

International Journal of Students Education



Page 13-16

ISSN 2988-1765

Vol 3 No 1 2024

Copyright © Author International Journal of Students Education

This work is licensed under a Creative Commons Attribution 4.0 International License



IMPLEMENTATION OF MORAL VALUES AND CHARACTER EDUCATION IN PKN LEARNING IN ELEMENTARY SCHOOLS

Nanda Dwi Andini¹

¹Prospective Professional Teachers of the Republic of Indonesia

Email: nandadwiandini14@gmail.com

Abstract

Objective this study in learning civics, morals and character is matter the main thing that needs to be done instilled in children elementary school age, because of the learning process civics elementary school at the this moment own objective in moral and character formation child. Implementation moral values and character in citizenship Education learning needed Readiness prepare device comprehensive learning, moral values and character student must taught in class. Moral values and character are taught to children. that is attitude tolerance, respect, speaking polite polite, honest, and mutual appreciate and please help. Factor affecting moral values and character child seen from aspect positive like, get used to for follow activity religious, guiding child for always do good. Factors that influence morals and character child is factor environment, factors friends, and media factors or technology. This research aiming for analyze Implementation of moral and character values education in subjects civic education learning in elementary school. In this study the method used that is approach qualitative research conducted in a way descriptive. Basic or theory from this time's discussion can from results studies literature or the literature obtained from a number of relevant sources like journals, articles and books.

Keywords : Moral values, Character Education, Pkn Learning, Elementary School

Introduction

Education becomes transformation process knowledge involving a number of aspect or supporting components educational activities. But education which is currently this still too put forward knowledge cognitive, thing this seen from a failed teacher overcome moral and character development his students. This proven use the rise news about mischief-making teenagers. That's why government this moment promote compulsory education based on character. Condition critical and moral decline indicates that all knowledge the trust and morals he gained on the bench school it turns out no impact to change character Indonesian children. Even those who look is so the amount Indonesian children who do not consistent, different things are said, and different actions too. Many people have the view that matter this allegedly started from what the child gets from the world of education. Admittedly, the problem character or morals indeed no fully neglected by educational institutions. However, with the facts around decline characters around we show that there is failure of our educational institutions in matter grow Indonesian people with character or moral noble. Moral education is an education that has 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 is very play a role in the world of education for to form character in good habits as well as can differentiate good and bad things good, which can done and not done proper done. Implementation of character education no can stand alone however integrate use lessons learned enter moral values and character culture indonesian nation. Character education 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. Character education is listed in mandate Constitution Number 23 of 2003 concerning the national education system in chapter

three confirm that development potential student as a person who believes and is devoted to god almighty one, moral noble, healthy, knowledgeable, capable, creative, independent, and so on people of a democratic and responsible country answer. The 2013 Curriculum contains 18 indicators of Character Education nationality become material for implementing character education 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 civics very low. This is can understood , thing this 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 and 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 as member society, and creatures creation almighty god one. Civic education can expected can grow understanding and comprehension student to formation character as well as make planter kindness good character as expected in Moral Education. Having kindness character aiming for educate child educate we become a whole and independent person as well as based on morals and manners noble character. The reality that occurs at the time this is the implementation of moral and ethical education character very paying attention to developments over time. Factor family, society and environment very influence purposeful moral cultivation for to form character student without factor the planting character no as expected for to face the development of the era. Moral and character education is one of form planting moral values and character to the citizens schools that include component knowledge and awareness or will, and action for carry out values said. See the above problem moral and character development very needed in Education at the moment this. Besides that teacher is 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 of the value made into standard behavior in life. School 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 to Almighty God One (YME), self yourself, others, the environment, and nationality so that become quality human being morals and manners his character. Moral education is education for make child man moral good and humane, while Ouska and Whellan (1997) in morals are principle good bad that exists and is attached in self individual / someone. Despite that moral different in self individual, but morals are in a system that contains rules. Morals are principle good bad. The nature and meaning morality can seen from method an individual who has morals and obeys and operate rule. Soemarno the Soedarsono say that character is a embedded values in self someone who is obtained from experience, education, sacrifice, trial, and influence the environment which 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 Yua , 2021). Udin S. Winataputra , (2008:2.2) stated that civic education (pkn) is eye lessons that have one of the objective as an education that implements mark in the learning process . In the national education process 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.

Research Methodology

Methods used in study This is systematic review in accordance with *Meta-Analyses*. The search process focus on the article journal about Implementation of moral and character education in learning civics in elementary school. Search literature conducted on 01-09 June 2022 via electronic database *Google Scholar and Google Scholar*. Words key used in look for article journal is " *moral values , character , and citizenship education ,*" Article journal filtered based on title and abstract, then chosen based on Criteria namely moral and character values education in learning Civics in Elementary School. Search results beginning literature obtained journal article as many as 18,600. After going through inclusion obtained appropriate journal with criteria study for done systematic review.

