta didik di sekolah dasar. Metode penulisan dalam artikel ini menggunakan studi literatur yang merupakan serangkaian kegiatan pengumpulan data pustaka, membaca, dan mencatat, serta mengolah berbagai referensi yang relevan dengan permasalahan yang dikaji. Hasil penelitian menunjukkan bahwa pendidikan kewarganegaraan di sekolah dasar membekali peserta didik untuk menjadi warna negara yang baik, berkarakter, bertoleransi, dan berpikir kritis. Hal ini membawa implikasi melalui pendidikan kewarganegaraan di sekolah dasar harapannya dapat menciptakan warga negara yang bermoral, memiliki karakter unggul dan berdaya saing global.

Keywords: karakter, pendidikan kewarganegaraan, sekolah dasar

INTRODUCTION

Education is one of the efforts that can be used to improve intellectual abilities, cognitive, character (Utaminingsih, Ihsandi, et al., 2023), and individual skills in competencies regulated in a curriculum that is integrated with national education goals (Agustin et al., 2023). One subject that can improve students' intellectual ability and character is citizenship (Rahmawati & Harmanto, 2020). Civic education is taught in schools worldwide, with various names such as civic education, citizenship education, and Democracy Education, because civic education has a vital role in preparing intelligent, responsible, and civilized citizens (Sulianti et al., 2019).

Civic education in Indonesia should be the government's and educational institutions' responsibility (Sulianti et al., 2019). It is because civic subjects form intelligent students who have character and lead them to competencies that students in the 21st century must possess (Anatasya et al., 2021). 21st-century skills include critical thinking, communication, collaboration, and creativity (Zubaidah, 2020). The era of globalization leads students to have these competencies to remain competitive in the international arena (Sutiyono, 2018).

The era of globalization is accompanied by massive technological developments (Dewi et al., 2020). It leads to problems such as moral degradation (Rahmatiani, 2020). Civic education is expected to solve these problems and guide students' character development (Larasati, 2016). Therefore, it is necessary to cultivate character significantly from elementary school to strengthen character and have good morals (Utaminingsih & Puspita, 2023). Through civic education, the character will be formed in the learning process when students are directed and given good examples directly (Dwintari, 2017).

Civic education is an urgency that must be considered in elementary schools, considering that current technological developments in the world have entered the era of digitalization 5.0 (Utaminingsih, Ellianawati, et al., 2023). In the era of digitalization 5.0, almost all devices used for life, especially in education, use technological sophistication (Gani, 2020). The ease of technology facilitates all activities and has a negative impact, namely the crisis of the character of the younger generation in Indonesia (Maritsa et al., 2021). The negative impact of technological sophistication makes students throw harsh sentences at each other through social media, even though social media should be appropriately used to obtain helpful information (Dwi et al., 2020).

The ease of technology also ends up not being suitable for the development of students because they want everything instantly. In the end, they become less patient in the process. The fighting power of students needs to be improved (Praise et al., 2017). Therefore, educational institutions need to pay more attention to the curriculum and delivery of civic education to students (Rahmatiani, 2020). It is crucial because civic education teaches people how to

be good citizens, develops good character values, and fosters love for the homeland (Faridah et al., 2021). This article examines the importance of civic education for elementary school students (Rahmawati & Harmanto, 2020).

METHODS

The research method used in writing this study was adopted from the design PRISMA (Preferred Items for Systematic Reviews and Meta-Analysis). There are three systematic steps, starting with the identification process, then the screening process, and inclusion (Page et al., 2021). References are obtained from various sources, such as articles from journals from search engines such as Google Scholar, Research Gate, and Academia Edu. The selection article according to eligibility criteria is presented in Figure 1.

[Figure 1 about here.]

Researchers collecting data from databases from 2014 to 2023 obtained 86 articles. The second stage is screening data by selecting only articles and proceeding. It excluded 15 books and obtained 71 articles selected and selected articles according to title, abstract, and keywords. The step obtained 56 articles and excluded 18 articles. The last step included selecting an article according to eligibility criteria, the article relevant to the variable, and the subject, elementary students. The article excludes 17, and this study analyses 36 articles to explore civic education's impact on elementary students. The literature study provided various arguments and strengthened the problems studied, in this case, namely the importance of civic education for elementary school students. The data review was conducted based on articles that met the eligibility criteria. The author reads and makes important points based on the variables studied. It was drawing conclusions based on the results of studies and discussions following the sub-topics of the study that have been analyzed.

