

IMPLEMENTATION OF PANCASILA AND CITIZENSHIP EDUCATION TO INCREASE DEMOCRATIC AWARENESS OF MADRASAH IBTIDAIYAH TEACHER EDUCATION (PGMI) STUDENTS IN COLLEGE

¹Alifia Khairullina, ²Mohamad Agung Rokhimawan, ³Sukati

¹²UIN Sunan Kalijaga Yogyakarta, Indonesia, ³Universitas Alma Ata Yogyakarta

23204082011@student.uin-suka.ac.id, muhammadrokhimawan@uin-suka.ac.id

sukati@alamaata.ac.id

ABSTRACT

This study aims to analyse the implementation of Pancasila and Citizenship Education in increasing the democratic awareness of undergraduate Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program students at Alma Ata University, Yogyakarta. This research uses a descriptive quantitative approach, with data collection techniques through questionnaires distributed online using Google Forms to students who have taken Civic Education courses. The data obtained were analysed using the SPSS program with the Analyse Descriptive Statistics Frequencies technique, focusing on variable S, which represents the level of student democratic awareness. The results of the analysis showed a high frequency in the indicators of understanding democratic values, active participation in campus organisations, and a tolerant attitude towards differences, which indicated that learning Civic Education made a positive contribution to increasing students' democratic awareness. This finding suggests the importance of strengthening contextualised learning materials and strategies to shape the character of democratic citizens in higher education.

Keywords: *Civic Education; Democracy Awareness; PGMI Students*

INTRODUCTION

Civic Education (Civics) is globally recognised as essential for shaping students' and younger generations' awareness and democratic values. (Tuhuteru, 2023) . Civics aims to instil an understanding of the rights and obligations of citizens and build critical attitudes. (Nanggala, 2020) Moreover, it encourages active participation in democratic life and peaceful problem-solving. (Rizky et al., 2023) . Effective Civics implementation involves active learning methods such as discussions, simulations, case studies, dialogue, and argumentation. (Geier, 2020) . This approach is proven to improve students' understanding and democratic awareness, especially if it is linked to daily life and practical experiences¹³⁵⁸ (Rizky et al., 2024) . A democratic and participatory classroom environment, as well as the integration of democratic values in lesson plans and attitude assessments, are also highly influential. (Saada, 2023) .

Implementing Civic Education (Civics Education) plays a vital role in increasing the democratic awareness of PGMI students by instilling democratic values theoretically and

practically through contextual and interactive curriculum and learning methods. (Slam, 2024) Civics not only conveys the concept of democracy but also builds citizenship skills, such as the ability to think critically, cooperate, and dialogue. These skills are relevant to forming students who know their rights and obligations as citizens, can solve problems peacefully, and appreciate togetherness. (Rosyida, 2019) The development of innovative learning models, such as structured numbered head methods and pop-up learning media, has proven to increase the involvement, creativity, and citizenship skills of PGMI students so that they are more active and not passive in the learning process. (Romdoniyah, 2022) In addition, the successful implementation of Civics is strongly influenced by the integrity of lecturers and the creation of a democratic learning atmosphere where students can directly experience democratic practices rather than understand the concepts. (Tuhuteru, 2023). Thus, Civics has a strategic position in shaping young people who not only understand the concept of democracy conceptually, but can also apply it in everyday life. (Coopmans et al., 2023).

Based on the results of the questionnaire analysis, it can be concluded that, in general, students have a favourable view of the implementation of the Civic Education (Civics) course. The statement that received the highest score was **"I believe that my voice is essential in decision-making in society"* with an average score of 4.36, indicating that Civics Education successfully fosters democratic awareness. In addition, students also stated that Civics helped them understand the importance of democracy (average score of 4.27) and the rights and obligations as citizens (4.18). Other statements, such as understanding the material, lecturers' teaching methods, and concern for socio-political issues, received an average score of 4.00. However, participation in democratic activities on campus had a relatively lower score (3.82), indicating an area that could still be improved in the practical implementation of democratic values. These results suggest that Civics learning effectively shapes PGMI students' democratic awareness and attitudes.

