



Citizenship Education as a Democracy Learning for Students in Higher Education

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ABSTRACT

Keyword:

Citizenship Education;
 Learning Democracy;
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Citizenship Education is a form of learning democracy both theoretically and practically, because the scientific structure is very supportive in forming democratic and Pancasila students. This study uses a qualitative approach with the method of literature study, because it is in the form of an analysis of the concepts and dynamics of Citizenship Education as learning democracy in college students. There are also the results of research, are as follows: 1) The implementation of learning democracy, through Citizenship Education is highly dependent on the curriculum of each college, 2) Contextual learning is very suitable in implementing democatinal learning through Citizenship Education, because it has almost the same characteristics in the object of study learning, 3) As a democracy learning Citizenship Education has a strategic position in the national constitution and curriculum, although tertiary institutions have the authority in preparing their curriculum, but the position of Education Citizenship as a compulsory subject is irreplaceable, 4) The importance of creating a democratic atmosphere, so that learning objectives can be achieved effectively, because it is not only through an explanation of democratic material, conceptually and theoretically, but in practice, so the integrity of lecturers and students is needed.



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A. INTRODUCTION

A nation that invests in its young population is a nation that will win, of course, in the investment process , can use a variety of ways, but the most effective and effective way is through education, as a program that has been mandated by the Act in increasing spiritual, intellectual capacity and emotionally young generation. The fact is education is an investment process as an effort to educate the nation, it needs to be supported by all parties in its implementation so that the expected goals can be achieved as they should.

Higher education is an educational institution for students as the younger generation, which has a vital role in actualizing democratic values to students. The modern era currently lead citizens need have citizenship qualified competencies that. Branson Explaining citizenship competencies is basically divided into three, namely: 1) Citizenship Knowledge (knowledge and insights of citizens), 2) Citizenship Skills (citizenship and expertise), and 3) Citizenship

Disposition (character, values and attitudes of citizens). Citizenship Education is an ideological and democratic learning, so that it is effective in improving the student's citizenship competency. (Pangalila, 2017)

The fact is students are intellectuals who need to be nurtured holistically and need to actualize themselves through various student activities that are in accordance with their respective interests and talents. In general, the builder can be through the course Citizenship Education, which became compulsory subjects in the entire collage in Indonesia, on the mandate of the Act Education System of National, Article 37 Paragraph 2, which confirms that the higher education curriculum must include courses, one of which is Citizenship Education.

Kosasih affirming students is a political force that is a major mover in efforts to social reform in the community, they have positive, critical, responsible, and mature thoughts. So as a major figure in the social and political movements, they need to be nurtured, so that the movement purely based on the morality and movement are indeed represent the values of Pancasila ideology (Kosasih, 2017)

Important in optimizing the role of citizenship education in shaping democratic behavior collages student, in an effort to answer the challenges of the times, as well as improve the quality of democracy in Indonesia. Students need to have morality, in order to be actively involved in the process of nationhood and statehood, they need to have social sensitivity, in order to play a role in solving the complexity of the problems that occur in the surrounding community.

Students need to see that they are political forces that are able to influence government policy making, in an effort so that the policy does not crash into the existing justice in the community, for its capacity as a mouthpiece of the people. So that their rational needs to be equipped with competent citizenship competence, in order to be able to practice their rights and obligations as smart and good citizens. The fact is that Citizenship Education is a form of learning democracy for students in higher education both textually and contextually.

Student participation in the political process is a student's endeavor, so that democratic life continues to occur in this nation. Hutagalung affirming public participation is a democratic process, because it is actively involved in the public interest. Nature practical level, citizen participation could be applied through a real role in the retrieval process Kepu decision-public, participation of citizens becomes an important key implementation of democracy, particularly in developing countries. (Hutagalung, 2017)

As education and ideological learning, Citizenship Education plays a role in internalizing Pancasila values to students, so that the implementation of democracy in Indonesia is based on Pancasila values, in order to avoid elitist phenomena and avoid chaos. The fact is that democracy seeks to accommodate all the interests of the state, whose implementation is ideally full of order and enjoyment, as an effort to realize social welfare in Indonesia.