FINDING AND DISCUSSION

Civic Education in Primary School

Civic education is essential in understanding students through educational facilities in the school environment for the general public (Rahman, 2018). Therefore, civic education learning focuses on forming excellent and intelligent Indonesian citizens to answer the times' needs and make civic education science with an interdisciplinary, multidisciplinary, and transdisciplinary approach (Nanggala, 2020). Civic education also aims to form attitudes with character and form ideal citizens, namely those who are devoted to God Almighty, knowledgeable, skilled, and have values that are by the principles of citizenship (Wahyu, 2022).

Civic education is part of the national education system; therefore, the curriculum at all levels of education,

from elementary school to tertiary education, has a learning process of civic education (Zulfikar & Dewi, 2021). Civic education teaches civic values and shapes character in students; to make it happen, we must create conducive learning environment conditions (Amelia & Dewi, 2021). Civic learning in elementary schools is currently still not optimally implemented; this can be seen from the monotonous learning process, which is still using the lecture method by the teacher in delivering learning material so that it makes students feel bored and less interested in following the learning process delivered (Sulianti et al., 2019).

Civic education in implementing learning in elementary schools requires a teacher's active role in developing a critical and rational mindset of students that impacts learning outcomes (Rachmadtullah & Wardani Reza, 2016). In addition, using learning media in civic education is very helpful for students to understand better the material presented (Gawise et al., 2022). At present, technology can be a solution to overcome the lack of effectiveness in Civic Education learning in elementary schools by utilizing technology in learning media such as photos, videos, power points, *Game Education*, and cube puzzles designed to include Civic Education learning materials (Hidayat et al., 2020). The purpose of this study is to analyze the effectiveness of civic education programs further, find concrete solutions to the character problems of elementary school students in the era of Society 5.0

Civic Education as a Solution for Character Education in Elementary Schools

Civic education is a vehicle for character education built to foster and develop intelligent and good citizens in formal, informal, and non-formal education pathways that have become the national education goal in Indonesia (Widiatmaka, 2016). Civic Education teaches citizens to obey the state. In addition, it teaches how citizens should be tolerant and independent (Nurmalisa & Mentari, 2020).

The role of civic education in building the character of elementary school students is essential in living life, because the character is very attached to individuals, and Has the principle of preparing elementary school students with provisions that are qualified enough in the association of life needed (Anatasya et al., 2021). On the other hand, it also guides students to have the ability to think critically and responsibly and have democratic attitudes as components of building the nation's character (Rahmatiani, 2020). Instilling national characters in elementary school students is considered necessary, so they need to be instilled in them to follow good things (Herdiansyah et al., 2021).

The existence of civic education in elementary schools is not only to equip students to the next level; however, with moral cultivation, it is expected to create good citizens; besides that, it also functions to form students as citizens with character (Anderson & Sari, 2016). However, some things could be improved in applying civic education to improve character education, especially in elementary schools. The *first* is always to emphasize the cognitive aspect so that it can only build learners' knowledge

without paying attention to character building. Second, Educators have not been able to master four competencies (pedagogic, professional, social, and personality) thoroughly, so they become a barrier to building the character of students. Third, the learning process of civic education uses monotonous learning methods to bore influential students rather than the maximal character-building process (Widiatmaka, 2016).

With the various obstacles mentioned above, of course, civic education in elementary schools is expected to be a subject developed with a fun and meaningful learning pattern involving all senses and exciting activities; this can lead students not only to gain knowledge but also to be able to implement learning in everyday life so that good character is built (Setiawan, 2015). Education or character building of students can also be done through the example of teachers, especially civic education teachers; the characters in question include how to speak, behave, have traits, and look following religious characters, honest, disciplined, democratic, national spirit, love of the country, respect for others, love of peace, care for the environment, and care for social, this is carried out continuously so that students have role models or models are accurate and close to themselves in shaping character (Prasetyo & Marzuki, 2016).

