# Construction of political education in learning Pancasila and Citizenship in increasing students' political awareness

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**Abstract**
This study aims to describe the construction of political literacy in the learning of Pancasila and civics through the development of students' political consciousness in Pasundan 2 Senior High School Cimahi City. This study is a descriptive study with a qualitative approach. The method of identifying the research topic uses a focus, and the data collection method uses interviews, documents, and observation. The data validity check method uses source triangulation. Then, the data analysis method using Miles and Huberman's model includes data reduction, data presentation, and conclusion. The research methodology is qualitative, using a case study methodology. Based on several research findings, citizenship education as a means of legal and political education aimed at students' legal acquisition is still not functioning optimally. The findings indicate that civic education is being implemented within the school curriculum through various activities and assignments such as tours, interviews with local leaders, election coverage activities, OSIS election activities, and school activities. The results indicate that the implementation of civic education through Pancasila learning and civic education involves the development of learning materials and the use of learning models. Civic education for beginners in learning and curriculum. Factors that support or hinder the implementation of civic education include the implementation of the national curriculum, subject teachers, extracurricular activities, availability of facilities and infrastructure, etc.

**Keywords:** learning Pancasila and Citizenship, political awareness; political education.

## Introduction

Students, the younger generation, play a major role in determining future leadership. The success or failure of a country depends on the quality of its young generation (Mulyono, 2017).

The younger generation drives the development of this country. Enthusiastic about learning early in adolescence, students search for identity or self-adjustment, which causes an unstable psychological condition (Juliswara & Muryanto, 2022). At this age, a person also tries to develop various cognitive, affective and psychomotor aspects. Research shows that social support and self-concept positively correlate with adolescent adjustment (Irfani et al., 2021). Therefore, a teenager can be easily influenced by their environment because they can influence their feelings and behaviour, either positively or negatively (Triyanto, 2020). His family, school, and community are his environment. Adolescence has many consequences that impact people's attitudes and behaviour (Suryono et al., 2023). During adolescence, a person also begins to absorb various information. Therefore, it is easier for students to be attracted to positive ideas, namely, scientific ideas that include various political ideas (Silitonga, 2020). This is important so that students are not blind to politics and only become targets of political duping because of students.

The research results show that Pasundan 2 Senior High Scholl Cimahi City students need high political awareness. This is due to their limited time, no special assistance or supervision from their teachers, and no direct practice of political activities (Rohman & Mentari, 2024). At Pasundan 2 Senior High School Cimahi City, efforts to increase students' political awareness have not yet reached an optimal level, and some students still do not care about activities at school, are not involved in student organizations outside of school and challenge the school to determine policies (Mulyani et al., 2024). Students in Islamic-based schools need more political awareness. The initial results of this study are consistent with the study's findings, which states that students' knowledge of regulations, legislation and political policies is medium to low (Budiarto et al., 2020). The same thing is stated: the environment around the school does not allow politics to enter, so the political awareness of the students is very low (Mulyani et al., 2024).

Political education is expected to produce individuals who are responsible for their country and nation. There are three types of political education: formal, non-formal, and informal (Widiyanto & Istiqomah, 2023). Learning is the process of students' interaction with teachers, friends, parents, or other sources of learning in the school environment or place of residence. Learning is the effort by educators to ensure that the process of knowledge and skills acquisition, skills, habits, and formation of attitudes and beliefs takes place among students (Hardian, 2021). The five principles of learning that can be used are: (1) Learning is a process that includes actions, a sequence of events, and a result (2) Since learning results from experience, the learner must act or react in some way to the situation that concerns him/her. (3) Learning depends on the learner's behaviour. This includes how the learner perceives, how he/she thinks, how he/she feels, and how he/she acts. There can be no learning unless the learner reacts somehow (Camellia et al., 2022). (4) The result of the learning process is a change in the learner that is detectable by a potential or actual change in behaviour. (5) The change in the learner tends to be anchored in the outcome of the behaviour related to the learner's motivation (Beane, 1986). Civic education is a field of psychological and sociocultural research on the citizenship of the individual (Wibowo & Yusuf, 2022). Using political science and pedagogy as epistemological foundations and enriched by other related scientific disciplines has axiomatic implications for each citizen's educational tools and practices in the social context of national and state life (Aji, 2018). Pancasila and Citizenship Education (PCE) is a research subfield that studies civic policy and culture using political science and other relevant disciplines (Ismail et al., 2020).