Result & Discussion

Character building

From research conducted by Amelia Dwi Mother Earth et al (2021) said that character education is matter important mandatory applied to every levels of education especially in schools basic. Because character education own objective for turn on return character or characteristics typical from citizen especially in Indonesia which is in line with existing values in Pancasila, including is piety, faith, honesty, caring as well as mark ethics or polite polite. One of the eye the right lesson for apply character education values is citizenship education. 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 implementation process character education values in citizenship education in schools base there is a number of factors that influence it, both supporting factors or those that hinder. Azhar, and Acmad djunaidi, (2018) in his research entitled " Implementation of Moral values and character" In "civics at Darul Hikmah Elementary School, Mataram ". Research results 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 as appropriate with Pancasila and the law 1945 basis.

Implementation of Moral Values Education and Character in learning Civics in Elementary School

Implementation of moral education in elementary schools can done with student - centered education. Student pushed for own experience direct in moral education. Learning in a way comprehensive for produce moral students become the main focus in development now character this moment. Teachers must capable create environment studying in school like environment life in family. Love and care a mother to her child in life family, must can applied in life in the classroom. The role of parents in instilling moral education will impact positive to behavior in demand students at school (Fathurrohman , 2019). Research result in the form of data obtained through observation, interviews, and documentation. Analysis techniques in this study use data analysis with steps : data reduction, data display/ presentation, taking conclusion then verified. Implementation Implementation of character education through eye lesson civics at noble islamic school already in accordance with planning made by the class teacher who teaches. Planning process done by the teacher to determine mark the character that will developed on participants educate. In the implementation process learning, teachers relate character education to in activity introduction, core activities, and activities closing, last in the assessment process implementation of character education, teachers use three evaluation namely, assessment cognitive, affective, and psychomotor. D Stiyaningsih, ddk (2020), entitled implementation of character education in learning civics in elementary school. In research entitled “ Implementation of character education in overcome moral crisis in schools ” (Saiful Bahri , 2015). Putting it forward that Integration of character education is urgent aspects in overcome problem moral crisis. So in implementation of character education integration in schools 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 of value education in schools for elementary 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 participant educate, encourage 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 region no. 2005 concerning national education standards and vision government regency sharpening that is " realize asahan which is religious, healthy, intelligent, and independent ". 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. Based on review results of 6 articles journal that has been chosen in accordance with the keyword, it is known that moral values and character education for student school base in learning civics with method incorporate moral and character education to in load all eye lessons at school especially civics, so that student school base can behaving good behavior, get used to it positive behavior among school, and create students with good morals good. Implementation of moral and character education in learning civics must customized with situation learning. Implementation learning carried out by teachers often uses method conventional, so that participant educate become bored in learning civics. Therefore evaluation Achievement of moral and character values education in learning civics at school base very depends on the teacher's method teach and give understanding to participant educate, and use observation behavior participant educate in learning and

beyond learning. So that can realize participant religious, intelligent, and independent education, and achieve objective learning civics with character.

Conclusion

Based on results from this study, can concluded that Implementation of values and character education 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 priority to students school basic. Role a teacher who has competence academic, where can prepare related programs with planting moral and character education values for child school basic. However, in instilling moral and character values education is the main thing is exemplary. Parents give example positive behavior to the teacher's children gave example to child his students. Meanwhile that, the leaders give example good character to public.

References

- AD pertiwi , SA nurfatimah, DA Dewi , YF Furnamasari (2021). Implementation of Character Education Values In the Subject of Learning Civics in Elementary School . Journal basicedu research & learning in elementary education.
- Alif Yuda , (2021). Definition Characters , elements , types , and Miscellaneous its necessary formation known . Source : Maxmanroe , Dosensosiologi
- Azhar , and Acmad Djunaidi , (2018). “ Implementation of Moral Values and Character In Civics at Darul Hikmah Elementary School Mataram . Civicus Pancasila and Citizenship Education
- D Setiyaningsih,F Rosmi, G. Santoso, A Virginia (2020). Implementation of Character Education In Learning Civics in Elementary School . DIKDAS MATAPPA: and e-ISSN: 2620-6307 link: <https://journal.stkip-andi-matappa.ac.id/index.php/dikdas>
- Djahriri , Ahmad Kosasih (1992). The Affective World , Values and Morals. Bandung: Lab.Ppmp-Fpips
- Fathurrohman , (2019) Implementation of Moral Education in Elementary Schools journal Elementary Education Sector (jbpdp), Vol. 3 no.1 January 2019. <https://journal.unikama.ac.id/index.php/jbpdp>
- Kumala Sari, (2019) Integration of Values Education in Build Character Students in Elementary School in subdistrict Crossroads Four Regency Sharpening North Sumatra Province . Ristekdik (journal guidance and counseling)
- Nurfaizah Ap, (2017) *Citizenship Education Learning Mode As Moral Values Education in Elementary Schools* . Journal Education publication , 7 (2). pp . 102-107. ISSN 2088-2092
- Saiful Bahri , (2015). Implementation of Character Education In Overcome Moral Crisis in Schools . TA'ALLUM, vol. 03, number 01
- Udin S. Winataputra . 2008. Learning Civics in Elementary School. Jakarta: Open University