

Implementation of Citizenship Education Learning and Habituation Towards Civic Disposition Cultivation in Elementary Schools

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ABSTRACT

Developing citizenship competencies in the 21st century has become crucial. Therefore, instilling citizenship character, especially in students, is essential to help them filter out negative influences. This research explores and focuses on implementing Civic Education and habituation at SDN 3 Cengkong to foster character in citizenship amidst the influence of globalization and technological advancements. The research method used is descriptive qualitative, aiming to describe the implementation of civic Education and habituation in SDN 3 Cengkong. The research data were collected through observation, interviews, and documentation techniques. The data analysis involves data collection, reduction, presentation, and conclusion. Civic Education instills citizenship character by teaching moral values and norms and promoting disciplined, honest, tolerant, and responsible attitudes. Effectively implementing habituation at SDN 3, Cengkong can instill citizenship character competencies in students through flag ceremonies, Dhuha prayers, packed lunches, and scouting extracurricular activities. The collaboration between Civic Education and habituation has a significant influence on instilling students' civic disposition competencies at SDN 3 Cengkong.

Keywords: Civic disposition, civic education, habituation

INTRODUCTION

Forming a character of citizenship amid the rapid influence of globalization is crucial. The influence of globalization that has entered the joints of life, if we cannot distinguish

between positive and negative, will certainly have fatal consequences, such as a decline in national character. Moral deviations in students mostly occur because there are underlying factors, including the low religious aspect in students, which causes them to behave defiantly from the beliefs

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they adhere to. Second, ineffective character-building is carried out by parents, educational institutions, and society (Tohri et al., 2022). Education in Indonesia is facing the erosion of the values of authenticity as a respectable and dignified nation (Herlambang, 2018). Therefore, it is necessary to have facilities that aim to shape the character of citizens, especially for the nation's generations.

In the midst of the hustle and bustle of the moral crisis of the Indonesian nation, it is necessary to develop civic disposition in the nation's generation so that they have private or public characters that reflect a citizen who is able to play an active role in national life as Branson (1999) emphasized that civic disposition can be developed through the family, school, community, and civil society environments which ultimately lead to the formation of private and public characters. Branson further emphasized that private characteristics include having a disciplined attitude, mutual respect between individuals, and moral responsibility. Public characters have an attitude of awareness as citizens, are friendly, obedient to the rules, critical thinkers, accept suggestions from others and can negotiate.

The formation of the citizenship character of the young generation of the nation can be instilled through civic education subjects because the content of civic Education includes three important basic elements of civic competence that must be possessed by a citizen, namely civic knowledge, civic skills, and civic disposition (Winataputra & Budimansyah, 2012). Furthermore, Civic Education aims to develop various student competencies, knowledge, skills, and attitudes. It aims to shape students into good citizens, in accordance with Pancasila, the 1945 Constitution of the Republic of Indonesia and the unity in diversity (Zalmi & Montessori 2024).

Habituation is a strategy to create various situations and conditions that contain various reinforcements to form behavior in accordance with internalized and personalized values such as character and personality in schools, families and communities (Susanto & Komalasari, 2016). The formation of students' characters can not only be formed through curricular learning, but the character or personality of children, especially in elementary schools, can be through habituation, training and methods to form individuals with noble morals.

PROBLEM STATEMENT

Developing citizenship competencies in the 21st century has become crucial. Therefore, instilling citizenship character, especially in students, is essential to help them filter out negative influences.

RESEARCH QUESTION

This research aims to explore and focus on how the implementation of Civic Education and habituation at SDN 3 Cengkong fosters citizenship character amidst the influence of globalization and technological advancements.

This research is a descriptive study with a qualitative approach that aims to describe the implementation of civic Education and habituation in instilling civic disposition in public Elementary School 3 Cengkong, Karawang Regency, West Java Province. This research was conducted in July 2024. Data were obtained through in-depth interviews with the principal, teachers, and students, as well as through observations of the implementation of Civic Education and habituation and documentation that supports this research. This study uses the Miles & Huberman analysis model, which consists of three stages: data reduction, data presentation, and conclusion. The validity of the data was tested using a triangulation technique that combines interviews, observations, and documentation.

RESULT AND DISCUSSION

Implementation of Citizenship Education in Forming Civic Disposition

In the implementation of Civic Education, teachers often correlate learning materials with relevant situations and conditions and how to apply Pancasila values in the context of everyday life. Teacher guidance is the main key for students in State Elementary School 3 Cengkong in an effort to instill students' civic disposition. Then, the learning methods applied by teachers in State Elementary School 3 Cengkong are part of the process of forming civic disposition. For example, teachers often apply simulation-based learning, group discussions, and project-based learning. The methods applied by these teachers train students to think critically, work together in completing tasks, accept input from others, learn to negotiate, and be disciplined and responsible.