Civics curricular programs, sociocultural activities, and civics scientific research are examples of the coherent organization of this subject (Umami et al., 2022). PCE is an educational project aimed at cultivating good citizens. It includes materials on government, citizenship, history and nationality. PCE goal is to increase insight and awareness of the country and foster an attitude of love for the country. According to (Putra et al., 2022), Civic education in schools is very important to develop civic character. The objective of PCE is to provide,

maintain and extend to students the basic knowledge and skills regarding their rights, duties and responsibilities as citizens of Pancasila (Astika et al., 2020). Civic education must integrate increasingly developing information and communication technologies  (Chykina & Crabtree, 2023). In an era of globalization, technologies that can facilitate access to political information and increase citizens' participation in democratic processes (Lerch et al., 2024).

This research can provide an overview of how the implications of basic understanding, attitudes and behavior of Pancasila in the midst of the murky moral degradation in the daily lives of young people. Social media greatly influences the way of thinking, but optimism that understanding Pancasila can intervene seems necessary to continue to be developed. Knowledge of political history, governmental structures, constitutions, and laws is essential for citizens to make informed decisions in the political process. Civic education helps improve political literacy so that citizens can better understand complex issues. Civic education instills basic democratic values, such as equality, justice, freedom of expression, and human rights. It forms citizens who support democratic principles and avoid authoritarian forms of government. The 2024 election is an important momentum for young voters whose numbers are significant. The next regional elections will be held soon and this study will provide the latest picture of the importance of learning political awareness for young voters. Research shows that students who engage in political simulations, which are role-playing exercises that simulate political processes, or field practice activities, which involve real-world political engagement, are more likely to develop strong political awareness and citizenship skills.

## Method

Qualitative descriptive methods were used in this research, with a strong focus on the study subjects. Qualitative research aims to understand all phenomena experienced by these subjects, including their behaviour, perceptions, motivations, and actions,  and to explain them using natural methods in a specific context (Moleong, 2018). Primary data was collected directly from several Pasundan 2 Senioh High School Cimahi individuals, including the principal, social studies teachers, and students. Their role in the research is crucial. Secondary data was obtained from documents related to implementing political education through PPKn learning to enhance students' political awareness. Data collection methods include interviews, documentation, and observation (Sugiyono, 2020).

This research conducts qualitative data analysis using an interactive model. This research uses descriptive analysis, which describes the research conditions (Lerch et al., 2024). The necessary data is classified and organised to understand the problems encountered during the research. The approach uses a qualitative approach, emphasising interpretive studies rather than statistical techniques or other calculations (Fauzan & Soegoto, 2023). This research collected data and information through documentation studies, interviews and observations. Several criteria were used to determine the subjects of this research. They are the setting, actors, events, and process. The first criterion is the setting, which means the situation and location description of the data collection process (Lerch et al., 2024). Data collection will be through interviews with specific sources, which may or may not occur depending on the source's wishes. The second criterion involves actors, who include students, educators, school principals, and civic education experts who pay close attention to political education (Rahmadi et al., 2020). Inductive data analysis was used to analyse interview transcripts, field notes, and other sources collected.

## Result and Discussion

One way to increase the political consciousness of students, especially those in Pasundan 2 Senior High School Cimahi City, is to teach subjects in Political Practice (part of PCE). In the first semester of Grade 11, PCE teachers teach the contents related to civic education as indicated in competency standards 1 and 2, namely, the analysis of Indonesian political culture

and the analysis of democratic culture for civil society (Zaman & Misnan, 2021). Based on competency standard 1, the teacher will explain the importance of political culture and analyse and explain the political culture developing in Indonesian society. Based on competency standard 2, the teacher will explain what democratic culture is and what civil society is (Hursen et al., 2023). They also analyse how democracy was implemented in Indonesia during the old, new, and reform orders. They also show how democratic culture is applied daily (Irfani et al., 2021). In addition, PCE teachers encourage students to participate actively in society, student organizations, and school activities. They also teach students about the obligations of citizens to participate actively in political life, prevent white groups, participate in elections if they are old enough, and behave and act wisely when responding to negative things about politics(Lubis, 2023).

