



IMPLEMENTATION OF PKN LEARNING IN BUILDING AWARENESS OF PANCASILA NORMS AND VALUES

A Study of Perception of Students in Grades 4-6 Madrasah Ibtidaiyah

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Abstract : The implementation of Civic Education (PKn) learning at the elementary/middle school level still faces a number of challenges, especially in transforming normative and abstract PKn materials into more contextual and relevant to students' lives. Student perception is a crucial element that can reflect their level of acceptance and understanding of the values taught in PKn learning. This study aims to explore the perception of students in grades 4-6 SD/MI related to the implementation of PKn learning in fostering awareness of Pancasila norms and values. The research uses a descriptive qualitative approach, conducted at MI Sunanul Ula Daraman, Bantul, Yogyakarta in the 2024/2025 Odd Semester Academic Year. The research participants consisted of six students, where each class was represented by two students. Sample selection uses purposive sampling technique. The research data was collected using semi-structured interviews. The data collected from the results of the interviews were analyzed using thematic analysis techniques. The results of the study show that students in Grades 4-6 of SD/MI have been able to understand and

identify the norms and values of Pancasila and provide examples of their application collectively, reflecting the initial success of PKn learning. Students consider PKn learning important because of its relevance to daily life, such as forming a disciplined attitude and character based on the noble values of Pancasila.

Keywords : PKn Learning, Norms, Pancasila Values, Perception of Elementary / MI Students.

Abstrak : *Implementasi pembelajaran Pendidikan Kewarganegaraan (PKn) di jenjang SD/MI masih menghadapi sejumlah tantangan, terutama dalam mentransformasikan materi PKn yang bersifat normatif dan abstrak menjadi lebih kontekstual serta relevan dengan kehidupan siswa. Persepsi siswa merupakan elemen krusial yang dapat mencerminkan tingkat penerimaan dan pemahaman mereka terhadap nilai-nilai yang diajarkan dalam pembelajaran PKn. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa kelas 4-6 SD/MI terkait implementasi pembelajaran PKn dalam menumbuhkan kesadaran norma dan nilai-nilai Pancasila. Penelitian menggunakan pendekatan kualitatif deskriptif, dilakukan di MI Sunanul Ula Daraman, Bantul, Yogyakarta pada Tahun Ajaran Semester Ganjil 2024/2025. Partisipan penelitian terdiri dari enam orang siswa, dimana setiap kelas diwakili oleh dua siswa. Pemilihan sampel menggunakan teknik purposive sampling. Pengumpulan data penelitian menggunakan wawancara semi-terstruktur. Data yang terkumpul dari hasil wawancara dianalisis menggunakan teknik analisis tematik. Hasil penelitian menunjukkan siswa Kelas 4-6 SD/MI telah mampu memahami dan mengidentifikasi norma dan nilai-nilai pancasila serta memberikan contoh aplikasinya secara kolektif, mencerminkan keberhasilan awal pembelajaran PKn. Metode guru yang menggunakan pendekatan project based learning berupa “pohon norma” juga dinilai efektif membantu siswa lebih memahami konsep norma dan nilai pancasila secara kognitif dan aplikatif. siswa menganggap pembelajaran PKn penting karena relevansinya dengan kehidupan sehari-hari, seperti membentuk sikap disiplin dan karakter berlandaskan nilai luhur pancasila.*

Kata Kunci : Pembelajaran PKn, Norma, Nilai Pancasila, Persepsi Siswa SD/MI.

A. INTRODUCTION

Civic Education Learning (PKN) has a strategic role in shaping the character of students based on Pancasila values. Within the framework of the Independent Curriculum, this learning is known as Pancasila Education and is a compulsory subject at all levels of education, from elementary to tertiary.¹ At the elementary school level, especially grades 4-6 of SD/MI, Pancasila Education is the key in introducing the basic concepts of Pancasila norms and values to students.² Through this learning, students are expected to be able to understand and apply these values in their daily lives, so that they can grow into individuals with morality and integrity.

