The Role of Civilization Education In Basic Schools in Facing The Challenges of The Disruption Era Fara Diba Catur Putri1 , Husna Farhana2 ,Vira Pratiwi3 , Nunuy Nurkaeti4 1 (Lecture in Bhayang kara Raya University, Jakarta, Indonesia) 2 (Lecture in Bhayang kara Raya University, Jakarta, Indonesia) 3 (Lecture in Bhayang kara Raya University, Jakarta, Indonesia) 4 (Lecture in Bhayan gkara Raya University, Jakarta, Indonesia) ABSTRACT: This study aims to increase the love of local culture by getting to know local wisdom education from an early age so that it can foster character education and prevent the moral crisis of primary school This study aims to determine the role of civic education in the era of disruption to be an important part that every individual must realize that this era must be passed and become a challenge in current developments. Changes that are increasingly fast are encouraging and requiring us to innovate.

The ability to innovate is one strategy in maintaining our existence in this era. The development of this era has an impact on various existing fields, one of which is education. Education is an important aspect which is one of the means to achieve the national goals of the Indonesian nation.

The method used is a qualitative descriptive case study research method for elementary school students in South Jakarta. The data source is elementary schools in Pasar Minggu sub-district. The research data is in the form of descriptions of the utterances of several informants who describe the role of civic education.

The subjects of this study were elementary school students in Pasar Minggu sub-district with the object, namely 50 students and 10 class teachers. The results showed that the role of civic education for elementary school students and learning civics education is fun. Thus, creating a new paradigm even though the times are increasingly rapid,

elementary school students still instill character values according to the noble culture of courtesy and ethics.

The function of civic education is implemented in a habit of anticipating and overcoming moral crises in elementary school students in South Jakarta. KEYWORDS : Disruption Era, Citizenship Education, Elementary School. I. INTRODUCTION Consequently, a strategic policy is needed to implement the education sector by building various components in it to face the current era of disruption.

In line with this, learning is an important component in education. Learning is defined as the interaction between educators and students in carrying out the educational process. In the current era of disruption, learning innovation is one of the efforts that can be developed significantly in developing aspects of education.

This is the basis for the author to present a discussion of learning innovations in Citizenship Education in Elementary Schools as an effort to face the challenges of the era of disruption in this article. Citizenship Education has a strategic role in building citizens to become good citizens. This shows that citizenship education is very important to be taught to students both elementary and tertiary levels.

Learning characteristics are adjusted to the level of needs of students at each level so that the learning developed will have their own uniqueness. For this reason, the existence of an era of disruption is a big challenge for educators who teach Citizenship Education to be able to innovate in learning developed with various efforts made. Citizenship education is a compulsory subject and must be studied by children starting from elementary school.

Why is that? Because it is very important for them to know and understand about the nation and state of Indonesia. So that they are educated from childhood to have a high sense of love for their homeland and have a high awareness of protecting Indonesia's independence which has been fought for by the nation's heroes who succeeded in driving out the invaders.

If a good foundation has been planted since childhood, then it will grow well in the future. We as part of the Indonesian nation also have the same role to maintain and defend the foundation of our country, Indonesia. However, what has happened recently, the subject of citizenship is often underestimated by many parties.

In fact, Citizenship Education or what is often called PKN is a subject that must be given properly so that children understand. There are also many children today who don't

memorize Pancasila, it's really sad. This should not happen, if civic education is well delivered. Therefore, educational institutions, especially teaching staff, are required to be able to convey any citizenship American Journal of Humanities and Social Sciences Research (AJHSSR) 2020 A J H S S R J o u r n a l P a g e | 377 education material in a clear manner.

Therefore, it is very important that civic education is conveyed to our children from an early age. Not only schools and educational institutions, families are also influential in educating children's character and awareness of national and state education. That way, we can produce candidates for the nation's generation who are good and who can make Indonesia a better country.

However, what the Indonesian education minister still has to do is invite existing schools to maximize quality teaching staff to be able to convey any Citizenship material properly to students and high awareness from educational institutions to prioritize citizenship education for a more Indonesia. good. It needs awareness from various parties to be able to change this situation.