Citizenship Education has an important role in higher education in shaping the mentality of Pancasila students, because it is a representation of the aspired Indonesian citizen. Citizenship Education Learning programmed in the higher education curriculum, is an effort to equip students so that someday when they return to the community, they can interpret the process of demonstration that occurs in the community, even improve it, with these characteristics they are said to be worthy as the younger generation, who have competent citizenship competent.

The Law number 20 of 2003 reaffirming the national goal of Indonesian education is to develop the ability and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of learners to become human

beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, competent, creative, independent, and become citizens who are democratic and responsible. (UU RI, 2003)

In line with the objectives of the act, that Citizenship Education seeks to form a democratic Indonesian people, so that they know their rights and obligations. It is important to instill democratic values and character in students through citizenship education, in response to the challenges of the times. Octavia and Rube'i affirm the educational process based on Pancasila, play a role in forming democratic and characterized students, and be able to become fully Indonesian citizens because they voluntarily practice the values of Pancasila and the 1945 Constitution. (Octavia & Rube'i, 2017).

It is important in providing argumentative information, as a result of scientific studies in an effort to strengthen the role and position of Citizenship Education in higher education, as a medium for learning about student democracy.

B. METHODS

This study uses a qualitative approach with the method of literature study, because it is in the form of an analysis of the concepts and dynamics of Citizenship Education as learning democracy in college students. There is also literacy which is a research reference in analyzing data including journals as primary data because it has high validity. Strengthened the results of the study, as well as the relevant laws and regulations with this study, as secondary data. The data analysis process used in this study includes data reduction, data display, verification and conclusion drawing (Miles & Huberman, 1994).

C. RESULT AND DISCUSSION

1. How Reality As well as the benefits of contextual learning Citizenship Education in Instilling Values Democratic on Students at University High?

a. Reality of the Concept of Learning Citizenship Education in Higher Education

Implementation learning distance Citizenship Education course referring to the national education goals, which be manifested through learning curriculum in colleges respectively, because colleges have the authority in preparing the curriculum, to conform with the purpose and characteristics of the college.

In the Guidelines for the Preparation of Higher Education Curriculum issued by the Ministry of Research, Technology and Higher Education It is explained that higher education has the authority in preparing the curriculum, but must refer to the national standard of higher education, so that the learning objectives in higher education nationally can be achieved namely the development of intellectual intelligence, morals noble, and skills, through compulsory subjects of religion, Pancasila, citizenship and language. (Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2018)

Citizenship Education as a science that focuses on efforts to form smart and good citizens, has indeed become compulsory subjects at all levels of education, both primary, secondary and higher. The fact is that after several times the policy on education has changed, the position of Citizenships Education has not changed at all, namely as compulsory learning.

In the context of advocating for Citizenship Education in higher education, the material is indeed more diverse and in-depth. There is no definite form that is set regarding the focus of what material needs to be taught in the tertiary environment, because it is the output of the authority of the tertiary institution in compiling and organizing its

curriculum, what is important is Citizenship Education as a compulsory subject that must be taken by students in obtaining a bachelor's degree.

But if we refer to the Guidelines for Citizenships Education (PKn), as a general compulsory subject (MKWU), issued by the Director General of Higher Education (Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016), it is explained that Citizenship Education learning in tertiary institutions must at least discuss and review the scope or substance Citizenship Education, as follows:

- 1) The nature of citizenship education in developing the ability of a bachelor or professional as a whole.
- 2) The essence and urgency of national identity as one of the determinants in the development of the nation and its character which is based on Pancasila values.
- 3) Urgency of national integration as one of the parameters of national unity and integrity in the Unitary State of the Republic of Indonesia.
- 4) Values and norms embodied in natural constitution in Indonesia as well as the form of the provision of law under the Constitution in the context of the life of the nation.
- 5) Harmony of the obligations and rights of the state and citizens in the order of Indonesian democratic life which embraces the sovereignty of the people and deliberations for consensus.
- 6) The nature, instrumentation, and praxis of democracy in Indonesia sourced from Pancasila and the Constitution of the Republic of Indonesia Year 1945 as a vehicle organizer late country that is democratic, prosperous and just.
- 7) Historical constitutional, social and political, cultural dynamics, and the contemporary context of law enforcement in the development of an equitable rule of law.
- 8) Historical dynamics, and the urgency of the archipelago's insight as a conception and collective view of Indonesian nationality in the context of world relations.
- 9) The urgency and challenges of national resilience for Indonesia in building a strong collective commitment from all components of the nation to fill Indonesia's independence.