The implementation of Civic Education (PKN) learning at the elementary/middle school level still faces a number of challenges, especially in transforming normative and abstract PKN materials into more contextual and relevant to students' lives.³ This transformation is important so that the essence of PKN values can be understood deeply and meaningfully by students. To overcome these challenges, a more comprehensive approach and exploration of student perceptions related to PKN learning are needed.⁴ This aims to identify student needs and formulate innovative solutions that can be applied by teachers in designing effective learning that is in accordance with the characteristics of students at the basic education level.

Previous research, in general, focused more on the study of curriculum evaluation, effective learning methods, and measurement of cognitive learning outcomes in Civic Education (PKN) learning. Some of

¹ Diana Adilla Lubis and Fatma Ulfatun Najicha, "Pentingnya Pancasila Menjadi Mata Pelajaran Wajib Dalam Kurikulum Pendidikan Nasional Guna Menjaga Keutuhan Bangsa," *De Cive : Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan* 2, no. 5 (2022): 171-75, <https://doi.org/10.56393/decive.v2i5.614>.

² Lubis and Najicha.

³ Yayang Furi Furnamasari et al., "Pendidikan Pancasila Di Era Digital: Mengatasi Tantangan Moralitas Dan Etika," *Indo-MathEdu Intellectuals Journal* 5, no. 3 (2024): 2719-27, <https://doi.org/10.54373/imeij.v5i3.1137>.

⁴ Furnamasari et al.

the research in question, such as research by Limbong examine the evaluation of the PKN curriculum through a scientific approach ⁵, research by Anggraini examining the influence of learning models *Examples Non Examples* on student learning outcomes in PKN learning in elementary school ⁶, as well as research by Suharyati & Putu Arga studying the application of the model *Project Based Learning* to improve students' critical thinking skills in PPKn learning in Grade IV Elementary School. ⁷ Based on these findings, it is known that research that examines students' perception of PKN learning, especially related to the norms and values of Pancasila, is still limited. In fact, student perception is a crucial element that can reflect their level of acceptance and understanding of the values taught in PKN learning.

This study aims to explore the perception of students in grades 4-6 of SD/MI related to the implementation of PKN learning in fostering awareness of Pancasila norms and values. Through this research, it is hoped that an understanding of how students understand norms, internalize, and implement Pancasila values in daily life. In addition, this study also aims to explore students' perception of PKN learning and the challenges faced in the process. This research is expected to make a significant contribution to the development of a more contextual and relevant PKN curriculum and learning design that is relevant to student needs, especially in the material of Pancasila norms and values.

B. METHOD

This study uses a descriptive qualitative approach to explore the perception of Grade 4-6 SD/MI students related to the implementation

⁵ "Evaluasi Pembelajaran Pendidikan Pancasila Dan Kewarnegaraan Melalui Pendekatan Saintifik," *Edukasi Elita: Jurnal Inovasi Pendidikan* 1, no. 2 (2024): 80–91.

⁶ "Pengaruh Model Pembelajaran *Examples Non Examples* Terhadap Hasil Belajar IPS," *Jurnal Pembelajaran Prospektif* 2, no. 1 (2024): 11578–86, <https://doi.org/10.26418/jpp.v5i1.40515>.

⁷ "Penerapan Model *Project Based Learning* Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Pembelajaran PPKn Di Kelas IV Sekolah Dasar," *Jurnal Profesi Pendidikan* 2, no. 1 (2023): 45–53, <https://doi.org/10.22460/jpp.v2i1.13037>.

of Civic Education (PKN) learning in building awareness of Pancasila norms and values. The research was conducted at MI Sunanul Ula Daraman, Bantul, Yogyakarta in the 2024/2025 Odd Semester Academic Year. The research participants consisted of six students, where each class was represented by two students. Sample selection uses the purposive sampling technique, which is to select students who have direct experience participating in PKN learning at the school. Participant data are detailed in Table 1.