The output of civic Education for students at Elementary School 3 Cengkong is reflected in the behavior of students who obey school rules, are disciplined in learning, care about the environment, and do not litter. Students with civic disposition values can behave politely towards teachers, parents and peers. Education and learning in elementary schools are one means of developing student character. One is civic Education, which provides students with learning and guidance from an early age on becoming good citizens.

Flag Ceremony Habituation in Developing Civic Disposition

The flag ceremony is held every Monday at the third elementary school of Cengkong, which all school residents attend as a form of respect for the state's attributes and as an effort to increase students' nationalism. The flag ceremony is one means of instilling civic disposition in the third elementary school of Cengkong. The values contained in the flag ceremony activities include strengthening moral values, character building, and identity as citizens.

The development of students' civic character is emphasized when the ceremony instructor delivers a message or speech containing moral messages to students as a basis

for students to behave in everyday life, such as behaving honestly, being polite to elders, maintaining harmony between each other, and obeying applicable regulations both at school and in society. The flag ceremony is an effective means of instilling students' civic disposition with the support of teachers. Character formation in public schools 3 Cengkong as an actualization of the school's vision and mission.

Obstacles in the flag ceremony held at Elementary School 3 Cengkong often occur, such as teachers needing time to condition students to line up according to their class; this shows that there are still some less disciplined students; in addition, students are less solemn when the ceremony is taking place because they often joke with other students, some students often refuse and lack confidence when assigned as ceremony officers. This behavior reflects that students have a low attitude of responsibility. However, the school must evaluate students' personalities, namely, that they are disciplined, responsible, and obey school regulations.

Dhuha Prayer in Instilling Civic Disposition

The habituating congregational dhuha prayer program is a planned program designed to shape students' character. The view of teachers and principals at Elementary School 3 Cengkong is that the process of character formation in students requires a process and time as well as guidance from parents, schools and the community. Congregational dhuha prayer that is carried out in addition to developing students' religious character also has great potential in shaping students' character, especially in elementary school environments.

The implementation of the dhuha prayer at Elementary School 3 Cengkong, the dhuha prayer teaches students to be disciplined, responsible, participate, have a positive attitude towards norms of habit and respect differences. The habit of dhuha prayer has a relationship in instilling civic disposition in students, which can be reflected in both private and public characters; for example, the behavior of students at Elementary School 3 Cengkong has an attitude of respecting their elders, fulfilling their obligations, fostering an attitude of tolerance, and obeying the rules. Thus, in the school's efforts to instill civic disposition through congregational dhuha prayer, teachers have an extra role in guiding students to have good morals.

The Habit of Bringing Lunch Boxes to Instill Civic Disposition

The habituation program of bringing food supplies is one of the programs designed at the third Cengkong State Elementary School. This program is motivated by the large amount of plastic waste in the school environment, so habituation becomes one of the solutions to reduce the use of single-use plastic. Civic disposition values that can be integrated with this habituation program increase the sense of responsibility to protect the environment.

Students participated and were enthusiastic about following the program. It indicates that bringing food from home teaches students to participate in various positive activities. Training student participation will be useful in the future because students will become citizens aware of their rights and obligations.

The habituation programmed in Elementary School 3 Cengkong correlates with instilling civic disposition in students. These habits guide students, who are accompanied by teachers who teach them about the importance of having attitudes and behaviors in accordance with applicable values and norms.

Scout Extracurricular Activities in Forming Civic Disposition

Civic disposition cultivation is performed through scouting extracurricular activities based on Tri Satya and Dasa Darma. Tri Satya can be defined as the formation of student character to have devotion to God Almighty, an attitude of respect for others, and politeness both in the school and the community. At the same time, Dasa Darma can be integrated into forming student character and behavior, including honesty, discipline, and responsibility. Students scouting extracurricular activities at State Elementary School 3 Cengkong show notable changes in their attitudes and behaviors. It indicates that extracurricular activities can be a means to form students' personalities who have a spirit of nationalism and patriotism.

Students who participate in extracurricular scouting activities, teachers and scout leaders at Elementary School 3 Cengkong argue that while students participate in extracurricular scouting activities, many programs can correlate with the instillation of students' civic disposition, for example, social service activities, this activity aims to foster a sense of caring for the student's social environment. However, there are other activities. For example, camping activities and competitions where these activities are able to train students to work together and solve the challenges they face and can train students' thinking skills to find various solutions and innovations.

CONCLUSION

Instilling civic disposition in students from an early age is very important. Civic Education and habituation are two important components in forming the civic disposition of students in Elementary School 3 Cengkong. Civic Education provides a deep understanding of citizens' national values, rights and obligations and teaches good behaviors such as discipline, obeying regulations and social concern. Through habituation such as flag ceremonies, dhuha prayers, bringing food supplies, and scouting. Students are trained to consistently apply the values contained in these habits. Combining the two has proven effective in instilling civic disposition in elementary school students. Thus, children have begun to be equipped with civic values and skills to become good and responsible citizens from an early age.

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