It is important in teaching Citizenship Education to students, besides as an effort to meet procedural curriculum standards that have been established procedurally, but also to invest in students, so that they have skills in democracy, as prospective national leaders.

College students the intellectual and the movement, so that a common if they always actualize themselves through various activities both academic and non-academic that is claimed to improve the competence of citizenship. In the context of the effort to realize higher education as a laboratory of democracy, students need to proceed optimally and dynamically, so that knowledge of democracy in concept and theoretical knowledge needs to be obtained through Citizenship Education Learning in the classroom.

Gunarsi, et.al (Gunarsi, S. Nugraha, BA & Wahono, 2014) explaining the campus is a democratic institution whose process focuses on the academic and student realm, so students need to be equipped with democratic knowledge gained in the classroom. The implementation of democracy in educational institutions has different characteristics from the implementation of democracy in political parties. The existence of democracy in tertiary institutions, evidenced by the right to be involved in the process of evaluating tertiary policy, evaluating lecturer and student learning, opening opportunities to participate in student organizations, and others.

Citizenship education as an interdisciplinary study, effect science are compatible learned through a variety of learning models, which are important according to matter and learning objectives. Strengthened by Abdillah (Agustin & Hamid, 2017) Which confirms that Citizenship Education is interdisciplinary in nature, so fish can be integrated with other subjects, so that the science is able to overcome various obstacles holistically, in an effort to form Pancasila individuals.

As a democratic education and learning, Citizenship Education contains a variety of material about democracy, and seeks to shape democratic student behavior, in accordance with the objectives of national education. Hamidi and Lutfi revealed that Citizenship Education is an educational instrument aimed at timing democratic values and behavior to students. So as to realize social changes are planned. It is important to note, that in fostering a culture of democracy in the educational environment and in society, students need to have an example and achievement in democracy. (Pahlevi, 2017)

The purpose of learning democracy in higher education institutions is to shape students so that they are literate, both cognitive, affective and psychomotor. Reinforced by Budimansyah (Sayektiningsih, Sumardjoko, & Achmad, 2017) what explains Citizenship Education is a subject of learning that contains cognitive, affective, and psychomotor dimensions because it is confluent or mutually penetrating and integrated.

In the context of implementing democratic learning in tertiary institutions through Citizenship Education learning, it is certainly necessary to optimize the concept of contextual learning and experience results from their participation after completing the Citizenship Education course completely. In fact Juanda and Rahayu (Juanda & Rahayu, 2019) affirm that educational institutions are normatively bureaucratic, hierarchical and elitist. So that the researchers explained the need for commitment from the academic community to have a high degree of integrity and the use of Citizenship Education courses as well and wisely as possible.

Dewey explain the importance of academic and non-academic freedom to develop democratic values and principles in educational institutions, which focus on interaction and cooperation, mutual respect, respect and care for one another, critical thinking, find solutions to problems that occur in educational institutions as well as those faced together, participate in efforts to improve the image and quality of related educational institutions. (Juanda & Rahayu, 2019)

Being a concern of Citizenship Education experts, how the form and concept of learning democracy through Citizenship Education, because in carrying out such learning, of course the learning atmosphere needs to represent the implementation of democracy in tertiary institutions.

The concept and implementation of study Citizenship Education as an education and learning democracy in college greatly depending on the curriculum of each college, and indeed one of the main objectives taught Citizenship as compulsory courses nation-wide, so that students have the character and behavior the democratic Pancasila.

b. Implementation of Contextual Learning

Citizenship education as a learning democracy, would need to assess, analyze, and reflect How the dynamics implementation of democracy for in society, educational institutions, and even the implementation of national democracy. So that the concept of contextual learning is very suitable in carrying out learning in democracy, especially academic status as a student, of course the mind is sharper and able to infer a meaning.