Table 1. Participant Data and Codes

It	Name	Class	Code
1	Wahyu	4	S1
2	Bisma	4	S2
3	Ridwan	5	S3
4	Zain	5	S4
5	Nizam	6	S5
6	Nabil	6	S6

The research data collection uses semi-structured interviews that are focused on exploring students' understanding of the norms, values of Pancasila and their implementation in daily life as well as their perception of PKN learning. Interviews are conducted face-to-face and are recorded and documented to ensure accuracy in data collection.

The data collected from the interview results will be analyzed using thematic analysis techniques. Each interview transcript will be encoded to identify the main themes that emerge, such as students' understanding of the norms and values of Pancasila, as well as their perception of PKN learning. This analysis process aims to provide a comprehensive overview of how PKN learning can form awareness of Pancasila norms and values in students at the MI Sunanul Ula Daraman, Bantul, Yogyakarta.

C. RESULT

The Pancasila and Citizenship Education Curriculum (PPKn) in Indonesia has undergone various changes in terms of name and content

since it was first introduced in 1957 under the name *Civics*. In 1962, this name was changed to State Citizenship, then to State Citizenship Education in 1968. In 1975, this curriculum was changed to Pancasila Moral Education (PMP) with a focus on P-4 material, before finally in 1994 it was changed to PPKn. In the Reform era in 1999, the P-4 material was abolished, and this subject was renamed Civic Education (PKn). In 2013, along with the implementation of the 2013 Curriculum, the name PPKn was used again. Currently, in the independent curriculum, PPKn subjects have changed their name to Pancasila Education which emphasizes the value of Pancasila as a framework and philosophical foundation in the nation and state.⁸

Learning Outcomes (CP) of Pancasila Education in Phase B students (Grade 4 SD/MI) are students who learn to appreciate the differences in self, family, and friend identities, and feel proud to be part of the Indonesian nation with Indonesian as the language of unity. They also recognize the environment in which they live as part of the Republic of Indonesia, show an attitude of cooperation in diversity, obey the rules and carry out rights and obligations in the family, school, and environment. In addition, they apply the values of Pancasila and emulate the character of their formulators. The CP for students in Phase C (Grades 5 & 6 SD/MI) is that students understand the history of the birth of Pancasila and emulate the attitude of its formulators. They studied the relationship between the precepts of Pancasila as a complete unity, as well as its meaning as the basis of the state, outlook on life, and ideology. In addition, students recognize norms, rights, and obligations, practice deliberation to make common rules, appreciate cultural diversity in the spirit of *Bhinneka Tunggal Ika*, get to know the regency/city and provincial areas as part of the Republic of Indonesia,

⁸ Raharjo, "Analisis Perkembangan Kurikulum PPKn: Dari Rentjana Pelajaran 1947 Sampai Dengan Merdeka Belajar 2020," *PKn Progresif: Jurnal Pemikiran Dan Penelitian Kewarganegaraan* 15, no. 1 (2020): 63, <https://doi.org/10.20961/pknp.v15i1.44901>.

and maintain unity in schools and the environment as a form of defending the country.⁹

After exploring students' understanding of norm material through semi-structured interviews as can be seen in Figure 1, the results were obtained that students were able to re-explain and understand the material about norms well. As stated by S1, *"I learned about the rules at school. During learning, they were told to read the text of the rules at school which contained obligations and prohibitions. Examples of obligations such as class pickets, not littering, not being late for class. If you violate it, you usually get a fine, push up, stand up and others"*. He statement shows that students have been able to understand and identify the rules in the school environment.



