

# Implementation of Moral Values and Character Education in PKN Learning in Elementary Schools

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## Abstract

This study aiming for know implementation education moral values and character in learning civics at school basic. Education has role important in to form knowledge, morals and character participant educate. However, the system education moment this still tend focus on aspects cognitive, so that not enough effective in handle moral and character crisis. Character education expected capable to plant values sublime, such as religiosity, honesty, discipline, and love homeland, which is in line with Pancasila. Civic Education ( PKn ) plays a role as means For develop character student with blend theory and practice moral values in life everyday. Challenges in implementation education character covers lack of understanding deep and only just memorization. Implementation moral and character education need involving teachers, parents, and the environment to be effective. Teachers have role strategic in integrate values character in the learning process, including through method cognitive, affective, and psychomotor. With collaboration various parties, moral and character education can help overcome moral crisis and forming students who are moral, ethical and ready face future challenges. The methods used is a literature review, where the reference covers journal scientific, books, and other literature sources that support Literature review. This research aiming for evaluate implementation moral and character education through eye Citizenship Education ( PKn ) lessons in to form students with character in accordance with Pancasila values in schools basis. The issues raised related moral crisis that occurred among teenagers, which indicates that education character in school not yet running optimally.

**Keyword:** Moral Values, Character, Learning Civics

## 1. INTRODUCTION

Education becomes a process of transformation knowledge involving a number of aspect or component which support activity education. But education that is currently this still too put forward knowledge cognitive, thing this seen from a failed teacher overcome moral and character development his students. This is proven use the rise news about mischief-making teenager. Condition this crisis and moral decline indicates that all moral knowledge gained on the bench school it turns out no impact to change character Indonesian children. Admittedly, the problem character or morals indeed no fully neglected by educational institutions, will but with the facts around decline characters around we show that there is failure of institutions education we in matter grow Indonesian people with character or moral noble. Moral education is education that has been set the provisions that will be will make guide road man for do matter or habituation good and will give directions actions, attitudes and behavior in demand good and bad. Moral education plays a very important role in the world of education for to form character in good habits as well as can differentiate good and bad things good and things that can done and not done proper done. Implementation education character no can stand alone however integrate use lessons learned enter moral values and character culture nation indonesia. education character nation can done use habituation noble moral values in students and get them used to it they use norms that go hand in hand with character nationality. Education listed characters in mandate Constitution Number 23 of 2003 concerning system education deep national chapter three confirm that development potential student as human beings who believe and are devoted to god almighty, have morals noble, healthy, knowledgeable, capable, creative, independent, and as citizens of a country that democratic and responsible answer.

The 2013 curriculum contains 18 indicators education character nationality become material for apply education character nation. Among them, religious, honest, tolerant, disciplined, hard work hard, creative, independent, democratic, curiosity know, spirit nationality, love homeland, appreciate achievement, friendly/communicative, love peaceful, energetic reading, caring environment, care social, responsibility answer. Abdul Hadis, (2000:264) said that interest and attention elementary school students towards eye lesson PKN is very low. This is due to because material eye lesson Civics too abstract and loaded with values. Usually student only memorize material, no understand meaning, less live it up meaning, and not apply it good at school whatever in environment everyday. PKN is eye lessons used as vehicle in develop and preserve values and morals rooted in culture Indonesian nation. These values and morals expected can realized in form behavior life daily Good as individual and also as member society, and creatures creation of almighty god. Civic education expected can grow understanding and comprehension student to formation character as well as make planter kindness good character as expected in moral education. Have kindness character aiming for educate student become a whole and independent person as well as based on morals and manners noble character. The reality that occurs at the moment this, implementation moral and character education character is very concerning in the development of the times. Family, community and environmental factors greatly influence purposeful moral cultivation for to form character students, without existence help factor the planting character no walk as expected for face development of the times. Moral and character education is one of form planting moral values and character to inhabitant schools that include components knowledge and awareness or will, and action for carry out values said. See the above problem moral and character development is very much needed in education this moment.