Being predicated as students makes them independent, even their success in academic and non-academic careers is very much determined by their own motivation. As explained by Damayanty that the independence of learning and practicing is an important factor in the success of students in a career in both the academic and student fields, they have adult thoughts, so that in the learning process, they must be the source or source the center of learning. (Al Aslamiyah, Setyosari, & Praherdhiono, 2019)

In an effort to shape students so that they have mental, character and democratic behavior that is Pancasila, they must be given theoretical knowledge about the history, concepts, principles and values of democracy (textually) that are taught through Citizenship Education, regardless of using learning models whatever, what is important is that the class is related to implementing the principles of Pancasila democracy in its lectures.

In essentially the researchers did not intend to eliminate the role of textual learning, because it uses the principles of contextual learning too, does not necessarily eliminate the textual learning characteristics. The nature of students who are able to analyze events critically, is well suited to contextual learning, especially in teaching material and values about democracy, which we know if the material is related contemporary to current socio-political events, will certainly be very dynamic.

Warpala explains contextual learning emphasize innovation through various strategies, in order to "carry" the students learn into context. Students will be motivated and competent to connect the knowledge they have with their application in their daily context. Educators have more role as mediators or facilitators for students in achieving learning objectives. The task of educators is to manage the class as a community that works together in finding new "knowledge and skills" for students (how to find an independent, not from the educator's words). Furthermore, Johnson Display characteristics of learning contextual, as follows : 1) Enabling the knowledge possessed (activating knowledge), 2) Acquiring new knowledge (acquiring knowledge) by studying it thoroughly, and pay attention to the details , 3) Understanding of knowledge (understanding knowledge) through the preparation of hypotheses and concept development, 4) Implementing knowledge and skills (applying knowledge) 5) Reflecting (reflecting knowledge). (Warpala, 2019)

It is important in understanding these characteristics, so that the objectives of learning democracy through Citizenship Education, with contextual learning methods can be achieved properly. The current era of modernization has resulted in the emergence of various advances, demands and innovations in the field of education, such as the demands of students who must be central in learning (student center).

Hasnidar and Elihami explaining Citizenship Education lessons using contextual learning methods is very suitable, because the object of study has almost the same characteristics, in the form of events that originate from their daily lives. So they can elaborate on knowledge related to their experiences, in order to form attitudes in responding to events that occur around them, in accordance with the object of Citizenships Education. (Hasnidar, 2018)

In the study of democracy through Citizenship Education, students need to study and interpret the democratic process that is happening in the surrounding environment. How do they conclude the meaning and take political stance from the dynamics of the implementation of democracy, be the output of theoretical learning outcomes about democracy in the lecture room, become their social provision to become the nation's leader, and later a career in the community later.

Being a democratic individual, which means having high morality, solidity and solidarity. Core contextual learning is to link the knowledge of the meaning, so what when students have found meaning in the implementation of democracy in Indonesia, and take a political stance as a result of these events, we can say learning democracy through Citizenship Education with contextual learning method successfully and effectively.

The fact is that in carrying out democratic learning through Citizenship Education is a difficult academic activity, in addition to presenting class principles as a democratic laboratory, lecturers and students also need to describe the commendable behavior of the Pancasila ideology.

Viewed from the aspect of pure democracy, Lincoln argued that a democracy is government of the people, by the people and for the people. So it needs commitment and integrity from lecturers and students to uphold the values, behavior and principles of implementing democracy in their learning. (Ibrahim Hamdi, Denny Soetrisnaadisendjaja, 2019)

In an effort to support the learning of democracy in the classroom through Citizenship Education, the learning study material also needs to be physical, original, and even controversial in order to attract their interest and motivation to become democratic and

Pancasilaic individuals. Contemporary studies will be more fun and have more opportunities for students to deduce a meaning that occurs in related events.

2. How is the Strategic Position of Institutional Education as Learning Democracy for Students in Facing the Era of Globalization?

a. Strategic Position of Citizenship Education a nationality in the Face of Globalization Era

Citizenship Education as a compulsory subject certainly has a strategic position in the Law on education, as well as in the national curriculum, both at the basic, secondary and higher levels, because as a structured and programmed educational effort in shaping the whole Indonesian people, practicing their rights and obligations, as well as being democratic and responsible individuals.