Figure 1. Documentation of the interview process

The application of norms in schools still uses punishment that is at the physical level, even though it has been proven to be successful in providing a deterrent effect on students, as revealed by S2, *"I was once told to stand up because I was late for class, and I didn't want to repeat it"*

⁹ Kemendikbud, "CP & ATP," n.d., <https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/>.

again because I was tired of standing. Although corporal punishment successfully encourages students not to repeat the offense, the reasons students present indicate more of an effort to avoid discomfort than an intrinsic awareness of discipline

Meanwhile, grade 5 students showed a deeper understanding of norms, namely being able to identify and mention specific types of norms. As expressed by S3, *"I learned about norms, such as religious norms, laws, decency, and politeness. Religious norms such as tolerance, polite norms such as greeting and shaking hands when meeting a gur also help friends when they have difficulty doing homework and picketing. During the lesson, we created a norm tree that made me understand better.* The statement suggests that students can name concrete examples of the application of norms. This is reinforced by the phrase S4, *"We also make class agreements, such as the maximum pocket money is five thousand rupiah and it is not allowed to doodle on the class wall."* This activity reflects the ability of students to apply norm values through collective mutual agreement.

Grade 6 students understand the material of Pancasila values and their application in daily life. This is shown from the statement of S5, *"I studied Pancasila material. The values that exist in each precept of Pancasila, such as in precept one, must be diligent in worship and religious tolerance. Second, don't be picky in making friends. The third precept is not to disturb the comfort of friends. The fourth precept is deliberation. The fifth precept is to maintain the comfort of the classroom".* Based on the statement, it can be interpreted that students are not only able to memorize the values of Pancasila, but also understand their essence and relevance in the context of daily life, both in the school environment and in social interactions. This understanding indicates that learning has succeeded in instilling the values of Pancasila applicatively, so that students are able to internalize the meaning of each precept in their behavior.

The ability of students to apply the values of Pancasila is also reflected and strengthened by the expression S6, *"I have Christian friends,*

who are respected and played with. We also often deliberation such as when dividing class pickets, determining the class leader and administrator, and dividing tasks during group work". The statement as a whole reflects the success of learning that not only focuses on the cognitive aspect, but also on the formation of students' attitudes and characters in accordance with the noble values of Pancasila.

D. DISCUSSION

1. Students' Understanding of Norms

Students' understanding of norms indicates that the learning process has succeeded in instilling an initial awareness of the importance of norms. Instilling an understanding of norm discipline from an early age is very necessary because it is related to the formation of children's character.¹⁰ In addition, it is stated in the research by E. S. Rahmawati that discipline helps create a conducive and effective learning environment.¹¹ The findings about the application of norms in schools still use punishment at the physical level, indicating that the disciplinary approach applied still does not fully support the formation of conscious values. The imposition of punishment as a process of training student discipline and responsibility, needs to consider an educational way and have an impact on 'awareness'.¹²

Meanwhile, grade 5 students showed a deeper understanding of norms, namely being able to identify and mention specific types of norms. This is in accordance with Piaget's stages of cognitive development that students aged 7-11 years are at a concrete operational

¹⁰ Adisel et al., "Peran Pendidikan Kewarganegaraan Dalam Menumbuhkan Kedisiplinan Norma Siswa Sekolah Dasar," *IJOCE: Indonesia Journal of Civic Education* 1, no. 2 (2021): 76–79, <https://doi.org/10.31539/ijoce.vii2.2433>.

¹¹ "Strategi Guru Dalam Mengelola Kelas Yang Efektif Dalam Meningkatkan Disiplin Belajar Siswa," *Cendekia Pendidikan* 3, no. 7 (2024): 1–13.

¹² Ananda Anugerah Sukma, Anggit Grahito Wicaksono, and Ema Butsi Prihastari, "Hubungan Pemberian Reward and Punishment Dengan Kedisiplinan Belajar Siswa Sekolah Dasar," *Journal of Educational Learning and Innovation (ELIa)* 3, no. 1 (2023): 226–37, <https://doi.org/10.46229/elia.v3i1.651>.

stage. At this stage, children's logical thinking is still limited to concrete objects, and it is still difficult to solve problems that are abstract and have too many facets and variables.¹³ The learning method applied by teachers in the form of a 'norm tree' has been proven to make it easier for students to understand norm material. Based on research by Aisya Many elementary school students still have difficulty understanding norm material because its presentation tends to be descriptive, so a contextual learning method is needed and provides real experience so that students can more easily integrate the concept of norms in daily life.¹⁴

Activities such as making can improve students' positive discipline and learning comfort¹⁵. Agreements can also make students aware of the responsibilities and consequences they must accept if they act out of agreement¹⁶. In addition, through class agreements, students have space to actively participate and think creatively to formulate rules that must be obeyed together¹⁷.