Previous research shows that Civic Education (Civics Education) is important in increasing democratic awareness among university students and teenagers. Civics Education not only provides an understanding of the principles of democracy, but also encourages active participation in social and political life. However, the level of involvement outside of school is still relatively low (Waskita et al., 2025). This study aims to explore and analyse the perceptions of Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program students towards implementing Civics Education (Civics Education) courses in the context of classroom learning. The primary focus of this study is to determine the extent to which Civics Education courses can improve students' understanding of the fundamental values of democracy, such as the rights and obligations of citizens, participation in the life of the nation and state, and concern

for socio-political issues in Indonesia. This research also aims to identify aspects of learning considered effective in fostering democratic awareness, both in terms of delivery methods by lecturers, teaching materials, and learning activities. In addition, this research is intended to evaluate students' readiness level as prospective educators in transferring and instilling democratic values to students in the future, as well as assessing the suitability of Civics Education implementation with the primary objective of forming democratic and responsible citizens. This study was designed to answer several main questions based on this background. How do PGMI students perceive the implementation of the Civics Education course, both in terms of understanding the material and the approach used in the learning process, to what extent does the Civics Education course make a real contribution in increasing students' understanding of the importance of democracy in the life of the nation and state, what learning factors or components are considered by students to be the most effective in fostering democratic attitudes, such as class discussions, lecturer teaching methods, or the relevance of teaching materials, and what is the level of readiness of students after taking the Civics Education course to become educational agents who can teach and instill democratic values to the younger generation actively and responsibly.

METHODOLOGY

This research uses a descriptive quantitative approach, which aims to describe systematically and numerically the implementation of Citizenship Education in increasing the democratic awareness of students in the S1 Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program at Alma Ata University, Yogyakarta. This approach measures students' democratic awareness using quantitative data from a structured questionnaire.

This study's population was active PGMI students in semester 2 who had completed the Civic Education course. The sample was determined using a purposive sampling technique, considering student involvement in academic and organisational activities that reflect democratic values.. The research instrument was a closed questionnaire distributed online through Google Forms. The questionnaire was prepared based on indicators of democratic awareness, including: understanding the principles of democracy, attitudes towards diversity and freedom of opinion, participation in student organisations and discussion forums, assessment of the implementation of Civics in PGMI, and concern for social and political issues in the campus environment.

The collected data were analysed using SPSS through the Analyse> Descriptive Statistics > Frequencies technique on variable S, which represents indicators of democratic awareness. This analysis produces frequency distributions, percentages, and general tendencies of respondents' answers, which determine the pattern of student responses to each indicator. The analysis results are presented as frequency tables and diagrams to facilitate interpretation and draw objective quantitative conclusions about how Civic Education learning contributes to increasing students' democratic awareness.

RESULT AND DISCUSSION

The findings confirm that the implementation of Civics Education (Civics) aims to increase students' democratic awareness through learning that instils national values, citizens' rights and obligations, and democratic principles such as tolerance, deliberation, and the rule of law. Through interactive and participatory methods, Civics encourages students to become active, critical, and responsible citizens in society and the state. Thus, Civics becomes a strategic tool in shaping the younger generation's awareness of their role and contribution to realising a democratic society.

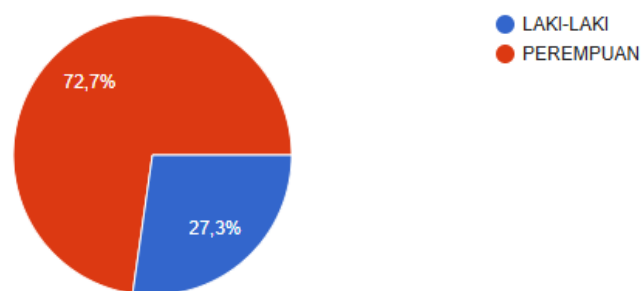


Figure 1: Gender of students

The figure presents data based on gender. Out of 11 respondents, three people, or 27.3%, were male, while the majority were female, namely eight people, or 72.7%. This shows that in this study, the participation of female respondents is more dominant than that of men.

All respondents were from semester 2, which means that 100% of the participants were at the same level of study. This information indicates that the data was obtained from an academically homogeneous group of students in terms of years of study. This uniformity can provide a specific picture of early semester students' perceptions of Civic Education, especially regarding their engagement and awareness of social and democratic issues.