Mandatory subjects Citizenship Education in college reinforced by Act No. 12 of 2012 concerning Higher Education in Article 35 Paragraph 3 which states that the Pancasila Education and Citizenship Education courses are compulsory subjects in every state and private tertiary institution in Indonesia.

This juridical fact confirms that citizenship education has a strategic position in Indonesia's education policy, because it is a normal phenomenon that the Indonesian people need to internalize the attitude of nationalism and patriotism to their citizens, especially the younger generation, as potential leaders of the nation. Programs are structured and systematic, is an effort to Indonesian people still exist, as a nation will remain establishment if there are people who have the morality to clicking recognize and defend the country voluntarily.

The authority of tertiary institutions in developing the Citizenships Education curriculum in particular, does not necessarily invalidate the achievements of the Citizenships Education courses that apply nationally. The decision of the Director General of Higher Education Number. 43 Year 2006 On-Signs Signs Subjects Personality Development Group , asserted that the purpose of the course Citizenship Education , formulated by the vision, mission and competencies as follows:

- 1) Vision, Citizenship education in higher education is a source of learning values and guidelines in the development and implementation of study programs, in order to displace students to strengthen their personality as whole people. This expectation is based on the reality faced, that students are the next generation of the nation who must have an intellectual, religious, civilized, humane and love vision of the country and nation.
- 2) Mission, the existence of Citizenship Education in higher education is to assist students in strengthening their personality, so that they are consistently able to realize the basic values of Pancasila, a sense of nationality and patriotism in mastering, applying and developing science, technology and art with a sense of responsibility responsible and moral.
- 3) Competence, after students complete the Citizenships Education course completely, it is expected that these students can become scientists or professionals who have a sense of nationalism and love for the country, democratic, empowered, competitive, disciplined, actively participating in building a peaceful life based on values the value of Pancasila.

The strategic position must be utilized by using the right strategy, so that Citizenship Education learning is not procedural and pragmatic in nature, but it does actually strive to develop students' spiritual, intellectual and emotional abilities. No matter how detailed the legal or regulatory basis regarding scientific concepts and guidelines for the development of Citizenship Education courses in higher education in general, but if the implementation of learning does not technically represent integrity and democratic behavior in addressing the learning objectives, then there will be no meaning at all, not a public secret, there is always a gap between expectations and reality.

Hamidah Confirm the college is a strategic place in developing and achieving educational goals through a learning process that integrate realm of knowledge, insight, skills and attitudes, as well as to strengthen the value of the student's personality. Powered by the fact Citizenship Education science which is an effort to equip students about how democracy, dealing with citizens of other countries, how to participate, as well as a way to practice their rights and obligations as citizens of character and competence. (Hamidah, 2019)

Not all students have an interest in studying Citizenship Education science, because every student has their own scientific orientation and preferences. This orientation is not wrong, but it should be a concern to all of us, that loving the motherland, as well as participating in the public interest, is the responsibility of all of us, as citizens, especially students as young people.

Attract students can use the communicative teaching model and not boring, the way the matter was recommended form of contextual or are contemporary, in order to connect the science with problems of the state and society at this time, because the learning demands of democracy through citizenship education in the era of globalization.

Globalization is progress that can have both positive and negative impacts, depending on how we respond and take advantage of these advancements to achieve public welfare. In the context of education, globalization can be utilized in an effort to provide the best, effective and efficient academic services based on the internet, and to realize modern facilities for the advancement of education.

Being a closed nation in responding to the development of the times is of no use, we need to take advantage of the progress of the times in realizing social welfare in the community. In the context of addressing the impact of globalization in the field of education, of course we need to have an ideology-based academic study as argumentative information, because Rohmah explains the negative impact of globalization if not addressed properly, are : 1) Decreasing moral quality learners, 2) Increasing social inequality in education, 3)The erosion of local culture, 4)Mental emergence by pass (almost instantaneous), 5) Education commercialization. (Rohmah, 2019)

The fact is that globalization can be studied in various scientific disciplines, especially through Citizenship Education, because it is competent in analyzing, reflecting development, the influence of globalization in the life of the nation and state, as academic information for the Indonesian people, in order to be able to sort out and filter the progress and culture of what is suitable and not suitable suitable applied in the lives of Indonesian people. We know that the swift current of globalization does not always have a positive impact on this nation, especially those relating to character.

