

Rights and Obligations of the State in the Constitution

Aineswa Nabila,¹ Zahara,² Ririn Batubara,³

^{1,2,3}Study program Elementary School Teacher Education, Samudra University,
 Langsa, Indonesia

¹bila90963@gmail.com, ²zahararaa23@gmail.com, ³ririnbatubara4@gmail.com

Abstract

Citizenship Education (PKn) plays an important role in building the identity and character of society in the contemporary era which is marked by globalization and technological progress. This article examines the urgency of Civics in the formal and non-formal education curriculum in Indonesia, exploring its meaning, objectives and functions in forming intelligent, responsible and integrity citizens. Through the Pancasila ideology approach, this education seeks to make the nation's life more intelligent and develop individual potential to become democratic citizens. In the context of the digital era, citizenship education is very important to instill the values of tolerance, love of the country, and awareness of the rights and obligations as citizens. Apart from that, Civics is expected to increase people's active participation in national and state life. This research confirms that strengthening citizenship education at all levels of education is the key to preparing future generations who are able to face social and political challenges, and contribute positively to the nation's progress.

Keywords:

Citizenship Education, Pancasila, Citizens, Contemporary Era, Future Generation

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



Abstract

Hak dan kewajiban negara dalam undang undang dasar (UUD) 1945 merupakan landasan dasar dalam sistem hukum dan kehidupan bernegara di Indonesia. Negara Memiliki hak dan kewajiban yang diatur dalam undang undang dasar (UUD) 1945. Hak Negara meliputi hak untuk mengatur dan melindungi warga negara, serta hak untuk memanfaatkan sumber daya Alam. Kewajiban negara juga meliputi kewajiban untuk melindungi Hak asasi manusia (HAM), serta kewajiban untuk memajukan kesejahteraan umum. Penelitian ini bertujuan untuk menganalisis hak dan kewajiban warga negara dalam Undang-Undang Dasar (UUD) 1954, serta implikasi hukumnya dalam konteks kehidupan bernegara. Pokok masalah yang dibahas meliputi pengaturan hak-hak dasar warga negara, seperti kebebasan berpendapat, hak atas pendidikan, dan hak atas pekerjaan, serta kewajiban mereka terhadap negara, termasuk kewajiban membayar pajak dan menjaga ketertiban umum. Penelitian ini menggunakan metode deskriptif analitis dengan pendekatan kualitatif, yang bertujuan untuk memberikan gambaran menyeluruh mengenai hak dan kewajiban tersebut. Hasil penelitian menunjukkan bahwa meskipun UUD 1954 sudah mengatur hak-hak dasar warga negara, pelaksanaan kewajiban warga negara sering kali terkendala oleh faktor sosial

dan politik. Temuan utama dari penelitian ini adalah perlunya penegakan hukum yang lebih tegas serta peran aktif masyarakat dalam mengoptimalkan pelaksanaan hak dan kewajiban tersebut agar tercipta keseimbangan antara hak individu dan kepentingan bersama dalam sistem negara.

Keywords Hak negara, Kewajiban negara, undang undang dasar (UUD) 1945

Introduction

Civic Education (PKn) in Indonesia has become one of the crucial components in the educational curriculum at all levels, both formal and informal. Strengthening civic education is very important in the contemporary era, where the young generation is faced with various global challenges, such as globalization, technological disruption, and rapid social change. In this context, civic education serves not only to educate students about their rights and obligations as citizens, but also to instill the values of Pancasila as the nation's ideology. The main problem faced is how to make PKn relevant and effective in increasing national awareness among generation Z and preventing the erosion of nationalistic values that can be threatened by negative influences from outside.

In a study conducted by Prasetyo et al. (2023), the importance of integrating civic education in building citizen character and skills was discussed. This research emphasizes that PKn does not only function as a theoretical teaching, but also as a vehicle to train active participation in society. The focus on practical approaches is one of the distinguishing points from previous research that focused more on theoretical aspects.

Mubarokah (2012) researches the function of civic education in helping the younger generation understand national ideals. This research makes an important contribution by suggesting that the PKn curriculum be more geared towards equipping students with critical and creative skills in responding to civic issues, which is the main focus of this research.

According to Zufar et al. (2023), civics education in higher education still receives less attention. This research suggests the need for a more structured program in integrating PKn into the university curriculum. This research contribution will show how effective civic education can strengthen democratic values as well as address complex social and political challenges.

The main objective of this research is to explore the urgency of civic education in overcoming the challenges faced by the young generation in the contemporary era. This research aims to understand how civic education can be used as an effective tool in building character, increasing national awareness, and strengthening the values of Pancasila among the community.