In terms of academic experience, the data showed that (100%) had taken education courses. This is important because it may affect their understanding of civic education issues, with most respondents responding based on assumptions, preconceptions or experiences outside of these formal courses. Therefore, the results obtained from their responses should be interpreted with this context in mind.

Table 1. Understanding Civic Education materials that are taught in class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9,1	9,1	
R	1	9,1	9,1	
S	8	72,7	72,7	
SS	1	9,1	9,1	
Total	11	100,0	100,0	

Based on the analysis of the statement “I understand the Civics Education material taught in class,” it can be concluded that most students understand the material provided well. Of the 11 respondents, eight (72.7%) agreed that they understood the Civics Education material, while one (9.1%) strongly agreed. One other student (9.1%) was undecided about his understanding. There were no students who disagreed or strongly disagreed, indicating that there was no negative response to understanding the material. Cumulatively, 90.9% of students have shown a positive attitude towards understanding the Civics Education materials; the rest are neutral. Thus, it can be said that most students have well-received and understood the Civic Education materials taught in class. However, there is some hesitation from a small number of students who may require additional learning approaches.

Have taken Civic Education courses

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9,1	9,1	9,1
YES	10	90,9	90,9	100,0
Total	11	100,0	100,0	

Based on the results of the analysis of the question “Have you taken Civic Education courses?”, it is known that out of 11 respondents, 10 people, or 90.9% stated that they had taken the course. Meanwhile, only one respondent (9.1%) had never taken a Civic Education course. This result shows that most respondents have had direct academic experience learning civic values through formal higher education channels. This indicates that most respondents understand the basic concepts of citizenship, such as the constitution, democracy, and the rights and obligations of citizens. Although one respondent had not taken this course, it can be concluded that the respondents’ academic background in citizenship is quite strong and supports the validity of their answers when filling out the research questionnaire.

**Table 3. Civic Education helps to understand
The importance of democracy.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
R	1	9,1	9,1	9,1
S	6	54,5	54,5	63,6
SS	4	36,4	36,4	100,0
Total	11	100,0	100,0	

Based on the analysis of the statement “Civic Education helps me understand the importance of democracy,” it is known that most respondents have a favourable view of the course’s role in increasing understanding of democracy. Out of 11 respondents, six people (54.5%) agreed and four (36.4%) strongly agreed, indicating that 90.9% of respondents felt that Civics Education made a real contribution in shaping awareness of the importance of democracy. Only one respondent (9.1%) was undecided, and no one disagreed or strongly disagreed. This indicates that all respondents were neutral to very positive regarding the influence of Civics learning in their understanding of democracy. Thus, it can be concluded that Civics Education courses are practical in instilling democratic values in students.

**Table 4. Encouraged to participate in democratic activities
In the campus environment.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
R	2	18,2	18,2	18,2
S	9	81,8	81,8	100,0
Total	11	100,0	100,0	

Based on the results of the analysis of the statement “I feel encouraged to participate in democratic activities on campus,” it is known that most respondents showed a positive attitude. Of the 11 respondents, nine (81.8%) agreed they were encouraged to participate in campus democracy activities, such as student organisation elections, discussion forums, or other participatory activities. Meanwhile, two respondents (18.2%) expressed doubt, which indicates that there is still doubt or uncertainty in encouraging active participation. No respondents disagreed or strongly agreed, indicating neither strong opposition nor strong support. Overall, these results reflect that Civic Education successfully enables students to engage in democratic activities on campus. However, the lack of “Strongly Agree” responses indicates the need to

improve or strengthen materials and learning approaches that are more inspiring to form higher commitment and participation.