Efforts to filter out the impact of globalization, can through Citizenship Education as democracy learning, expressly or impliedly have practiced the function of ideology as means filter influence from the outside, with rationality Pancasila has the properties of rigid and flexible, as a guide to a nation that is modern and advanced the without losing its identity and culture. Strengthened by Ayu and Trisiana which emphasized that basically Pancasila is a set of main values and ethical rules in filtering the negative impacts of globalization. (Trisiana, 2017)

In addition to the position of Citizenship Education guaranteed by the constitution, the scientific structure of the Citizenship Education study is highly capable and suitable for overcoming the negative impact of the current swift globalization. Democratic behavior makes an individual have a high morality and social sensitivity, so that social capital is able to deliver individuals to success both individually and in social relations.

Dewi affirming Citizenship Education has an effective contribution in counteracting the negative effects of globalization, because Citizenship Education has a study of Pancasila, character, ethics, values and morality in forming democratic and responsible citizens. With the output of intellectuals able to sort out, and exploit the positive impact of

globalization, because it has a solid foundation, so that it plays a role in efforts to advance the nation and state of Indonesia. (Dewi, 2018)

The democratic attitude that Pancasila is able to provide political preferences for individuals in responding to the current of globalization, so they can sort out what needs to be taken even modified and which are not necessary, so that they are able to develop in the era of globalization, without forgetting their identity. In other words, the Citizenship Education output as learning democracy, will provide positive benefits in shaping students as young generation, which is in line with the goals of national education, because it has qualified spiritual, intellectual and emotional capacity, and is even able to conquer the development of the times.

b. Implementation of Learning by Using the Values and Principles of Democracy

In implementing democratic learning through Citizenship Education, of course the learning structure must also represent democratic values and behaviors that are in accordance with Pancasila. It is important in realizing reality as a democratic laboratory, because learning democracy will be effective if it is taught not only through conceptual and theoretical explanations, but in practice and through discussion of contextual and contemporary issues.

Before specifically looking at the values and principles of democracy in educational institutions, of course we must know for sure the principles of implementing democracy in Indonesia. In general, the process of democracy in the Indonesian state and society must naturally be in accordance with Pancasila as the ideology of the nation. Sanusi (Komara, 2019) affirming democracy Pancasila is the embodiment and implementation of the basic principles of Indonesian society in democracy based on the Pancasila and the 1945 Constitution, then countered through the 10 Pillars of Indonesian Democracy, which include is:

- 1) Democracy of Godhead.
- 2) Democracy upholds human rights.
- 3) Democracy which prioritizes people's sovereignty.
- 4) Democracy supported by the intelligence of citizens.
- 5) Democracy which emphasizes the distribution of state power.
- 6) Democracy that guarantees regional autonomy.
- 7) Democracy which applies the concept of the rule of law.
- 8) Democracy with an independent and impartial judiciary.
- 9) Democracy with people's welfare.
- 10) Democracy with social justice

Creating a democratic climate in the classroom can be done by using various strategies or methods. But there must be some conditions that are met, namely equality between lecturers and students, the process of discussion, mutual respect and respect. Of course it is necessary to maintain that integrity so that the objectives of learning democracy through Citizenship Education can be achieved properly. Democracy in the lecture room means working together to achieve learning goals for the common good.

Hemafitria, et al realizing the class as a democratic laboratory is an effort in making the learning atmosphere come alive, because of the emergence of a process of thinking and discussing together, so that between lecturers and students can be more respectful and exchange opinions. Lecture is as a facilitator, and provides an opportunity for students to explore their feeling of competition about the material that has been given. (Hemafitria, Octavia, & Novianty, 2015)

There are various advantages when applying democratic values and principles in learning Citizenship Education in the classroom. Besides being effective so that students master the material in accordance with learning objectives, it also trains student skills, such as how to communicate, think critically, be responsible, and others, as a form of student social investment to become a future leader of the nation.