The norms that develop in society are divided into four types, namely religious norms, polite norms, moral norms and legal norms. Examples of norm implementation in the school environment are as follows; 1) religious norms, such as praying before carrying out learning activities, mutual tolerance between religions; 2) norms of politeness,

¹³ Jean Piaget and Barbel Inhelder, *The Psychology of The Child* (French: Basic Book, 1969).

¹⁴ "Implementasi Model Pembelajaran Problem Based Learning (PBL) Guna Meningkatkan Pemahaman Materi Norma Pada Kelas IV Sekolah Dasar," *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 9, no. 5 (2023): 2292–2304.

¹⁵ Tio Fanny Angelika, Arifin Maksum, and Nina Nurhasanah, "Peran Guru Dalam Meningkatkan Disiplin Belajar Siswa Di SD Negeri Cengkareg Timur 15 Pagi," *Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024): 5417–28.

¹⁶ Larasaji Narindri Arumda, Khusnul Khotimah, and Tjasipah Tjasipah, "Penerapan Disiplin Positif Berbantuan Media Papan Pintar Untuk Meningkatkan Keaktifan Pada Pembelajaran Bahasa Indonesia," *Jurnal Program Pendidikan Profesi Guru (JPROPPG)* 2, no. 1 (2024): 39–47.

¹⁷ Faridatul Yuniar et al., "Implementasi Disiplin Positif Melalui Kesepakatan Kelas Dalam Meningkatkan Kedisiplinan Belajar Siswa Kelas IV," *Eductum: Jurnal Literasi Pendidikan* 3, no. 1 (2024): 11–22.

such as respecting the elders, dressing neatly and politely, not interrupting the teacher's explanation unless given permission; 3) norms of trustworthiness, such as always telling the truth, helping each other, willing to apologize and admit mistakes when wrong; 4) Legal norms, such as not stealing other people's goods, obeying all school rules ¹⁸.

2. Awareness of the Value of Pancasila in Daily Life

Based on the statement, it can be interpreted that students are not only able to memorize the values of Pancasila, but also understand their essence and relevance in the context of daily life, both in the school environment and in social interactions. This understanding indicates that learning has succeeded in instilling the values of Pancasila applicatively, so that students are able to internalize the meaning of each precept in their behavior. In addition, students' ability to provide concrete examples of each precept shows an integrative understanding, where students are able to connect the theories taught in class with the real situations they face. The following is a detailed explanation of the understanding of each of the precepts of Pancasila;¹⁹

The first precept is the one and only Godhead. This precept is a reflection of the Indonesian nation that upholds noble values to always be in good and try to do good. In addition, it reflects the religious Indonesian nation by having faith in God as the creator of the universe. The placement of this precept in the first part is considered very appropriate, reviewing the activities of Indonesian people who are not separated from religion. In the context of student understanding, the

¹⁸ Ida Ayu Putu Riyani, "Model Pembelajaran Problem Based Learning (PBL) Sebagai Upaya Meningkatkan Keterampilan Berfikir Kritis Terhadap Norma Agama, Kesopanan, Kesusilaan, Dan Hukum Pada Peserta Didik Kelas 7 Di Smpn 1 Gunungsari," *Teaching and Learning Journal of Mandalika* 2, no. 2 (2020): 126–32, <https://doi.org/10.36312/teacher.v2i2.130>.

¹⁹ R Restiara et al., "Relevansi Pemikiran Ki Hadjar Dewantara Dengan Pencermatan Nilai Pancasila Dalam Upaya Pembentukan Karakter Peserta Didik Sekolah Dasar," *Jurnal Pendidikan ...* 8, no. 1 (2024): 14368–78.

practice of this first precept is such as diligent worship and religious tolerance.