Table 5. Lecturers deliver Civics material in a way that interesting and easy to understand.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
R	1	9,1	9,1	9,1
S	8	72,7	72,7	81,8
SS	2	18,2	18,2	100,0
Total	11	100,0	100,0	

Based on the analysis of the statement “Lecturers deliver Civics material in an interesting and easy to understand way,” it is known that most respondents have a favourable view of the method of delivering material by lecturers. Of the 11 respondents, eight (72.7%) agreed, while 2 (18.2%) strongly agreed. This shows that 90.9% of students feel that lecturers deliver Civic Education material in an engaging and easy-to-understand way. Only one respondent (9.1%) expressed doubt, and no respondent responded negatively. These results reflect that the teaching approach used by lecturers has been quite effective in attracting students’ attention and facilitating understanding of the material. However, the presence of one respondent who is still hesitant indicates a need for improvement or variation in learning strategies to be more inclusive of all student learning styles. Students’ perceptions of how lecturers deliver Civics materials are perfect and support learning effectiveness.

Table 6. Understand my rights and obligations as a citizen country after taking the Civics course.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
S	9	81,8	81,8	81,8
SS	2	18,2	18,2	100,0
Total	11	100,0	100,0	

Based on the results of the analysis of the statement “I understand my rights and obligations as a citizen after taking the Civics course,” it can be seen that all respondents gave positive responses. Of the 11 respondents, nine (81.8%) agreed and 2 (18.2%) strongly agreed with the statement. There were no respondents who answered doubtfully, disagreed, or strongly disagreed, which indicates that there is no doubt or rejection of the perceived benefits of Civics Education courses. These results reflect that Civics Education courses have succeeded in providing students with a good understanding of their rights and obligations as citizens. With all respondents on the spectrum of agree to strongly agree, it can be

concluded that Civics learning effectively shapes students' civic awareness and is relevant in the context of the life of the nation and state.

**Table 7. Discussions on democracy issues are frequent
In Civics learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
R	3	27,3	27,3	27,3
S	5	45,5	45,5	72,7
SS	3	27,3	27,3	100,0
Total	11	100,0	100,0	

Based on the results of the analysis of the statement "Discussions on democratic issues are often carried out in Civics learning," it is known that the majority of respondents have a favourable view of the existence of democratic discussions in the learning process. Of the 11 respondents, five people (45.5%) agreed and three (27.3%) strongly agreed, so 72.8% of respondents recognised the existence of discussions on democratic issues in Civics courses. However, three respondents (27.3%) expressed doubt, indicating that some students have not fully felt the intensity or consistency of implementing these discussions in class. This suggests that although most students think there is a space for democratic dialogue in Civics learning, its implementation is not evenly distributed or prominent enough for all students. Thus, this result can be an input for lecturers to further intensify the critical and participatory discussion approach in discussing actual issues, especially those related to democracy, so that the learning experience becomes more in-depth and equitable.

**Table 8. After learning Civics, I am more concerned about problems
Socio-politics in Indonesia.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
R	3	27,3	27,3	27,3
S	5	45,5	45,5	72,7
SS	3	27,3	27,3	100,0
Total	11	100,0	100,0	

Based on the analysis of the statement *"After learning Civics, I am more concerned about socio-political problems in Indonesia," * it can be concluded that most respondents showed a positive attitude. Out of 11 respondents, five people, or 45.5% agreed, while three or 27.3% strongly agreed. This indicates that as many as 72.8% of respondents felt an increased

concern for socio-political problems after participating in Civic Education (PKn) learning. Meanwhile, three other respondents (27.3%) were doubtful. There were no respondents who disagreed or strongly disagreed, which indicates that there is no rejection of the positive influence of Civics learning. This data reflects that Civics learning contributes considerably to fostering students' awareness and concern for social and political issues in Indonesia.

Table 9: The implementation of Civics in PGMI is based on the objectives of the formation of democratic citizens.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
S	8	72,7	72,7	72,7
SS	2	18,2	18,2	90,9
TS	1	9,1	9,1	100,0
Total	11	100,0	100,0	

Based on these data, it can be concluded that the implementation of civics courses in the PGMI Study Program is considered to have been run by the essence of civic education, namely, forming democratic citizens. Most respondents appreciated the learning approach and content delivered, so this can be a reference that the program is on the right track. A minimal negative response (9.1%) indicates an opportunity for improvement, but is not a significant indicator of implementation failure.