Therefore, let us help create a good future generation of young people for the sake of realizing a better Indonesia. Even though the pandemic will make it a special attraction to carry out actively through online learning. The implementation of Pancasila and Citizenship Education (Civics) learning is very important in increasing students' citizenship awareness, because if it is based on its objectives, Civics or in other terms better known as civic education has a function and role as civic education.

Winataputra&Budimansyah (2012; Kariadi, 2017: 31), "Citizenship Education (Civic Education) is a learning subject that carries a mission to form the nation's personality, namely as a conscious effort in"nation and character building". In this context, the role of Civics for the survival of the nation and state is very strategic. A democratic state must ultimately rely on the knowledge, skills and virtues of its citizens and those they elect to occupy public office.

Civics aims to prepare students to become good citizens (to be good and smart citizens) who have a strong commitment to maintaining diversity in Indonesia and maintaining national integrity. Furthermore, according to Budimansyah&Suryadi (Kariadi, 2017: 31) "Civics is a field of study that carries out a national mission to educate the nation's life".

In the Civics curriculum, the materials contained in it are expected to provide students with an understanding of information about citizenship, which in turn can increase students' citizenship awareness and further encourage students to participate in civic

activities in small spheres such as at school and in school. a wider scope, namely in the life of the community, nation and state. II.

METHOD This type of research is a case study (case study) which is part of a qualitative method that intends to explore a particular case in greater depth by involving the collection of various sources of information. Creswell defines a case study as an exploration of bounded systems or cases. It is an interesting case to study because the specific features of the case have meaning for others, at least for the researcher.

According to Patton, a case study is a study of the specificity and complexity of a single case and trying to understand the case in a particular context, situation and time. With this method the researcher is expected to capture the complexity of the case. The case must be single and special. He also added that this study was conducted because the case was so unique, important, useful for readers and society in general.

By understanding the case in depth, the researcher will grasp the importance for the interests of a particular community organization or community. To obtain data that is valid and can be accounted for scientifically, the researcher uses data collection techniques, namely observation is the visible behavior and the goal to be achieved. Therefore, the researcher made observations and observations directly in the field according to the sample used.

An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. The interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, but also if the researcher wants to know more in-depth things from the respondent.

This data collection technique is based on self-reports or self-reports, or at least on personal knowledge and / or beliefs. In qualitative research data is a source of theory or theory based on data. The categories and concepts are developed by researchers in the field. Field data can be used to verify theories that arise in the field and are continuously refined during the research process and are carried out repeatedly.

The data analysis is open ended and inductive because it is open to change, improvement and refinement based on newly entered data. The analysis used in this qualitative research is descriptive analysis, which is linking one data with another, then drawing a common thread from these data so that a complete picture of a phenomenon that is studied is obtained.

The data analysis technique in this study refers to the Miles and Huberman model analysis technique which consists of three stages, namely data reduction which means summarizing, selecting the main things, focusing on important things, looking for themes and patterns and removing unnecessary ones. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection and search for it if necessary. Data reduction can be assisted by electronic devices such as mini computers, by providing codes on certain aspects.

In this case the researcher explained the data obtained by the researcher from the research object, namely the learning process of citizenship education in elementary schools in Pasar Minggu sub-district. Data presentation can be done in the form of brief descriptions, charts, and relationships between categories. In this case, Miles and Huberman, who are most often used to present data in qualitative research, are narrative texts.

In this case the researcher presents the data obtained from the research location as well as a description of the learning process that is fun to face the era of disruption. Conclusion and American Journal of Humanities and Social Sciences Research (AJHSSR) 2020 A J H S S R J o u r n a l P a g e | 378 verification. The initial conclusions put forward are still provisional, and will change if no solid evidence is found to support them at the next data collection stage.

But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. In this case the researcher draws conclusions from the data obtained by researchers from the research object of elementary school students in Pasar Minggu sub-district as well as a description of the fun civic education learning process. III.

RESULT AND DISCUSSION The existence of a configuration or systematic framework of citizenship education is built on the basis of a paradigm in a curricular manner designed as a learning subject that aims to develop individual potential to become Indonesian citizens who have noble, intelligent, participatory and responsible morals.