The importance of this research lies in the fact that good citizenship education can change the way young people view their responsibilities as citizens. With the right approach, PKn is not only able to create intelligent individuals, but also active and responsible citizens. This research is expected to provide practical recommendations for

the development of the PKn curriculum in order to create a generation that is ready to face future challenges and can contribute positively to the nation and state.

Method

This research uses a qualitative approach with a case study design that aims to explore an in-depth understanding of the implementation of civic education in schools and colleges in Indonesia. This approach was chosen in order to understand the context, experiences, and views of the respondents related to civic education and its impact on students' character and civic awareness.

Results and Discussion

Definition of Citizenship Education, Purpose and Function of Citizenship Education

Civic education (PKn) is an important part of learning in schools, both formal and informal schools. This can be seen from the existence of civic education which has a mandatory status in the educational curriculum. The existence of citizenship education is realized at every level of education, starting from elementary school (SD), junior high school (SMP), high school (SMA), and college. Civic education learning at each level of education is almost the same, only there is a slight addition at each level of education.

The concept of Civic Education (PKn) is a multifaceted field of study with a cross-disciplinary context. In terms of scientific philosophy, PKn has a basic ontology of political science, especially the concept of political democracy. From this basic ontology developed the concept of Civics, which literally (in Latin) is *civicus*, which means citizen in ancient Greece. Starting from that understanding, it then developed and was academically recognized as the embryo of civic education. In Indonesia, civic education is adapted into Civic Education (PKn). Epistemologically, PKn as a scientific field is a development of one of the five traditions of social studies, namely citizenship transmission (Budimansyah, 2010).

According to the Ministry of National Education (2006:49), the purpose of learning PKn is to provide the following competencies:

- a. Think critically, rationally, and creatively in responding to the issue of Citizenship.
- b. Participate intelligently and responsibly, and act responsibly aware of community, nation and state activities.
- c. Develop positively and democratically to form themselves based on the characteristics of the people in Indonesia so that they can live together with other nations.
- d. Interact with other nations in world regulations directly by utilizing information and communication technologies.

Meanwhile, according to Sapriya (2001), the purpose of Citizenship education is the participation full of reason and responsibility in the political life of citizens who obey the basic values and principles of Indonesian constitutional democracy. Effective and responsible citizen participation requires mastery of a set of knowledge and intellectual

skills as well as skills to participate. Effective and responsible participation is further enhanced through the development of certain dispositions or dispositions that enhance the ability of individuals to participate in the political process and support the proper functioning of the political system and the improvement of society.

The main goal of civic education is to increase the insight and awareness of the state, attitudes and behaviors of love for the homeland, culture and insight of the archipelago, and national resilience in the nation's future successors. They must also study and master science, technology, and the arts. In addition, the goal is to create Indonesian people who are virtuous, personality, independent, advanced, resilient, professional, responsible, and productive. They also need to be physically and mentally healthy.

The function of civic education (PKn) is to educate students to become citizens who understand and are able to carry out their rights and obligations, commit themselves to be loyal to the nation and state of Indonesia, and reflect on themselves as intelligent, skilled, and moral citizens, in accordance with the mandate of Pancasila and the 1945 Constitution. The purpose of this PKn SD development supplement is to complement the existing open materials in printed form. In this supplement, models, strategies, methods, and approaches to learning PKn SD are developed. This will assist teachers in utilizing their creativity as facilitators in the classroom.

Meanwhile, according to Mubarokah (2012), the learning functions of Civic Education are:

1. Helping the young generation gain an understanding of national ideals or national goals
2. Be able to make responsible decisions in solving personal, societal and state problems
3. Able to appreciate national ideals and be able to make smart decisions
4. A vehicle to form intelligent, skilled and character citizens who are loyal to the nation and state of Indonesia by reflecting themselves in the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia.

The Urgency of Citizenship Education in the Contemporary Era

The contemporary era or known as the digital era is a time where all aspects of life have experienced various kinds of rapid development to become all-digital. At first glance, this development has a good impact because it can make human life easier. But in fact, in this country, various kinds of national problems are increasingly rampant and occur endlessly. Technological advances that should be welcomed by the community have instead become a new field of crime. The easy entry of foreign cultures into the country is also the impact of the current digital era. The negative culture that enters Indonesia often affects students because of their lack of knowledge to stem these negativity. Our country is also vulnerable to crimes that threaten the stability and sovereignty of the country, such as espionage, sabotage, terrorism and other criminal acts (A, 2010; Muslich, 2011).