In addition, teachers are very influential in formation and development of morals and character participant educate. According to Djahiri (1999), Values are price, meaning, content and message, spirit or written and implied soul in facts, concepts and theories so that meaningful in a way functional. Functional value for directing, controlling and determining behavior in demand someone, because mark made into standard behavior in life. Value education is a planting process values character to children in schools which include aspect knowledge, awareness or will, and action for carry out values said, good towards god almighty (YME), myself yourself, others, the environment, and nationality so that become quality human being morals and manners his character. According to Ouska and Whellan (1997) Moral education is principle good bad that exists and is attached in self individual / someone. Despite that moral is at in self individual, but morals are in a system that contains rules. Morals are principle good bad, nature and meaning morality can seen from method individual in comply and also operate rules. Character is a embedded values in self someone who is obtained from experience, education, sacrifice, experimentation, and influence the environment then mixed and matched with the values contained in self someone and become mark intrinsic that is manifested in system Power the struggle that followed slope attitudes, behavior, and thoughts someone (Alfi Yuda, 2021). Udin S. Winataputra, (2008:2.2) stated that Citizenship Education ( PKN ) is eye lessons that have one of the objective as education that implements mark in the learning process. In the educational process national Civics basically is means building morals and character. PKN is also a vehicle socio-pedagogical intelligence life child nation. This is in line with Conception function education national in to form character as well as civilization a dignified nation in frame to make smart life nation.

## 2. RESEARCH METHODOLOGY

This study use literature review method, which aims for review, analyze, and synthesize relevant literature implementation education moral values and character in learning civics at school the basis of this method chosen because approach this allow researcher for evaluate existing knowledge, finding gap research, as well as give guide for research and practice education in the future. All sources used in this study listed in the reference list in accordance with style acknowledged quotes. This references covers journal scientific, books, and sources literature others who support review library.

## 3. RESULT AND DISCUSSION

From research conducted by Amalia Dwi Pertiwi et al ( 2021) say that education character is matter important mandatory applied to every level education especially in school basic. Because education character own objective for turn on return character or characteristics typical from citizens, especially in Indonesia, who are in line with existing values in Pancasila, including is mark piety, faith, honesty, caring as well as mark ethics or polite polite. One of the eye the right lesson for apply values education character is education

citizenship. Civic education it is said appropriate because inside it load learning that can produce participant educate for become citizen or good and well to do people harmonious character with the values contained in Pancasila. However, in the process of implementation mark education character in education citizenship in school base there is a number of factors that influence it, both supporting factors and inhibiting factors. Azhar and Achmad djunaidi, ( 2018 ) in his research entitled "Implementation of Moral Values and Character in PPKN at SMP Darul Hikmah Mataram". The results of the research show that strengthening moral values and character nation can done with method give knowledge knowledge, and prioritizing morals, character, attitudes, ethics and behavior in demand in accordance with Pancasila and the law 1945 Constitution. Implementation of moral and character education in Elementary Schools can done with student - centered education. Learning in a way comprehensive for produce moral students become the main focus in development character moment this. Teachers must capable create atmosphere environment studying in school like atmosphere environment life in family. Love and care a Mother to his son in life family, must can applied a teacher in life in the classroom. The role of parents in to plant moral education will impact positive to behavior in demand students at school ( Fathurrohman , 2019).

Implementation implementation moral and character education through eye lesson Civics can carried out by the class teacher who teaches in the implementation process learning with how teachers relate education character to in activity evaluation implementation education character, teacher uses three evaluation namely, assessment cognitive, affective, and psychomotor D Setyaningsih, et al (2020). In a study entitled " Implementation of Character Education in Overcoming Moral Crisis in Schools " (Saiful Bahri, 2015). Put forward that the integration of education character is urgent aspects in overcome problem moral crisis. So in implementation integration education character in school done in three regions, namely through learning, through extra curricular and through culture school. Such efforts the is business school for overcome moral crisis that occurs in oneself participant educate, where in the end this enough critical. Kumala Sari (2019 ), in his research state that in matter delivery education grades at school for educators / teachers still using the approach model learning contextual that is effort educator for connect between the material he taught with real world situations that is push participant educate do connection between the knowledge he has with its implementation in life they as member family and society. System the learning adopted in Elementary Schools is not let go from existence regulation government area about National Education Standards and Government Vision Regency Sharpening namely " Realizing "Religious , Healthy, Intelligent, and Independent Asahan ". For that related with regulation that, every day Friday finished do activity Friday clean in every school religious program held namely lesson additional purpose is shaping children's morals become level understanding high moral values in order to be able to implemented in his life daily.

#### 4. CONCLUSION

Based on results study can concluded that implementation education values and character need applied in every level education especially at school basic, because education moral values and norms own objective for turn on back to morals and norms or especially in Indonesia which is in line with existing values in Pancasila, including is mark piety, faith, caring , honesty as well as mark ethics or polite polite and deep realize values the no let go from role of school teachers basic. Teachers must enter character targets in eye lesson civics so that in the learning process the teacher does not only focus on materials that are of a nature cognitive, will but How values characters that must be instilled in students school base. The role of a teacher who has competence academic, where can prepare related programs with planting values moral and character education for child school basic. However, in planting education main moral values and character is exemplary. People old give example positive behavior to children, the teacher gave example to child his students. Meanwhile that, the leaders give example good character to public.

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