



# Strengthening Democratic Characters Through Learning of Pancasila and Citizenship Education in the Era of the Industrial Revolution 4.0

Ravita Mega Saputri<sup>1</sup>, Marzuki<sup>2</sup>, Xinxin Li<sup>3</sup>

<sup>1,2</sup> Universitas Negeri Yogyakarta, Indonesia

<sup>3</sup> Guangxi Normal University, Chinese

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## Correspondence

E-mail: [widri1821@gmail.com](mailto:widri1821@gmail.com)\*

## A B S T R A C T

This study aims to determine the strengthening of the democratic character of students through Pancasila and Citizenship Education in the era of the industrial revolution 4.0 and to identify planning, implementation, evaluation, obstacles and supporters in strengthening the democratic character of Homeschooling Surya Nusantara. This research uses a qualitative approach with a descriptive type. The research subjects were obtained from the principal, teachers and educators. The validity of the data used source and technique triangulation techniques. The data analysis process includes components of data reduction, data presentation, and drawing conclusions. The results of the study show that Pancasila and Citizenship Education teachers in the era of industrial revolution 4.0 must innovate in learning and the media used in the classroom because it does not rule out the possibility that technology can cripple the work of teachers. Apart from innovating in the teaching and learning process as a teacher must be able to instill good character for participants students. It can be seen that Pancasila and citizenship education teachers have a big influence in instilling a democratic character for students in the era of the industrial revolution 4.0.

### Abstrak

Penelitian ini bertujuan untuk menguatkan karakter demokratis peserta didik melalui Pendidikan Pancasila dan Kewarganegaraan di era revolusi industri 4.0 Penelitian ini dilaksanakan di Homeschooling Surya Nusantara Yogyakarta. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek dalam penelitian ini adalah kepala sekolah dan guru di Homeschooling Surya Nusantara Yogyakarta. Keabsahan data dalam penelitian ini diperoleh melalui triangulasi teknik yaitu observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukkan bahwa penguatan karakter demokratis salah satunya melalui pembelajaran Pendidikan Pancasila dan Kewarganegaraan yang mengajarkan kepada peserta didik untuk bertutur kata, bersikap dan berkepribadian yang baik seperti kedisiplinan, sopan santun, tanggun jawab, toleransi, jujur, serta peduli dengan peserta didik yang lain. Pembelajaran Pendidikan Pancasila dan Kewarganegaraan memberikan pengaruh dalam menguatkan karakter demokratis peserta didik di era revolusi industri 4.0.

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## 1. Introduction

Changing times in the world of education are normal, the presence of technology changes the perspective of education to be faster and more practical, than in the past which only relied on a series of old books from the library. The existence of the industrial revolution era 4.0 cannot be separated from globalization, because the process of globalization has entered all aspects of life, including education. Apart from having a positive impact, on several issues, the globalization process also has a negative

effect. Therefore, in the context of education various comprehensive and continuous efforts are needed so that the education process is ready to face all kinds of challenges in the global flow. The speed of technological development has also given birth to a new era, a digital era that uses a variety of digital media. According to Trisiana, et.al (2019) digital media is media that is coded in a format that can be repeated. However, this digital era has changed the lifestyle of citizens to become completely digital, and requires all aspects of life, including education, to be ready to face the digital era.

In the study of Pancasila and Citizenship Education, the process of globalization and the rapid progress of information and communication technology has been faced by teachers to find out all information. This era is marked by the birth of digital citizenship, because the world of education inevitably has to follow the era of the industrial revolution 4.0. The birth of digital citizenship, of course, creates new challenges to strengthen the global outlook of citizens. Of course, teachers must be able to make the best use of technology for the common good. Because globalism is in the millennium era, one must face a strong, confident identity and always maintain an independent nation (Salamah, 2018). As a democratic education and learning Pancasila and Citizenship Education contains a variety of materials about democracy, and seeks to shape democratic student behavior in accordance with the goals of national education both cognitively, affective and psychomotor. This is because education is an instrument aimed at determining the values and democratic behavior of students (Pahlevi, 2017).

According to Dewey (1916), the application of democratic learning teaches the values and principles of democracy in educational institutions that focus on interaction and cooperation, respect each other, care for one another, think critically, find solutions to problems that occur in educational institutions and faced together, participate in efforts to improve the image and quality of related educational institutions. In realizing a democratic culture, students must understand the concepts and values of democracy, so that they are expected to be able to have a democratic view of life. Lickona (2013: 61) explains that respect and responsibility are part of democratic values that can build good character, are able to maintain relationships between individuals, are able to foster democratic attitudes and can behave fairly. Respect is able to show respect to someone, while responsibility is translated from respect, which means that if someone is able to respect other people, of course it will be appreciated by that person.