The future of a country depends on the young generation who have strong traits. They are future leaders who will shape the direction of the country. Although globalization has affected all aspects of life, it is important for future generations to maintain a sense of nationalism and love for Indonesian culture and nation. However, the spirit of nationalism and patriotism in Indonesia began to decline, especially among the younger generation who were affected by technological advances (Taranau 2023).

In the digital era, the behavior of Generation Z in social life has deviated a lot from the values of Pancasila, including respect for human dignity and dignity that seems to be ignored in society. Various problems continue to arise, such as the issue of SARA, hate speech, harassment, fraud, murder, legal problems, decency, and even religious and nationalism issues. This is the impact of the degradation of Pancasila values. The decline in the value of Pancasila among generation Z is very worrying if it is not followed up immediately, because it can eliminate the sense of nationalism of generation Z and become a threat to the ideology of Pancasila (Paranita, 2022).

Civic education is very important for students as a provision to continue the leadership relay of the Indonesian nation. In the citizenship education course, students are required to be able to understand the important things that must exist in a sovereign state (Afrizal and Najicha 2022). If we understand how important civic education is to address moral crises, we can find the best way to incorporate civic principles into education. This will help Generation Z prepare for a challenging future that requires integrity and solid ethics.

The principles of learning civil education include:

1. Student active learning

Active learning or what we know as active learning, Learning according to KBBI is the process, way, and act of making people or living things learn. Muhibbin Syah (2000: 92) said that learning is a stage of change in all relatively sedentary individual behavior as a result of experience and interaction with the environment that involves cognitive processes. Meanwhile, according to the National Education System Law No. 20 of 2003, learning is "the process of interaction between students and educators and learning resources in a learning environment". Learning is a learning process built by teachers to develop thinking creativity that can improve students' thinking skills, and can increase the ability to construct new knowledge as an effort to increase good mastery of subject matter.

The functions of active learning include:

1. Equipping students with life skills that are in accordance with the environment and the needs of students, for example, reflective problem solving is very important in learning activities carried out through democratic cooperation according to Mulyani Sumantri (2001: 114).
2. Helping the learning process of students and stimulating and encouraging students to be independent and active in doing something.
3. Prepare students to learn responsibility, initiative, cooperation, help-help, and social outlook in the future.

4. Developing an open and objective thinking insight, fostering a democratic atmosphere and developing a tolerant attitude towards various differences of views according to Hisyam Zaini, et al. (2002: 96).

2. Cooperative learning group

In the teaching and learning process, the cooperative learning method is known as the cooperative learning method. Cooperative learning consists of two words, namely Cooperative and Learning. Cooperative means "acting together with a common purpose" (Wehmeier, 2000: 276). Usman (2002: 14) defines cooperative as group learning or cooperation. According to Burton quoted by Nasution, cooperative or cooperation is the way in which individuals establish relationships and cooperate with other individuals to achieve a common goal (Nasution, 2000: 148).

3. Reactive learning

If teachers can not only make the class fun and engaging, but can also convince students that the lessons will be beneficial to them in the future, they can increase student motivation. Reactive teachers include (1) making students the center of learning activities, (2) starting learning with things that students know and understand, (3) always creating an interesting learning atmosphere for students, and (4) immediately finding out things that make students bored and looking for solutions.

Implementation of Citizenship Education in the Contemporary Era

Effective and efficient Citizenship Education in schools aims to develop knowledge, skills, and shape students' character from an early age. To achieve this goal, the right learning process is needed. In an effort to achieve competence and improve learning outcomes, a teacher must have a broad understanding and be able to create a pleasant learning atmosphere for students (Nurgiansah, 2020).

The role of teachers in learning Civic Education is very important. Teachers are required to convey the material well so that it is easy for students to understand. Thus, students can develop critical, rational, and creative thinking skills in responding to various civic issues in their environment. Students are expected to participate actively and responsibly, as well as act intelligently in various activities of society, nation, and state. In this way, they can develop positively and democratically, as well as build character based on the values of Indonesian society, so that they can live in harmony with other nations.

The purpose of learning Civic Education in schools is to enable students to think critically, rationally, and creatively in responding to various civic issues. In this way, they are expected to play an active role and act intelligently in community life, which in turn will increase their love for the homeland.

Civic Education (PKn) which plays an important role in building the character and attitude of responsible citizens (Prasetyo et al., 2023). Through PKn, individuals are taught to understand their rights and obligations as citizens, which is the foundation in creating a harmonious and democratic society. However, in reality, many universities in Indonesia have not paid adequate attention to the integration of civic education in their

curriculum. This raises concerns because civic education that is not properly managed can hinder the formation of good and quality national characters (Rudy Widyatama et al., 2024).