Citizenship education is theoretically designed as a subject of learning that contains cognitive, affective, and psychomotor dimensions that are confluent or mutually penetrating and integrated in the context of the substance of the ideas, values, concepts and moral of Pancasila, democratic citizenship, and state defense. In the present era, the goals of education should not only be based on the cognitive strengthening of students, but affective and psychomotor strengthening must also be owned by students as a

result of the process of civic education programmatically designed as learning subjects that emphasize content that carries values (content).

embedding values) and learning experiences in the form of various behaviors that need to be realized in everyday life and are the demands of life for citizens in the life of society, nation and state as a further elaboration of ideas, values, concepts and morals Pancasila, democratic citizenship and state defense. The development of the K-13 curriculum (Curriculum 2013) where the curriculum does not only focus on knowledge alone, but attitudes and skills.

This assessment is used for all subjects. For this reason, cooperation between teachers and students is required for the sake of increasing character. In learning at school, of course the teacher must be able to apply strategies or attractive learning models to build the enthusiasm of students in learning. The teacher's goal is not only to make students smart, but to shape their attitudes towards a better one.

If the child already has a good attitude, it will be easier for him to accept the knowledge conveyed to the teacher. Teachers must be able to package the learning process to be innovative. Innovative learning consists of approach student centered, multi models and methods, multimedia, multi learning resources, contextual learning, cognitive, affective and psychomotor-based evaluation, the position of the teacher as director. of learning.

Innovative learning is carried out to improve character and make learning more meaningful. In preparing learning, teachers must also pay attention to character-based RPP (Learning Implementation Plan) by paying attention to the 11 character values formulated by the Ministry of National Education (Setiawan, 2012) which include devotion, honesty, discipline, democracy, justice, responsibility, love for the country, orientation.

on excellence, mutual cooperation, respect, and are willing to sacrifice. These 11 values must be present in every objective of implementing learning so that the character of students can be formed. Industry 4.0 is called the digital revolution or the era of technological disruption, which is the use of technology from various fields, especially education such as gadgets or smartphones. This means that the industrial revolution is used as a challenge and utilization. The industrial revolution 4.0

is said to be a challenge if the use of technology is misused by elementary school students. if social media such as Facebook, Whatsapp, YouTube, Instagram, and others. The reality is that elementary school students in the era of disruption now often post bad sentences and photos and videos, this is due to ethical degradation and deviation

of moral values. It is different with the use of technology in the era of disruption if it is used as a tool in the learning process.

Age may develop, no matter how good the times are, keep upholding moral values and instill them in students so that they can practice them in everyday life. If even one moral value is not implemented, the character of the students will decline and even have no more morals. The implementation of Civics education in Indonesia nowadays must be continuously improved despite facing quite difficult obstacles and weight.

Civics education in schools is still very much in need of improvement. Education elementary schools have a limited number of quality, either managed by the government and private sector, so that there are not enough graduates adequate for the implementation of comprehensive and quality Civics education.

This brings the consequence that it is not impossible that there are a number of qualified students, but the majority of students as a candidate for a cadre of the nation or a citizen, the quality of it cannot yet be guaranteed filling and carrying out a variety of jobs and professions in one 21st century society. IV. CONCLUSION The era of disruption should be used as an opportunity for educators, especially teachers to improve educational progress.

Digital-based education should not be a disaster, but rather a challenge that must be resolved and try to make this challenge an opportunity in a more competent education, especially in improving the character of elementary school students based on moral values. Technological advances must be put to good American Journal of Humanities and Social Sciences Research (AJHSSR) 2020 A J H S S R J o u r n a l P a g e | 379 use and still pay attention to moral values so that later students can become the next generation of intelligent, skilled and characterized nation.

Forming the character of elementary school students based on moral values in the era of disruption can make students into a generation that will continue to heed the values of Pancasila to become the guide for the Indonesian nation throughout the ages and not be left behind by technological advances that continue to develop from time to time. REFERENCES [1] Agustrian, Nyimas Lisa. (2017). Management of the Life Skill Program at the Al-Hafidz City Halfway House [2] Azizan, Nashran. 2017.

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