The second precept is just and civilized humanity. This precept contains the meaning that the Indonesian nation holds the principles of humanity. The word "humanity" means that human beings as God's creatures have dignity and dignity, can do good to others, and respect the same rights and obligations. The word "fair" has a balanced meaning and the word "civilized", has the meaning of human nature in accordance with applicable norms. Students' understanding of this second precept is manifested through fairness in association, namely not being picky about friendships.

Third Plea, Unity of Indonesia. This precept has the meaning of uniting Indonesia's diversity, such as religion, ethnicity, culture, social background and so on. Students understand that the practice of this precept value is to maintain class harmony by not disturbing each other and not making noise in class.

Fourth Wish, the people who are led by the wisdom of wisdom in representation. This precept emphasizes the importance of deliberation in community life. As a country that holds democratic principles, every citizen has the same rights and obligations, including in decision-making must be for the common good. The practice of this precept for students is understood like the implementation of deliberations in class, including determining the picket schedule, forming class administrators, dividing study groups and so on.

Fifth, social justice for all Indonesian people. In the last precept, it is intended that the Indonesian people can live prosperously with justice. This precept is understood by students as a value to maintain comfort in the environment, both school, home and community.

The statements expressed by the students as a whole reflect the success of learning that not only focuses on the cognitive aspect, but also on the formation of students' attitudes and characters in accordance with the noble values of Pancasila. The implementation of Pancasila

values at the elementary / middle school level needs to be strengthened and developed because it can strengthen the identity, unity and unity of the nation through character education based on Pancasila values.²⁰ These Pancasila values can be instilled in children through the cooperation of family, school and community.²¹

3. Student Perception of PKn Learning

The implementation of PKn learning expressed by students using the *Project Based Learning* through the "Norm Tree" activity. This method has proven to be quite effective in providing cognitive and applicative understanding to students. Designing innovative and creative learning methods does need to be done by teachers in order to provide an understanding and fun learning experience.²² For example, the findings of Sulaimah & Sutrisna Wibawa stated that the application of the project-based learning model can improve learning outcomes, increase understanding of PKn learning materials, foster creativity, and students' confidence.²³ In addition, the model *picture and picture* can also be applied and proven to be able to increase students' activeness in asking questions, discussing, and students' courage to present their understanding of PKn material in front of the class.²⁴ Learning can also be done using the *Contextual Teaching Learning* (CTL) or learning model *Group Investigation* (GI) because both models have been tested

²⁰ Tri Yudha Setiawan et al., "Implementasi Penghayatan Nilai Pancasila Dan Kebinekaan Dalam Memperkuat Identitas Manusia Indonesia Di Sekolah Dasar," *Journal on Education* 6, no. 3 (2024): 16277–83.

²¹ Ramadhani Lastari and Daulat Saragi, "Analisis Permasalahan Pembelajaran Pendidikan Kewarganegaraan (PKn) Pada Siswa Madrasah Ibtidaiyah Negeri 8 Langkat," *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]* 4, no. 2 (2023): 145–49, <https://doi.org/10.30596/jmp-dmt.v4i2.14708>.

²² Selfi Rahmi Andini et al., "Mendesain Pembelajaran PKn Dan IPS Yang Inovatif Dan Kreatif Dengan Menggunakan Model Pembelajaran Pada Tingkat Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (2021): 5671–81, <https://doi.org/10.31004/basicedu.v5i6.1760>.

²³ "Analisis Penerapan Model Pembelajaran Project Based Learning Dalam Pembelajaran PKn Di Sekolah Dasar," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024): 2012–21.