Basically, the principle of implementing democratic learning has no fundamental difference with the principle of implementing democracy in general. The fact of democracy in the area of education is more narrow in scope and execution orientation limited to provide experience to students regarding the implementation democracy principle, so that the learning objectives are effectively achieved, also internalize the values of democracy, so that students are linked into a democratic people Pancasilaist.

The principle of democracy is implemented so that democratic values can be internalized within students. Pusposari (Pusposari, 2017) explaining that there are generally 8 principles of implementing democracy in the class, including:

- 1) The implementation of democracy in educational institutions to seek the blessing of God Almighty and represent the values of Pancasila.
- 2) Prioritizing shared interests.
- 3) Do not force the will of other students.
- 4) Prioritize deliberation or discussion in the learning process.
- 5) Have good faith and a sense of responsibility in accepting and interpreting the process of deliberation or discussion.
- 6) The learning process must be scientific based, with high enjoyment.
- 7) Whatever has been done in the context of learning and academics must be morally and socially responsible.
- 8) Uphold the dignity of human beings and the values of truth and justice.

The principle is an academic information reinforcement, with its main source remains in the Pancasila and the nation's constitution, as a foundation in realizing the learning atmosphere of a democratic Citizenship Education. The purpose of democratic learning in addition to being an effort in shaping students to have democratic values and attitudes, is also a demand for learning in the modern era.

In fact, the values internalized in democratic Citizenship Education learning are the values and behaviors that are contained and represent the ideology of Pancasila. Technically the implementation of democratic learning is able to shape students in having values and behaviors including: 1) Responsible, 2) Critical thinking 3) Having social sensitivity 4) Growing attitudes to respect and respect 5), Skilled, and 6) Independent.

In harmony with those described Madjid that the values and democratic attitudes reflect awareness will fraternity, deliberation, honesty, responsibility, visionary, and love of the homeland, so that the values and attitudes should be integrated in goals and processes of education and learning. (A. Rahman dan Supriyadi, 2015)

Implementing democratic learning is morality, because it seeks to crystallize democratic values and attitudes on students. The fact that idealism is not going to be realized in the absence of political awareness, and integrity between lecturers and students

D. CONCLUSION AND SUGGESTIONS

Citizenship Education is a form of learning democracy both theoretically and practically, because the scientific structure is very supportive in forming democratic and Pancasila students. It is important in internalizing democratic values that are Pancasila to students so that the quality of the implementation of democracy in Indonesia is getting better, and these students participate in the public interest.

Individuals democratic able to know the various problems and lack of a dilan the surrounding community, so that these individuals will be involved voluntarily in resolving various related permasalahan. As a form of morality, as well as preparing prospective leaders in the nation to have the mentality and behavior that is Pancasila, so that general welfare can be realized, even this nation reaches the peak of tinsel tires.

As a democratic education and learning, Citizenship Education contains a variety of material about democracy, and seeks to shape democratic student behavior, in accordance with the objectives of national education . But the implementation of learning is very dependent on the curriculum of each college.

Citizenship Education as learning democracy, has a focus on studying, analyzing, and reflecting on how the implementation of democracy in the surrounding environment, or on a national scale . So that contextual learning methods as well as linking material or theory with the nation's current problems, as a form of contemporary learning are very suitable in carrying out the study of democalization, because of its academic status as a student, of course the thinking is sharper and able to infer a meaning.

As a democracy learning Citizenship Education has a strategic position in the national constitution and curriculum, although tertiary institutions have the authority to compile and implement their curriculum, the position of Citizenship Education as a compulsory and general subject is not replaced. The fact is m erupakan nation's efforts in forming the intellectuals who have competence in the field of spiritual, intellectual and emotional, or individuals who Pancasilaist.

The atmosphere of learning democracy through Citizenship Education, must represent democratic values and behavior in accordance with Pancasila. The importance of realizing the class as a laboratory for democracy, because learning democracy will be effective if taught not only through explanation in concept and theoretical, but in practice . This idealism cannot be realized without political awareness and integrity between lecturers and students.

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