The importance of democratic character education for students is an integral part of Pancasila and Citizenship Education which basically aims to develop individuals to become smart and good citizens. Veugelers (2007) explains that democratic education refers to educational practices based on critical pedagogy, but it translates more strongly to educational organization and participation in society. Students must learn about democracy both as a political system and as a way of life. Practicing democracy in schools makes education meaningful and makes serious students as active citizens.

The challenge for Pancasila and civic education teachers in the era of the industrial revolution 4.0, which is very closely related to social change. Teachers of Pancasila and Citizenship Education in the era of the industrial revolution 4.0 must innovate in learning and media used in the classroom because they do not rule out the possibility that technology can cripple teacher work. The role of teachers and teacher duties as a determining factor for the success of education, especially in facing education in the era of the industrial revolution 4.0. The existence and improvement of the professionalism of teachers is a very important discourse. Education in the era of the industrial revolution 4.0 requires good and professional management of education management. Teacher professionals emphasize the ability of teachers to transfer knowledge, the ability of teachers to design strategies, and the ability of teachers to implement learning.

Through the subjects of Pancasila and Citizenship Education as a means to shape students to have a democratic character. With this, the curriculum and learning of Pancasila and Citizenship Education must be improved in developing democratic values. The teacher as a teacher in carrying out the teaching and learning process must master the competencies and scientific aspects that are in accordance with

their subject areas. Teachers as planners, implementers and assessments of learning have a very important role in fostering democratic values through the integration of democratic character in subjects, especially Pancasila and Citizenship Education, which are required to provide freedom of choice, freedom of action and freedom of expression.

This research focuses on strengthening the democratic character of students through Pancasila and Citizenship Education in the era of the industrial revolution 4.0. The research was conducted at Homeschooling Surya Nusantara which implements the teaching and learning process from home which violations are similar to the education obtained at school. Teaching materials at Homeschooling Surya Nusantara apply two aspects of the approach, namely the psychological approach (the aspect of interest in talents) and the academic approach. The psychological approach (the aspect of interest in talents) provides students with potential interests and talents while the academic approach of students is given teaching according to their level of ability (sensitive learning) and learning styles (style learning). The vision of Homeschooling Surya Nusantara is to strive to be the best Homeschooling for the sons and daughters of the Indonesian nation. Meanwhile, there are three missions of Homeschooling Surya Nusantara, namely making Homeschooling actors of national quality, providing an alternative quality education system, becoming partners of the community and government in improving the quality of the nation.

Education levels at Homeschooling Surya Nusantara from SD, SMP and SMA. The curriculum used in the teaching and learning process is the K13 curriculum. There are two types of learning systems in Homeschooling, namely private and group learning. Private is a learning system that is followed by 1 teacher and 1 student held in the Homeschooling Surya Nusantara office and at home, while the group is a learning system that is followed by 2-5 students in a study group with 1 teacher accompanying the teaching and learning process usually in Surya Nusantara Homeschooling Office. The process of teaching and learning activities is held three times a week, the schedule is determined by the office, in one meeting there is one subject, the maximum time for lessons is 60 minutes.

The aim of this study is to examine how the strengthening of students' democratic character can be achieved through the teaching of Pancasila and Citizenship Education. This learning specifically integrates democratic values such as freedom of choice, freedom of action, and the freedom to take responsibility for the outcomes of one's actions, all of which contribute to the development of personal responsibility. In this context, teachers play a central role in instilling democratic values so that students not only understand them conceptually but are also able to implement them in their daily lives. The role of Pancasila and Citizenship Education is emphasized as a strategic instrument in shaping democratic and responsible global citizens. In a global landscape marked by a crisis of trust in democratic institutions and rising intolerance, this study makes a significant contribution by demonstrating that the internalization of democratic values from an early age through formal education is not only relevant in a local context but also serves as a foundation for building an inclusive, participatory, and civilized global society.

## 2. Methods

This study uses a qualitative approach with a descriptive type that aims to describe the teacher's strategy in strengthening the democratic character of students at Homeschooling Surya Nusantara Yogyakarta. A qualitative approach is used to examine natural behavior and events. Descriptive type is used to describe real events in a relationship of facts by using words in detail to accurately reflect data from complex human behavior. A qualitative approach with a descriptive type was carried out to collect in-depth data about the real conditions of teacher strategies in strengthening the democratic character of students in Homeschooling Surya Nusantara.