PGMI students generally view Civic Education (Civics Education) courses as an essential foundation for understanding democracy and their role as responsible citizens (Sundawa, 2022). Understanding of Civics material is considered to improve when learning approaches are interactive, such as class discussions, action-based projects, and integration of digital literacy, which encourage active participation and critical thinking of students (Tambunan et al., 2024). The real contribution of Civics is seen in the increase in political awareness, interest in democratic issues, and students' readiness to engage in the life of the nation and state democratically (Johansson, 2024). According to students, the most effective learning factors include the quality of the lecturer's teaching, an open classroom climate, and the relevance of the material to real life and the challenges of today's society (Alscher et al., 2022). In addition, project-based and narrative learning methods strengthen students' democratic attitudes, empathy, and self-reflection skills (Al-ansari, 2024). After taking Civics, students feel more prepared to become educational agents who can instil democratic values in the younger generation. However, optimisation is still needed in aspects of creativity, collaboration, and

applying democratic values in everyday life (Khairullina, 2025), relevant to (Andrian, 2024). The main findings confirm that the success of Civics is greatly influenced by the quality of teaching, active involvement of students, and the relevance of the material (Supriatin, 2017), as well as the need for continuous innovation in learning methods to form a generation of democratic and responsible educators (Lubis, 2023). The scientific contribution of this research lies in affirming the importance of a holistic and contextual learning approach in Civics to foster sustainable democratic attitudes and behaviours among prospective teacher students (Yunita, 2018). Research by Nanggala (2020) and Retnasari shows that Civics learning that is packaged contextually and reflectively can foster students' democratic attitudes, especially in aspects of tolerance, justice, and collective decision making.

CONCLUSIONS

Based on the study results, it can be concluded that implementing the Civic Education (PKn) course in the PGMI Study Program at Alma-Ata University has effectively increased students' democratic awareness. Most respondents understand the material, feel encouraged to engage in democratic activities, and show concern for socio-political issues. Civics learning can shape students' understanding, attitudes and democratic behaviour through engaging and participatory teaching methods. However, it is still necessary to strengthen the aspects of critical discussion and reflection on democratic values more evenly.

REFERENCES

- Abdal Rizky Munthe, Fadiah Adlina, Khairunnisa, & Lutfi Aulia. (2023). Efforts to Grow Democratic Attitudes in Students in the Era of Globalisation Through Citizenship Education. *Journal of Contemporary Gender and Child Studies*,1 (1), 20–24. <https://doi.org/10.61253/jcgcs.v1i1.56>
- Agil Nanggala, & Karim Suryadi. (2020). ANALYSIS OF THE CONCEPT OF AN INDEPENDENT CAMPUS FROM THE PERSPECTIVE OF CIVIC EDUCATION. *Journal of Global Citizen*,2, 11-23. <http://ejurnal.unisri.ac.id/index.php/glbctz/article/view/....>
- Al-ansari, R., & Al-fahim, O. (2024). *The Relationship between Civic Education and Active Political Participation of Students*.
- Alscher, P., Ludewig, U., & McElvany, N. (2022). Civic Education, Teaching Quality and Students' Willingness to Participate in Political and Civic Life: Political Interest and Knowledge as Mediators. *Journal of Youth and Adolescence*,51 (10), 1886-1900. <https://doi.org/10.1007/s10964-022-01639-9>
- Andrian. (2024). The urgency of learning citizenship education in higher colleges is to form democratic attitudes in students. *Islamic Education: Journal of Islamic Education*,13, 295-302. <https://doi.org/10.30868/ei.v13i02.6156>
- Coopmans, M., van der Veen, I., & Daas, R. (2023). Critical-democratic citizenship in Dutch tertiary vocational education: Analysing opportunities for growth. *Citizenship, Social and Economic Education*,22 (3), 152-171. <https://doi.org/10.1177/14788047231225376>