Civic Education becomes an Urgent in the Era of Society 5.0

The era of Society 5.0 marked a fundamental change in the relationship Between Man and Technology (Princess & Goddess, 2021). In this era, civic education is vital and urgent in elementary schools. Civic education provides a solid foundation for learners to understand the rights, obligations, and responsibilities of citizens actively participating in society (Torrez & Veronica, 2021).

Koroh & Ly (2020) convey that civic education in elementary schools can guide students in developing skills to think critically and creatively. In the era of society 5.0, where technology continues to develop rapidly, learners must be able to process information intelligently (Utaminingsih, Puspita, et al., 2023), analyze situations, and make the right decisions (Princess & Goddess, 2021). Civic education can provide opportunities for children to practice critical thinking through discussion, research, and problem-solving related to civic issues (Wulandari et al., 2023).

Civic education in primary schools is also essential in building awareness, social, and tolerance (Widyanto, 2017). Learners can learn about diverse cultures, religions, and social backgrounds through an inclusive and empathetic approach (Istiqomah & Dewi, 2021). They can understand the importance of respecting differences, respecting the views of others, and building harmonious relationships in an increasingly globally connected society (Widyanto, 2017).

CONCLUSION

Civic Education provides provisions to elementary school students to form citizens with good character by having intellectual, emotional, social, and spiritual

intelligence. In the 21st century, students are expected to have critical thinking skills, communication skills, collaboration, and creativity, which are components of building the nation's character. Civic education in the implementation of learning in elementary schools requires the active role of a teacher so that it can develop a critical and rational mindset of students that impacts their learning outcomes. Civic education in elementary schools aims to equip students to the next level and to create good citizens with moral cultivation. Besides that, it also functions to form students as citizens with character. In the era of society 5.0, where technology continues to develop rapidly, learners must process information intelligently, analyze situations, and make the right decisions. Civic education can provide opportunities for children to practice critical thinking through discussion, research, and problem-solving related to civic issues.

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The principal authors, Kanti Rahayu and Dinar Yunitasari, contributed to designing research, conducting research, data reduction, writing original drafts, writing reviews, and editing. The second author, Indah Purwaningsih and Febria Indah Sari used data reduction, writing original drafts, and editing. The next author, Esty Setyo Utaminingsih, played a role in conducting the study, guiding the research, writing the review, and editing. All authors have read and agreed to the published version of the manuscript.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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LIST OF FIGURE

1. Selected Eligibility Articles	146
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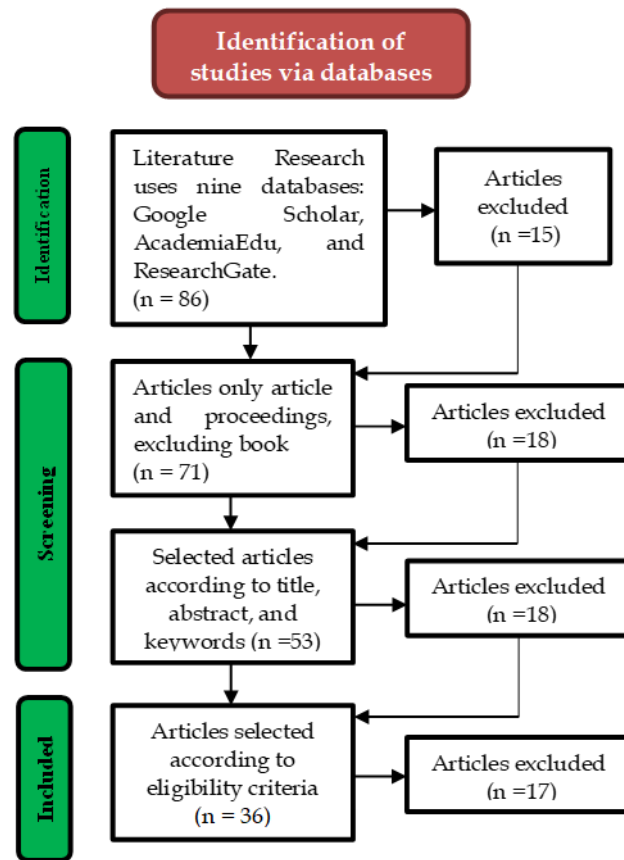


Figure 1. Selected Eligibility Articles