The research subjects used a purposive technique, because it was obtained by considering and entering criteria, so that the researcher obtained as much information as possible from the various

criteria that had been found in the study. The research subjects were the principal, PPKn teachers, and Homeschooling Surya Nusantara Yogyakarta teachers. Collecting data using interview techniques, observation and documentation. The validity of the data used source and technique triangulation techniques. Source triangulation comparing and checking data obtained from a data source can produce the same data when it is compared with other sources. Triangulation techniques compare and check data obtained through several data collection techniques. In this study, the authors used technical triangulation to check the data that had been obtained through interviews with the same data obtained from observation and through documentation techniques. The analysis used in this study used an interactive model and analysis from Miles & Huberman (1992). The data analysis process includes components of data reduction, data presentation, and drawing conclusions.

### 3. Results and Discussion

#### Result

##### Planning for Strengthening Democratic Character

Teachers have a significant contribution to the learning success of students in school. Teachers are very instrumental in helping students develop to achieve optimal abilities. Strengthening democratic character is very important in order to produce democratic citizens, namely citizens who are intelligent and utilize their intelligence as citizens for the advancement of themselves, the environment and the country, so that schools must make full efforts so that the implementation of democratic character can be properly instilled for students who are expected to produce participants. students with character.

Based on the results of interviews with Pancasila and Citizenship Education teachers, research shows that strengthening democratic character has been poured into the lesson implementation plan (RPP) which has the aim that students are able to foster democratic values which include tolerance, freedom of opinion, understanding of diversity, and upholding human value and dignity. The application of democratic character can be carried out in several integration strategies such as exemplary strategies, reprimands, spontaneous activities, environmental conditioning to integrate democratic values in everyday life.

As for the results of interviews with the principal at Homeschooling Surya Nusantara that strengthening democratic character must be designed as closely as possible, because the learning process is not only carried out in the Homeschooling Office but at the students' homes.

**Table 1.** Findings from interviews with the principal

No	Principal's Response to the Implementation of Strengthening Democratic Character
1.	The school observes and analyzes the democratic character of students that needs to be instilled.
2.	The school prepares a program for planning the vision, mission, goals and rules of the school which includes a plan for school activities. The preparation of the program contains about the democratic character that is integrated in learning planning, school culture and extracurricular activities.
3.	A socialization from the principal explains the school program that will be implemented to develop a better school.
4.	Provision of school facilities and infrastructure.

The existence of the principal is very influential in the course of the education process because the principal is the driving force in realizing the vision and mission of the school, it can be said that the success of the school is influenced by the quality of the principal as a leader in the school. In instilling a democratic attitude for students, the principal makes a design program of activities according to the

needs of students as well as activities that support the achievement of national education goals while at the same time supporting the realization of the vision and mission of national development.

### Implementation of Strengthening Democratic Character

The results of the study found that Pancasila and Citizenship Education teachers in strengthening democratic character to students through Pancasila and Citizenship Education learning contained democratic material. The teacher explains the aims and objectives of this democratic material by providing an understanding of the values and principles of democracy, so that students are expected to be able to implement these democratic principles and values in the daily lives of students in the school, community and family environment.

**Table 2.** Findings from interviews with PPKn teachers

NO	PPKn teacher responses to the implementation of strategies for strengthening democratic character
1.	The learning method in strengthening the democratic character of the teacher conducts various lecture methods by applying the values and principles of democracy through learning Pancasila and Citizenship Education in class and online.
2.	The teacher becomes a facilitator in teaching and learning.
3.	There is a discussion in the learning process, because in addition to being effective students are able to master the material in accordance with the learning objectives, it also trains students' skills, such as communicating, thinking critically, being responsible and others which are expected to be able to form the social investment of students to become leaders. the future of the nation.
4.	There is a discussion in the learning process, because in addition to being effective students are able to master the material in accordance with the learning objectives, it also trains students' skills, such as communicating, thinking critically, being responsible and others that are expected to be able to shape the social investment of students to become leaders. the future of the nation.
5.	The establishment of cooperation between students and teachers.