- Geier, I., & Hasager, U. (2020). Do Service Learning and Active-Citizenship Learning Support Our Students to Live a Culture of Democracy? *Frontiers in Education*, 5 (December), 1–8. <https://doi.org/10.3389/feduc.2020.606326>
- Johansson, P., & Sandahl, J. (2024). Should Government Agencies Be Trusted? Developing Students' Civic Narrative Competence Through Social Science Education. *Journal of Social Studies Research*, 48 (1), 64–79. <https://doi.org/10.1177/23522798231223668>
- Khairullina, A., & Zarkasih, K. (2025). *SDN Kebonagung II Teacher's Strategy in Instilling the Value of Diversity in Elementary School Students through Civics Education Subjects: Volume 15, Number 01, May 2025*. 15.
- Lubis, S. K., & Salminawati. (2023). Implementation of Citizenship Education in Improving Students' Religious Moderation Attitudes at SD IT Al Munadi Medan Marelan. *Didaktika: Journal of Education*, 12(3), 373–390.
- Nanggala, A. (2020). Civic Education as Multicultural Education. *Incentive Social Science Journal*, 3 (2), 197–210. <https://doi.org/10.36787/jsi.v3i2.354>
- Retnasari, L., & Hidayah, Y. (2019). Cultivating the Nationalism Attitude of Young Citizens in the Era of Globalisation through Civic Education in Higher Education (Study on PGSD UAD Students). *Basicedu Journal*, 4 (1), 79–88. <https://doi.org/10.31004/basicedu.v4i1.303>
- Rizky, F., Siregar, F. H., Arief, A., & Al Karim Rambe, R. F. (2024). The Value of Citizenship in Shaping Islamic Character in Man Binjai Students. *International Journal of Cultural and Social Science*, 5 (1), 18–23. <https://doi.org/10.53806/ijcss.v5i1.862>
- Romdoniyah, D., & A. (2022). *Epistemic: Scientific Journal of Epistemic Education: Scientific Journal of Education*. 01(02), 131–152.
- Rosyida, D. A., & Barsihanor, B. (2019). Development of Pop-Up Learning Media for Civic Education Sd / Mi Class Vi to Increase the Creativity of Pgmi Uniska Mab Banjarmasin Students. *DARRIS: Journal of Madrasah Ibtidaiyah Education*, 2 (1), 33–45. <https://doi.org/10.47732/darris.v2i1.116>
- Saada, N. (2023). Educating for global citizenship in religious education: Islamic perspective. *International Journal of Educational Development*, 103 (February), 102894. <https://doi.org/10.1016/j.ijedudev.2023.102894>
- Slam, Z. (2024). Development of Pancasila and Citizenship Education through Structured Numbered Heads as a Model of Citizenship Skills Education. *Journal of Civic Law*, 9 (1), 53–64. <https://doi.org/10.22219/jch.v9i1.28880>
- Sundawa, D., & Dahliyana, A. (2022). Strengthening civic education through Project Citizen as an incubator for democracy education. *Kasetsart Journal of Social Sciences*, 43 (3), 763–768. <https://doi.org/10.34044/j.kjss.2022.43.3.31>
- Supriatin, A., & Nasution, A. R. (2017). Multiculturalism in Indonesia and Its Impact on Society. *Elementary: Scientific Journal of Elementary Education*, 3 (1), 1. [http://digilib.iain-palangkaraya.ac.id/3077/1/JUNAS IMPLEMENTATION PEND ATIN.pdf](http://digilib.iain-palangkaraya.ac.id/3077/1/JUNAS%20IMPLEMENTATION%20PENDATIN.pdf)
- Tambunan, R., Budimansyah, D., & Darmawan, C. (2024). The Implementation of Digital Literacy to Encourage Students' Democratic Engagement in Civic Education Learning. *Jupiis: Journal of Social Sciences Education*, 16 (1), 109. <https://doi.org/10.24114/jupiis.v16i1.53503>
- Tuhuteru, L. (2023). The role of citizenship education in efforts to instil democratic values. *International Journal Of Humanities Education And Social Sciences (IJHESS)*, 2 (4), 1251–1263. <https://ijhess.com/index.php/ijhess/>
- Waskita, D., Pancasila, P., Citizenship, D., Social, F. I., Politics, D. I., & State, U. (2025). *The role of civic education in increasing democratic awareness among adolescents 1*. 02(April), 1–6.
- Yunita, Y., & Suryadi, K. (2018). Designing State Defence Education as a Vehicle for Developing Nationalism Attitudes for Students. *MODELING: Journal of PGMI Study Program*, 5(2), 225–233.