²⁴ Annisaa Mawaddah, Nasution Sahkholid, and Nurkholidah Rambe Riris, "Analisis Penggunaan Model Pembelajaran Picture And Picture Pada Mata Pelajaran PKn Di MIN 2 Kota Medan," *Pendidikan (ALFIHRIS)* 1, no. 4 (2023): 154–62.

to improve the learning outcomes of PKn in elementary schools or MI.²⁵
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Students in Grades 4-6 SD/MI gave a positive response to PKn learning. *"In my opinion, PKn is important because it teaches discipline and rules in the home, school and community environment. The home environment is like sweeping the house in the morning, you should not go home too late"*S₁ Grade 4. The student's statement shows that PKn lessons are considered important because they provide an understanding of the rules and regulations that apply in various living environments, including home, school, and society. This is in accordance with the essence of PKn as a lesson that focuses on the formation of intelligent, skilled, and characterful citizens in carrying out their rights and obligations as Indonesian citizens.²⁷ In addition, PKn learning plays a significant role in fostering the awareness of democracy needed by every citizen.²⁸

The urgency of learning PKn is also strengthened by the expression S₃, *"PKn is important, because it can understand norms and teach more discipline"* S₃ Grade 5. This statement reflects the understanding that Civic Education (PKn) has an important role in providing insight into the norms that apply in society as well as shaping a disciplined attitude.

The perception of grade 6 students towards Pkn learning is represented by S₅ which reveals, *"PKn is important to be taught because it is contained in daily life as it is in the value of Pancasila. The lessons are*

²⁵ Soleha Fikriyatus, Akhwani, and Nafiah Dewi Widiani Rahayu, "Model Pembelajaran Contextual Teaching and Learning Untuk Meningkatkan Hasil Belajar Pkn Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 3118–24.

²⁶ Rizzaludin et al., "Pengaruh Model Pembelajaran Group Investigation Terhadap Hasil Belajar PKn Siswa Kelas V Sekolah Dasar," *Jurnal Evaluasi Dan Kajian Strategis Pendidikan Dasar* 1, no. 2 (2024): 35–38, <https://doi.org/10.54371/jekas.v1i2.413>.

²⁷ Ardila Salisa Adristi, Wayana Anisa Damanik, and Dea Azka Nadira, "Pentingnya Pendidikan Kewarganegaraan Untuk SD / MI Dalam Persepektif Islam," *Jurnal Pendidikan Tembusai* 8, no. 1 (2024): 682–90.

²⁸ Indah Setiawati, Lailatul Mahfuroh, and Nadia Fadillah Azha, "Pentingnya Pembelajaran PKN Di SD Untuk Menumbuhkan Kesadaran Berdemokrasi Sejak Dini," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 3 (2024): 10, <https://doi.org/10.47134/pgsd.v1i3.472>.

fun and easy"²⁹ S5 Grade 6. This statement shows that 6th grade students understand the importance of Citizenship Education (PKN) because of its relevance to daily life, especially in the context of Pancasila values. By describing PKN lessons as "fun and easy," students also show that the teaching methods applied are able to create a fun and effective learning experience. This PKN lesson is required to be studied starting from the primary, secondary to tertiary education levels which aims to shape the nation's character based on Pancasila values.²⁹ However, a holistic approach and collaboration between schools, parents and the community are needed to create an environment that supports the growth and development of children to become responsible and ethical individuals.³⁰

Citizenship Education (PKN) plays an important role in building students' character as previously explained, but in its implementation it still faces several challenges and obstacles. PKN learning needs to keep up with the times and adapt to technology to be more relevant in the midst of today's globalization.³¹ Among the challenges of learning PKN, it was revealed Zahra et al., namely the low interest in learning students. Regarding these findings, it can be caused by teacher methods that still use conventional methods such as lectures, learning resources that only race on package books which are felt to have limited materials, and learning media that are less innovative, so that they have not provided a pleasant PKN learning experience for students. ³² In addition, Based on the findings Widiatmaka the obstacles experienced in the PKN

²⁹ Ika Sari Dwi Rahmawati, Hilda Nayah. S, and Rahmat Azis, "Pentingnya Pembelajaran PKN Dalam Membentuk Nilai Pendidikan Karakter Pada Anak Sekolah Dasar," *Maruki: Jurnal Ilmu Pendidikan Islam* 2, no. 1 (2024): 27–37.