The results showed that students were enthusiastic in learning to take place, because of the innovation in providing material related to democracy to students in class XI IPA and XI IPS. The teacher uses a variety of lecture methods and a discussion process in learning takes place which turns out to be able to change the mindset of students at Homeschooling Surya Nusantara. The teacher provides the opportunity for students to express opinions about problems on citizenship issues related to the material. Students are invited to be open and dare to express their opinions. Meanwhile, students who take part in the group learning process are trained to respect the opinions of other students. It can be identified that the strengthening of democratic character through Pancasila and Citizenship Education is the role of the teacher as a milestone in the learning process that can make a good contribution to students. By giving students the opportunity to do questions and answers with the teacher or between other students, the learning process becomes effective.

### Evaluation of Strengthening Democratic

Character The results of the study show that the role of the teacher as an innovative teacher must be able to make variations in learning models so that they can be used in the learning process that is easily accepted by students, with the use of technology in the era of industrial revolution 4.0 which can enrich media and learning resources. Because in civic education learning so far, teachers tend to use the lecture method more which should have begun to be reduced.



**Table 3.** Findings of Interview with Teachers

NO	Evaluation Responses to Revolution Era 4.0	Strengthening Democratic Character in the
1.	Learning centered on learners (student centered), providing opportunities for students to learn as their respective interests and learning speed;	
2.	Learning develops the ability of students to explore their own knowledge from information sources using the internet, as a vehicle for them to learn lifelong learning (lifelong learning);	
3.	Utilization of ICT infrastructure and virtual learning tools to provide flexibility for students to find quality learning resources, record data, analyze data, and prepare reports and make presentations;	
4.	Emphasizes direct learning through a learning method called "reverse class", students learn theoretical aspects of knowledge at home and practice in class. This method develops independent study habits and abilities while providing more flexible study time for classroom learning for competency development;	
5.	Develop soft skills from critical thinking, creativity, and problem solving, especially authentic and non-routine problem solving;	
6.	Collaboration and social interaction as the main approaches used in developing competencies, to introduce work culture in the industrial world and the world of work in the 21st century.	
7.	Provides flexibility for the learning process in the form of blended learning, which allows students to interact, collaborate and learn from one another in classroom and remote settings via the internet.	

Technological progress is expected to be able to bring changes in education in order to develop the abilities and skills of students in solving problems in everyday life. With this, teachers as educators are required to continue to improve their abilities in order to produce students who are able to compete and be able to think critically, so that in learning teachers must be able to apply HOTS-based learning (High Order Thinking Skills) to meet the demands in the era of the industrial revolution 4.0. HOTS-based learning (High Order Thinking Skills) allows students to think critically.

### **Supporting and Inhibiting Factors in Strengthening Democratic Character**

In forming a democratic character which is a supporting factor in Homeschooling Surya Nusantara, there is an agreement between the principal, teachers, and education staff by looking at the phenomenon that occurs in students at Homeschooling Surya Nusantara. Starting from the problem of declining student achievement, with the program of the curriculum that implements character, teachers must be ready to change learning patterns that make learning active and creative and innovative. It is hoped that it can be applied in the daily life of students who have been obtained through the learning process. Students are encouraged to understand and apply democratic character.

The supporting factor for strengthening the democratic character in Homeschooling Surya Nusantara is through teacher teaching and learning strategies that do not make students bored, for example by making interesting learning methods by way of discussions, demonstrations, debates and so on, during the Covid-19 pandemic, students do This habituation is by sending suggestions or criticism through online learning media, for example the Microsoft Team or google classroom, students are free to argue by writing slogans that state the importance of being democratic. The existence of a teaching and learning process by carrying out learning innovations, the strengthening of democratic character is able to change the learning pattern into a transition.

Inhibiting factors that were found during the research at Homescooling Surya Nusantara were shy habits and teachers did not use learning methods. The lazy attitude to ask questions is caused by the habits of students who are obtained from the family environment who are brought to school. However, by using the lecture and discussion method with the teacher through democracy material that implements the principles and values of democracy students are able to be active in expressing their opinions. In addition to the learning process, strengthening democratic character is also obtained through extracurricular activities that are able to support the attitude of student participation in Homescooling Surya Nusantara.

## Discussion

The implementation of character that must be instilled in the younger generation is one of them by planting a democratic character that is formed to foster democratic values including tolerance, freedom of opinion, respect for differences of opinion, understanding of diversity in society upholding human values and dignity, and mutual respect (Zamroni, 2001). To instill a democratic character requires moral knowledge (moral awareness, knowing moral values, taking a point of view, moral reasoning, decision-making, self-knowledge), moral feelings (conscience, self-respect, empathy, loving kindness, self-control, humility, and moral action (competences, desires, habits) (Lickona, 1991).