PCE also known as citizenship education, has the function and role of political education if it is based on its objectives. Students are expected to understand political information through political material presented in the Civics curriculum (Simamora et al., 2024). Civic education and other activity programs are the main way to implement political education in educational institutions. There is material that is part of the Implementation of political education in politics and political education (Smith & Holloway, 2020). In high school, there are materials about the importance of the state and unitary state called the Republic of Indonesia (NKRI), especially in Class X (Siregar, 2023). There is also material that recognises that Indonesian citizens have an equal position in various aspects of life and material in the Indonesian political system. Class XI discusses Indonesian political culture, and Class XII discusses various government systems (Smith & Benavot, 2019). It is hoped that using this learning resource will help students understand and comprehend the topic more easily (Benavot et al., 2022).

Political education in the school is provided through programs arranged by the Student Affairs Department, apart from political science and national politics. The school offers student programs such as Personal Development through Extracurricular Activities, Education Implementation Working Groups, Rules and Discipline, Socialization Program, OSIS Development Program, etc. (Sunarso, 2007). These programs are closely related to political education programs, namely the OSIS development program and extracurricular activities. The school has carried out political education for its students through developing the OSIS to Pasundan 2 Senior High School Cimahi City, which is an important part of implementing political education because students learn to organise (Saputro, 2015). OSIS will gain knowledge and experience about leadership and how to run an organisation. OSIS allows students to get involved in political life at school (Letendre & Schussler, 2022). Some important aspects of OSIS activities include direct OSIS elections, which are held regularly once a year, and Basic Student Leadership Training (LDKS) activities, which are designed to teach student candidates for OSIS management about leadership (Wastri et al., 2023).

School is one place that can be used to carry out political education. Schools are places of political education that aim to educate students to become politically aware individuals (Holbert et al., 2020). Many parties must collaborate to make schools a political education laboratory (Muleya, 2020). Schools are formal political educational institutions that carry out political education. Political education in schools can be obtained through formal learning, which includes theories taught by teachers and practice, both directly and indirectly (Lerch et al., 2024).

Additionally, formal education programs help students learn about politics through the materials they are provided (Stahl & Literat, 2022). Citizenship Education incorporates political education material, although it is not explicitly stated. The role of schools is very important to realise effective political education (Feser et al., 2023). However, this role also requires support from all school elements and students. Each school can participate in political education through the use of OSIS (Intra-School Student Organization) and extracurricular

activities such as PASKIBRA (Flag Raising Squad), Scouts (Pramuka), and PMR (Youth Red Cross) (Casmana et al., 2022).

This is important for determining the path of political struggle amidst many conflicting interests (Alwasilah, 2020). Therefore, political education has influenced individuals who participate in political struggles to reach conflict solutions that benefit all parties. Effective and appropriate political education is needed to increase the participation of first-time voters (Letendre & Schussler, 2022). The application of political education through socialization is known as the socialisation of political education. This means that each generation of young people, also known as first-time voters, is educated on how to participate in local elections (Lerch et al., 2024). From this knowledge, the next generation is expected to have full awareness and be able to fulfil their rights and obligations as citizens, such as taking part in politics by voting in general elections (Siregar, 2023). to improve students' knowledge, attitudes and behaviour to become fair and responsible political persons at school and society (Irfani et al., 2021). New voters can contribute to elections by participating in elections, voting rationally, becoming independent observers, monitoring election results, and becoming a moral force after the election.