³⁰ Oktaviani, Merlinda Atika Sari, and Muhana Sabina, "Pentingnya Memperkuat Moralitas Anak Melalui Pembelajaran Pkn Di Sekolah Dasar," *Jurnal Ilmu Pendidikan Dan Pembelajaran* 6, no. 3 (2024): 203–8.

³¹ Rahmi Gustifal et al., "Tantangan Dan Strategi Implementasi Mata Pelajaran PPKn Di Era Digital," *Jurnal Pendidikan Bahasa Dan Budaya* 3, no. 3 (2024): 91–100.

³² "Kreativitas Dalam Pembelajaran PKN SD : Mengajar Kewarganegaraan Melalui Permainan Dan Aktivitas Interaktif," *Jurnal Ilmiah Kajian Multidisipliner* 8, no. 6 (2024): 756–62.

learning process so far are too focused on the cognitive aspect so that the character aspect is still not paid attention to and the competence of teachers who have not been able to master the four competencies (pedagogic, professional, social, and personality) comprehensively.³³ The findings are reinforced by the problem of teachers who have not been able to convey PKn material contextually, especially to the general problems faced by students in life and their relationship with global needs.³⁴

Based on the challenges that arise in PKn learning, there are effective ways that teachers can do, such as combining PKn material with problems faced directly and close to students' lives. For example, teachers can adopt learning *Problem Based Learning*, problem-based learning that occurs in the environment.³⁵ The model can help students understand more deeply and holistically. In addition, teachers can take advantage of digital-based PKn learning resources, explain citizenship issues in a more structured manner and involve the role of parents in PKn learning, especially in the formation of student character.³⁶

E. CONCLUSION

Students in Grades 4-6 MI Sunanul Ula, Daraman, Yogyakarta have been able to understand and identify the norms and values of Pancasila and provide examples of their application collectively, reflecting the initial success of PKn learning. *Project Based Learning* In the form of a "norm tree" is also considered effective in helping students

³³ "Kendala Pendidikan Kewarganegaraan Dalam Membangun Karakter Peserta Didik Di Dalam Proses Pembelajaran," *Jurnal Civics: Media Kajian Kewarganegaraan* 13, no. 2 (2016): 188-98, <https://doi.org/10.21831/civics.v13i2.12743>.

³⁴ Resi Andita, Puspita Djuwita, and Hasnawati Hasnawati, "Studi Deskriptif Permasalahan Pembelajaran PKn Dalam Membentuk Karakter Siswa Kelas V SD 12 Kota Bengkulu," *Jurnal PGSD* 11, no. 1 (2018): 26-34, <https://doi.org/10.33369/pgsd.11.1.26-34>.

³⁵ M. A. Lubis, *Pendidikan Pancasila Dan Kewarganegaraan* (Jakarta: Kencana, 2020).

³⁶ Dessy Haqiki Wulandari, Priska Nurlia Br Simanungkalit, and Yakobus Ndonga, "Tantangan Pendidikan Kewarganegaraan Di Era Digital Pada SD Negeri 054906 Tebasan Lama," *Jurnal Handayani* 14, no. 1 (2023): 46, <https://doi.org/10.24114/jh.v14i1.45307>.

better understand the concept of norms and values of Pancasila cognitively and applicatively. However, it is necessary to pay attention again regarding the application of corporal punishment in school rules that spur students to avoid discomfort or only provide a deterrent effect, rather than focusing on forming intrinsic awareness. In general, students consider PKN learning important because of its relevance to daily life, such as forming a disciplined attitude and character based on the noble values of Pancasila.

This research was carried out in a limited time and method so that many shortcomings could occur. Based on the findings in this study, the researcher recommends that further research be conducted that focuses on the study of parental involvement in the formation of the character of elementary/middle school students, the impact of the educational (non-physical) punishment approach as a substitute for physical punishment, and the development of PKN learning methods that are relevant to the digital era.

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