A conducive school culture has a positive impact on students by developing a democratic character. As with opinion Hanum (2013), school culture refers to a set of values, belief norms and rituals that serve as guidelines for behavior. So, the role of school culture is needed so that it can produce good quality students so that it requires the support of school members in developing the character of democracy. One of them is by developing.

Education in democracy that takes place in schools will encourage and give birth to students to have knowledge in the form of democratic awareness and have a democratic attitude, so that they will be able to be skilled in participating in democratic community life. Sunarso (2004) emphasizes that the essence of democratic education is to guide students to think maturely in democracy by socializing democratic values so that their lives reflect democratic attitudes. In democratic education, there are two things that must be emphasized. First, the concept of teaching about the meaning and attitude of democratic behavior. Second, democracy as a praxis in the form of a democratic performance system that is bound to regulations, if someone violates the agreed rules, that person can be said to be anti-democracy.

Print (2008) says that the younger generation must be educated about the concept of democracy which is categorized into three approaches so that students have a democratic attitude including, first using the theory of citizenship because citizenship learns about legal status which is useful for guaranteeing rights and responsibilities based on existing laws. within a country. Second, participate in the community through a democratic context. Third, citizenship is a supporter of participating in democracy, because as citizens, they must uphold social justice so that they are able to create a prosperous life.

The formation of democratic character is closely related to citizenship education, because democracy has the aim of preparing citizens to think critically and act democratically through activities to instill awareness in the new generation that democracy is a form of community life that most guarantees the rights of citizens as well as the purpose of civic education. (Zamroni, 2001).

Pancasila and Citizenship Education are subjects that direct citizens to understand their rights and obligations as citizens in living a state life. The content in civic education includes three dimensions, namely the dimensions of civic knowledge, the dimensions of civic skills, and the dimensions of civic value. Kerr (1999) states that, Citizenship or civics education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching and learning) in that preparatory process.

Citizenship education is one of the multidimensional scientific fields including values and moral education, social education, national education, political education, legal education, and democracy education (Patrick 1999). Citizenship education aims to educate students to become good and responsible citizens and be able to participate actively in a democratic society (Bakry, 2010). According to Kocoska & Petrovski (2013), the purpose of civic education is to participate in the community environment in order to be informed and active who are responsible for appearing wisely. Whereas in research Rehaj (2017: 56) that the purpose of civic education is to form students to become human beings who have the values of Pancasila, the 1945 Constitution, the spirit of Unity in Diversity, and commitment to the Unitary State of the Republic of Indonesia With this, it is hoped that students can become the next generation who can contribute to the progress of the nation and state.

Strengthening the democratic character is very important, which is expected to produce democratic citizens, namely citizens who are intelligent and utilize their intelligence as citizens for the advancement of themselves, the environment and the country. This democratic education aims to prepare students who are able to think critically, guarantee individual rights, have a democratic attitude by strengthening awareness of society (Fesnic, 2016).

Citizenship learning in the era of the industrial revolution 4.0 is very necessary, because the inclusion of technology in education affects various aspects of Citizenship Education learning that must be taught. The fact is that the 4.0 revolution era can be studied in various scientific disciplines, especially through Citizenship Education, because it is competent in analyzing, reflecting on development, the effects of globalization in the life of the nation and state, academically information for the community, in order to be able to sort and filter suitable progress and culture. and not suitable for application in life. The rapid flow of globalization does not always have a positive impact on the nation, especially with regard to character. Efforts to filter the impact of globalization, through learning democracy, explicitly or implicitly, have practiced the function of ideology as a means of filtering outside influences with rationality. Thus, civic education as learning democracy will provide positive benefits in shaping students as the younger generation, which is in line with the goals of national education, because they have quality spiritual, intellectual, and emotional capacities, and are even able to conquer the times.

Schools, especially secondary schools, as logical places to learn about citizenship and democratic citizenship have received wide support (Patrick, 1999). Thus, secondary schools must provide opportunities for critical democratic citizenship through critical pedagogy and critical democratic values so that students can become participatory and responsible adult citizens.

A further potential way to create an atmosphere of school-based democracy is to generate a democratic culture in the classroom. A positive and conducive classroom culture is an important factor in promoting education for democratic citizenship because, in certain contexts, learners experience an atmosphere of security and trust in which they can practice democratic skills. In research, Hahn (1998: 233) found a positive correlation between open class culture and the development of civic education that students often discuss controversial problems in class, that some sides of the problem are presented and discussed, and feel comfortable expressing views, students are more likely to develop attitudes. which has the potential to encourage citizen participation in the future.

