



IMPLEMENTATION OF CHARACTER EDUCATION VALUES IN PKn SUBJECTS IN ELEMENTARY SCHOOLS

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Abstract

This study aims to examine the implementation of character education values in the subject of Civic Education (PKn) in Elementary Schools. Using a literature review research method, to obtain in-depth data regarding Civics teaching practices. The findings indicate that character values such as honesty, discipline, and responsibility have been integrated into the Civics curriculum. Teachers employ various strategies, including project-based learning and group discussions, to instill these values. Although there are challenges in the consistency of character value implementation, particularly related to time and resource limitations, collaborative efforts among teachers, students, and parents demonstrate positive potential in student character development. This study recommends the need for further training for teachers as well as strengthening parental involvement in supporting character education in schools.

Keywords : Character values, Implementation, Elementary School

Introduction

Education is the main key in building the nation and developing self-potential as stated in the Republic of Indonesia Law Number 20 In 2003, that: Education is a conscious and planned effort to realize atmosphere Study And process learning so that participant educate actively develop their potential to have strength religious spirituality, self-control, personality, intelligence, morals noble, and the skills needed by himself, society, nation and state. According to (Nuryanto, 2008) education in practical philosophy has three strata, namely *naming, reflecting, and and acting*. Education should be the solution to various problems in our country. One of them is aimed at making students into humans who have good karate values. Civic Education or PKn according to Zamroni in (Budiutomo, 2013) that civic education is a democratic education that aims to prepare the nation's children to become a society that can have critical thinking and can also act democratically. This is in line with the opinion of Somantri in (Puji, 2013) who said that Civic Education or PKn is an effort made in preparing students by providing various knowledge and basic skills related to the relationship between society and the state and also basic education about national defense, which is expected to be able to make students as children of the nation who are useful for themselves, the nation, and also the state. Objective of civic education according to Pertiwi (2021) is to mature Indonesian citizens or Indonesian society in living as a nation and state as a society that is part of a country and recognizes itself as a democratic country. The Content Standards for Elementary and Secondary Education units issued by (Depdiknas, 2006) which stipulates that the subject of Civic Education or PKn is a subject that focuses on increasing the understanding of the Indonesian people who understand their rights and obligations.

The Ministry of Education and Culture in (Hardini, 2015) explains that the subject of Civic Education or PKn aims to make students citizens who are expected to have an intellectual soul and be able to think critically in responding to problems that occur in Indonesia. Character education is currently a hot topic of discussion among people in the world of education. Education is a process that everyone must go through. Education is the main pillar Education is the main pillar for advancing the next generation of the nation for the intellectual development

of children. This intellectual development will later shape the personality or character of the child (Fatonah, 2022). Talking about development personality is not much different from studying personality. Character education has become very popular lately. This, with introduction education improvement character (PPK) into the curriculum on year 2013. "Character means know what which well, want what which good, and do what which good (what is good) to know what which good, want what which good, and do what even which good." (Ariyanti et al., 2019, 44). Based on the reviews above, it can be concluded how important it is to implement character education in Elementary Schools. Instilling character values as early as possible in students is very appropriate because elementary school students imitate and carry out the directions given by their teachers. Currently, in the author's area, there are several schools that implement character values, this is what attracts the attention of researchers to see other elementary schools. Have they implemented character values or not?.

Research Methodology

In this study, the author uses the *literature review research method* to find out how previous studies on the Implementation of Character Values. *Literature review* is a research method with an approach used to collect and analyze findings from various literature sources that are relevant to the research topic. This study aims to provide a deeper understanding of a particular problem or phenomenon by looking at various studies or theories that have existed previously. The following is an explanation of the steps in *literature review research* , along with expert opinions: Steps in *Literature Review Research*

1. Identifying Topics and Research Objectives Before starting a literature review. According to (Hart, 1998) choosing the right topic is a crucial first step. The topic must meet two main criteria: relevance to the field of science and the existence of a knowledge gap that needs to be filled.
2. Literature Search, according to (Booth et al. 2012) suggests a systematic and comprehensive literature search. This is to ensure that the sources used truly represent a variety of perspectives in the field being studied.
3. Literature Selection and Screening . According to (Snyder, 2019) emphasizes that literature screening must be carried out very carefully to avoid selection bias and ensure that the selected research does make a significant contribution to the understanding of the topic being researched.
4. Literature Analysis and Synthesis . According to (Garrard, 2016) literature synthesis is not just summarizing existing results, but also exploring relationships between findings, identifying patterns, and suggesting future research directions.
5. Literature Criticism. According to (Fink, 2014) emphasizes the importance of constructive criticism of previous research. Researchers must be able to assess limitations and room for improvement in existing literature, as well as indicate gaps that can be filled with new research.
6. Writing a Literature Review. According to (Ridley, 2012) argues that writing a literature review must be done in a systematic, clear, and easy-to-understand manner. Researchers must organize arguments logically so that readers can follow the train of thought built in the literature review.

Result & Discussion

Character values are a set of traits that show a person's goodness, virtue, and moral maturity. Some examples of character values that can be developed are:

1. Religious
2. Honest, trustworthy, and speak wisely
3. Independent, disciplined and responsible
4. Respectful, polite and a good listener
5. Generous, helpful, and cooperative
6. Be confident, creative and never give up
7. A good and fair leader
8. Kind and humble

Based on the results of observations made, the author sees that in previous studies have implemented character values. Be it religious values, honesty, discipline, politeness, helpfulness, and willingness to work together with friends. The implementation of character values assisted by teachers is not only carried out during learning hours, but also outside of learning hours. The results of research on the implementation of character education values in Citizenship Education (PKn) subjects in Elementary Schools show several findings that describe the conditions and practices in the field:

1. Implementation of Character Values in the Curriculum : Researchers found that character education values, such as honesty, discipline, responsibility, tolerance, and cooperation, have been integrated into civics

learning materials. Teachers prepare lesson plans that are good at covering the teaching of these values through various themes.

2. **Varied Teaching Methods** : Teachers apply various creative and interactive teaching methods. Project-based learning methods and group discussions are also used to encourage students to actively participate. Through these activities, students learn to work together and respect the opinions of their peers, which contributes to character development.
3. **Student Participation** : Students showed high enthusiasm in participating in Civics lessons, especially when faced with activities involving collaboration and active learning. Field observations showed that students found it easier to understand and internalize character values when applied in a practical context.
4. **Challenges in Implementation** : Despite significant efforts in teaching character values, this study also encountered several challenges. Time constraints in the learning schedule, lack of resources, and varying parental awareness of the importance of character education were inhibiting factors. In addition, some teachers found it difficult to objectively assess students' character development.
5. **Support from Parents and Community** : Interview results show that parental and community involvement greatly influences the success of character education. Schools that successfully involve parents in educational activities and routine communication show better results in the formation of student character.
6. **Recommendations for Improvement** : This study recommends the need for ongoing training for teachers to improve their competence in teaching character values. In addition, it is important to build a strong relationship between schools and parents so that character education can be holistically integrated into students' lives.

Conclusion

The implementation of character education values in Civic Education (PKn) subjects in Elementary Schools shows that values such as honesty, discipline, responsibility, and cooperation have been successfully integrated into learning. Various teaching methods, including project-based learning and group discussions, have encouraged students to actively participate and understand these values in a practical context. However, there are several challenges faced, such as limited time, resources, and parental support. The involvement of parents and the community in character education has proven to be very important for the successful implementation of these values. Therefore, it is recommended that further training for teachers and strengthening cooperation between schools and parents are needed. With better efforts, character education can be implemented more effectively, supporting the holistic development of students' character.

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