Elections represent the people's will or their desire to alter how leaders are chosen through elections by implementing a more improved and transparent system for both presidential and local head elections (Schofer et al., 2021). There are undoubtedly first-time voters in every election who participate for the first time or have the option to do so (Santoso, 2020). The right strategy and location for implementing political education are needed to implement and optimise the process (Schofer et al., 2021). School is one place that can be used to carry out political education. Schools are places of political education that aim to educate students to become politically aware individuals (Irfani et al., 2021). One voice has a big impact on people's everyday lives. Because the quality of the governance system in an area can only be assessed by the individual elected to the position of regional leader (Hursen et al., 2023). With a significant number of first-time voters influencing the dynamics of regional elections, the role and participation of first-time voters are very important (Smith & Benavot, 2019). Therefore, first-time voters must know their right to vote as best as possible. Because their one vote has great value (Rahmadi et al., 2020). Beginner voters must understand political science by participating in socialization, looking for political information, and carefully knowing the election participants' vision, mission and program (Li & Soobaroyen, 2021).

Additionally, young voters must take responsibility for electing leaders who meet their standards (Benavot et al., 2022). With this knowledge, novice voters will become a light in Indonesian politics because of their awareness of making good politics (Schofer et al., 2021). Students are encouraged to ask critical, important, and interesting questions during the question and answer session, which shows a passion for exploring information. This shows that students are highly engaged with the material (Kuwoto et al., 2022).

Three elements are found in the research results to support the implementation of political education at Pasundan 2 Senior High School in Cimahi City. The school grounds are one of the initial supporting elements (Lerch et al., 2024). Educational facilities have helped students study politics. For example, computer labs and school libraries can help students study politics. Intra-school student organisations are also supporters (Lubis, 2023). Because students are trained to manage an organisation, OSIS can be used to provide political education to students. In addition, students can learn political education by electing the student council president (Frank et al., 2021). Extracurricular activities are the third supporting component. Students can become more familiar with organisations if school policies facilitate extracurricular activities. During extracurricular activities, students will learn to solve problems (Lubis, 2023). This can help students apply political education. At Pasundan 2 Senior High School in Cimahi City, there are several challenges that hinder efforts to increase students'

political awareness (Letendre & Schussler, 2022). However, students also obtain political education from various sources, such as mass media, friends, family, and so on (Simamora et al., 2024).

However, the information provided by these sources is only sometimes correct. In addition, students' attitudes as good beginner voters depend on what they know about the voter education they receive (Lerch et al., 2024). Therefore, educational agents and facilities have a role in providing political education but also influence the attitudes of students (Siregar, 2023). According to Eneng Martini et al., the influence of political education on awareness of participation by first-time voters has a significant category level (Feser et al., 2023). New voters at Pasundan 2 Senior High School Cimahi City are easily impacted since they are first-time voters exercising their right to cast a ballot in an election. Various factors can influence first-time voters' political participation and the political education they receive (Garritzmann et al., 2018). However, voter education and politics can only cloud first-time voters with facts (Muleya, 2020). New voters gain knowledge, understanding, and the ability to apply political education to participate in politics. During the political education, participants gain insight into politics, especially elections, when conveyed in voter education outreach (Kuwoto, 2022). Based on their understanding of political education, students will implement their actions. Of course, after gaining knowledge about elections, political participation by novice voters is carried out with several considerations, not haphazardly choosing existing candidates/or parties (Sukor et al., 2020). These considerations include choosing appropriate candidates by knowing the background of the candidate/party, choosing not because they have been bribed/rewarded, and so on (Rathgeb & Busemeyer, 2022).

## Conclusion

This study concludes that citizenship education at SMA Pasundan 2 Cimahi is not functioning optimally in fostering students' political consciousness, despite the implementation of various supportive activities. The findings reveal that while initiatives such as tours, interviews with local leaders, and election coverage are part of the curriculum, challenges in curriculum implementation and a lack of resources hinder their effectiveness. Factors such as the national curriculum's demands, teacher engagement, and available facilities also play a significant role in shaping the educational experience.

To enhance the effectiveness of citizenship education, it is essential to strengthen collaboration among educators, ensuring that they work together to create a cohesive learning environment. Additionally, improving infrastructure and resources will facilitate more engaging and practical learning experiences. Incorporating hands-on activities that involve students in real-world political processes can significantly enrich their understanding and interest. By addressing these key areas, the school can better explore the potential of citizenship education, ultimately achieving the ultimate goal of developing informed, active citizens who are equipped to participate meaningfully in their communities and the broader democratic process.

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