While such democratic cultures can be generated in different ways, to be effective, it is very important for students to have some form of control over the content to be learned, that teachers participate in discussions with other learners and that students have the opportunity to express their arguments. and opinion. These requirements require a great deal of understanding and empathy from the teacher and consequently it is very important that students are able to create an atmosphere of security and trust in the classroom. This approach also involves an open and flexible curriculum. Teachers and students should be given the opportunity to tackle controversial and relevant issues.



The fundamental condition for developing democracy in the classroom is the involvement of students in making meaningful decisions. The influence of teachers on the selection of learning materials is an important way to create a democratic culture in the classroom. But more important is the method of teaching and work. Teaching must be organized in a dialogue in which students and teachers respect each other's views and attitudes. This demands that the teacher's role be changed from a traditional didactic, authoritarian one to a facilitating personal role.

Teachers must become agents of change in student learning, so that students experience the learning process itself. Therefore, the hope of success in education is often borne by teachers (Sedana, 2019). The world of education today is also required to be able to equip students with 21st century skills. These skills are capable of critical thinking and problem solving, creative and innovative, communication and collaboration skills. In addition, the skills to find, manage and convey information as well as skills in using technology and information. The skills that must be possessed in the 21st century include: Leadership, Digital Literacy, Communication, Emotional Intelligence, Entrepreneurship, Global Citizenship, Problem Solving, Teamwork. As with Muhali (2018) opinion, that teachers must be oriented to build independent students, therefore higher-order thinking skills such as critical thinking, creative thinking, problem solving.

The knowledge, skills, values and attitudes needed by citizens to lead productive lives, make informed decisions, and take an active role locally and globally in facing and resolving global challenges can be acquired through Education for Sustainable Development and Civic Education Global (Banta, 2017). Thus educational content must be relevant, with a focus on cognitive and noncognitive aspects of learning. So, learners will be able to adapt and can any of them make decisions based on the information that has been researched previously and its categories lead to global citizenship.

In the era of the industrial revolution 4.0, if teachers are limited to transferring knowledge to students in the classroom, the teacher's role can be replaced by technology but the role of teachers cannot be replaced by advanced technology in educating character, morals, and giving examples to students (Lubis, 2019). Opinions about education 4.0 expressed by Benesova and Jiri in the journal entitled Requirements for Education and Qualifications of People in Industry 4.0 revealed that "education 4.0 will combine real and virtual world information. Virtual resources, such as glasses for virtual reality, will be used for teaching". (Benesova & Jiri, 2017). Educational praxis in schools that rely on the transfer of knowledge from teachers to students is no longer effective in preparing students to enter the industrial ecosystem 4.0 which prioritizes the development of 21st Century competencies. Education 4.0 can only be implemented by referring to the new educational paradigm. which is characterized by students as liaisons, creators, and constructivists in the production and application of knowledge and innovation (Brown & Martin, 2017).

Teachers in the era of the industrial revolution 4.0 were able to present an integrated body of civic knowledge from the synergy of knowledge, skills, and civic virtue functionally. If, students can think critically and act effectively, and are clever in answering various social issues (virtuously response to a public issue), then students will be able to understand the problem, the source of the issue and alternative answers to the issue, and the possible consequences. from the answer to the problem or issue. All of this is of course based on an integrative body of civic knowledge.

#### **4. Conclusion**

Industrial Revolution 4.0 as challenges, opportunities and solutions for the world of education. The industrial revolution is now entering its fourth phase. The rapid development of science and technology has a huge impact on human life. Many facilities and innovations are obtained with the support of digital technology. The role of teachers and teacher duties as a determining factor for the success of education, especially in facing education in the era of the industrial revolution 4.0. The existence and improvement of the professionalism of teachers is a very important discourse. Education in the era of

the industrial revolution 4.0 requires good and professional management of education management. Teacher professionals emphasize the ability of teachers to transfer knowledge, the ability of teachers to design strategies, and the ability of teachers to implement learning. Citizenship Education Teachers in the industrial revolution era must innovate in learning and the media used in the classroom because they do not rule out the possibility that technology can cripple teacher jobs. In the classroom, civic education learning gives students a big influence on the subject matter to be taught and the teaching and learning strategies that will be used. Teaching democracy is not only learning about democratic institutions but more importantly making democracy. Schools encourage students to learn about democracy with the democratic process in schools. This approach, according to educators will help create active citizens for the future. In order for democratic teaching to be successful in schools, it must be conceptualized and practiced as a dialogue between students and teachers.

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