Realizing the importance of the role of PKn, universities need to make it an integral part of the curriculum to prepare students to face social, political, and economic challenges in the modern era (Zufar et al., 2023). In-depth studies and effective implementation strategies are needed to answer these various problems. With the right approach, citizenship education can not only strengthen the country's democratic system and encourage the unity of the Indonesian nation, but also to prepare the young generation of Indonesia to become active, critical, and responsible citizens in the 21st century (Samidi et al., 2020).

Conclusion

Civic education has a crucial role in shaping the character of students in elementary school, especially in the era of digitalization 5.0, where technology plays a big role in daily life. Through this education, students are taught civic values, such as tolerance, responsibility, and democratic attitudes, which are essential for the development of their character and morals. The implementation of effective civic education can improve students' critical thinking skills and prepare them to contribute actively in society. Therefore, it is important for teachers and educational institutions to create interesting and relevant learning methods, as well as provide good examples, in order to strengthen students' character and prepare them for future global challenges.

Reference

- Afrizal, Muh Nur, and Fatma Ulfatun Najicha. 2022. "The Urgency of Civics Education Courses Among Students in the Millennial Era." *Journal of Citizenship* 6 (1): 1345–51.
- Budimansyah. (2010). *Strengthening Civic Education to Build the Nation's Character*, Bandung: Widya Aksa Press
- Ministry of National Education in 2006 number 49 "Definition of Civic Education"
- ICCE UIN Jakarta, *Civic Education: Democracy, Human Rights, Civil Society*, Jakarta, UIN and Prenada Media, 2003.
- Kansil and Kansil, Christine ST., *Pancasila and Citizenship Module*, Jakarta, PT. Pradnya Paramita, 2005.
- Mubarokah, A. (2012). *Essence And Function Of Civic Education Objectives Multidimensional*, Jakarta: Bumi Aksara
- Muslich, Masnur (2011). *Character Education: Answering the Challenges of Crisis*
- Nugroho, Taufik, *Islam and the State of Pancasila*, Padma, Jogjakarta, 2003
- Nurgiansah, T. H. (2020). *Philosophy of Education*. In Banyumas: CV Pena Persada.
- Paranita, Suzana. 2022. "Internalization of Pancasila Values for Generation Z in Realizing Good Citizenship in Islamic Universities." *Civics Education and Social Science Journal (Cessj)* 4 (1): 35.

- Prasetyo, D., Danurahman, J., Hermawan of the Ambarrukmo Tourism College Yogyakarta, H., & Dahlan, A. (2023). IMPLEMENTATION OF CIVIC EDUCATION IN REALIZING GOOD AND INTELLIGENT CITIZENS. *Harmony: Journal of Social Studies and PKN Learning*, 8(1), 15–23.
- Rudy Widyatama, P., Uyun, Q., Amalia Risky, E., Karmenita Ngene, P., Wahyu Dinda Lestari, A., Nurul Jannah, A., Syaifudin, M., Mustika Kartika Sari, M., PPKn Teacher Profession, P., Keywords, A., & Jannah, N. (2024). Efforts to increase Pancasila Education Learning Interest through the Problem Based Learning (PBL) Model in Grade VIII Students of SMPN 16 Surabaya. *Indonesian Research Journal on Education*, 4(3), 1305–1322.
- Samidi, R., Kusuma, W. J., Articles, I., June, D., June, D., & June, D. (2020). CRITICAL ANALYSIS OF THE EXISTENCE OF PATRIOTIC VALUES IN CIVIC EDUCATION. *Harmony: Journal of Social Studies and PKN Learning*, 5(1), 30–39.
- Srijanti, Rahman A., Purwanto, Civic Education for Students, Jakarta, Graha Ilmu, 2009.
- Sumantri, M. 2001. Teaching and Learning Strategies. Bandung: Maulana
- Shah, M. 2000. Educational Psychology. Bandung: Remaja Rosdakarya
- Taranau, Ospensius Kawawu. 2023. "Efforts to Increase the Sense of Nationalism with Civic Education for the Millennial Generation in the Era of Globalization." *JIM: Student Scientific Journal of History Education* 8 (3): 978–83.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Ministry of National Education, Jakarta.
- Usman, M. Basyiruddin. 2002. Islamic Religious Learning Methods. Jakarta: Ciputat Press.
- Wehmeier, Sally. 2000. Oxford Advanced Learner's Dictionary. New York: Oxford University Press.
- Zaini, H, et al. 2002. Learning Design in College. Yogyakarta: CTSD
- Zufar, Z., Thaariq, A., & Karima, U. (2023). Examining Ki Hadjar Dewantara's Thoughts in the Context of 21st Century Learning: A Reflection and Inspiration. *FOUNDATIONASIA*, 14(2), 20–36.