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BUILDING NATIONAL CHARACTER THROUGH PKN LEARNING IN ELEMENTARY SCHOOL

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Abstract

Civic Education (PKN) is an important part of building national character. PKN is a national education system, in its implementation it can create, build, and develop abilities, as well as values contained in PKN learning. This means that education is able to facilitate students to carry out the learning process. PKN learning strategies need to be adjusted to the challenges of the times that continue to develop. This means that education is not a process that occurs by chance, but rather an effort that is planned and implemented with a specific purpose. This article discusses strategies and challenges in developing national character through PKN learning in elementary schools. Some effective strategies include the use of local value-based approaches, the application of active and collaborative learning, and the integration of technology in the learning process. The challenges faced include lack of resources, gaps between the curriculum and the actual needs of the community, and challenges in building a deep understanding of civic values amidst complex social dynamics. By paying attention to the right strategy and overcoming existing challenges, PKN subjects implemented in schools can be a foundation for building quality student character.

Keywords : Building national character, PKN, Elementary School

Introduction

Education is a teaching process to educate students to be able, understand, and make them think smarter. Education can be used as a structured means to get a better level of life. Education is a conscious effort to prepare students to face future roles through teaching and training. This means that education is not a process that occurs by chance, but rather an effort that is planned and implemented with a specific purpose. Education equips students with knowledge, broader insights, skills, and values that will help them play an effective role in both their personal and professional lives in the future. Education covers various aspects, including guidance to help students understand and develop their potential, as well as training aimed at honing practical skills. Thus, education serves as a foundation for the development of individuals who are able to contribute positively to society and can face future challenges (Byker, 2019; Eybers, 2024; Katzarska-Miller, 2019; Nurjanah, 2020; Sultoni, 2023). Through education, individual character can be built well by teaching. At this time, it is very concerning to hear and see actions that are not in accordance with personal values that should not be by students, especially at the elementary school level. Such as, swearing, violence such as bullying, free sex, brawls between schools, and playing gadgets to forget their obligations (Baiden, 2019; Colenbrander, 2020; Thornberg, 2019; Zhao, 2019). In this problem, character education is a solution in an effort to overcome it. Character education is a method of instilling character behavior in humans. Character education cannot be achieved immediately, but of course it lasts a lifetime with habits and examples in everyday life, through stages and processes and habits. This habit and exemplary behavior certainly occurs through the individual and the environment such as the home environment, school, or in society, it is certainly done by oneself and also the surrounding environment. Furthermore, the implementation of character

education is basically integrated into educational practices in all subjects. Pancasila values are not implemented by students independently, so students, especially elementary school level, really need education that can build character. Civics is a subject that aims to build and shape the character of its students. Civics is rooted in the Latin word "civicus", which means "citizen" in ancient Greece. This understanding of citizenship is then seen as the beginning of "civics education". Civics education (PKN) in elementary schools has a basic role in educating a quality national character (Danker, 2023; Ghosn-Chelala, 2019; McLaren, 2022). Through civics learning, children learn about national values, democracy, tolerance, and diversity which are the most important foundations in building their identity and character as good citizens.

Research Methodology

The method we use in the discussion of the report is using a qualitative method. This method aims to explore the meaning, experience, and views of individuals or groups in a particular context. Qualitative research usually focuses on non-numerical data, such as words, text, or images, and prioritizes an in-depth understanding of the research subject rather than generalizing the results. Qualitative research methods are methods that emphasize deeper observation. Therefore, the use of qualitative methods in research is expected to allow a more comprehensive investigation of the phenomenon. Qualitative research is a study of the experiences of research subjects, phenomena such as actions, cognitions, drives, behaviors, etc., in a comprehensive manner in the form of descriptions and various applications in the form of words and language in a particular natural context aimed at understanding. This qualitative research aims to investigate, discover, describe, and explain the nature and characteristics of social influence that cannot be explained. This research method is carried out with the aim of being able to collect information in the form of a library research method that collects information by reading several journals, article references, books, and e-books, or library research conducted by researchers in data collection. The data in-depth method used in this study is content analysis data.

Result & Discussion

Definition of citizenship education

Civics is a compulsory subject taught at all levels of education, from elementary school to college. Civics is one of the main parts in instilling character education. However, Civics is sometimes considered less important because it has memorization material that cannot carry out its benefits as the main part of character education. In fact, in Civics there are two important character values, namely core character values and main character values. Core character values aim to create students who are religious, honest, intelligent, tough, democratic, and caring. While the main character values aim to create students who are nationalistic, obedient to social rules, respect diversity, aware of the rights and obligations of themselves and others, responsible, think logically, critically, creatively, and innovatively, and independent (Juliardi, 2015). According to Puspa Dianti, "the Civics subject is actually one of the subjects rich in character values." Because of that, Character Education in Indonesia should have been implemented well because at every level of school there must be a civics subject. In Law number 20 of 2003 concerning the National Education System, it is also explained that, Civic education based on Pancasila and the 1945 Constitution, functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on this, it is shown that civic education has a very important role in the implementation of character and moral education for the nation's children. And also proves that basically character education can really be realized in classroom learning in civic education subjects and requires better innovation from teachers who will teach it to students.

Building National Character through Civic Education Learning

Civics education can be equated with democracy education, the purpose of which is to organize individuals into citizens who think critically and function democratically. Democracy is a design of social life that guarantees the protection of citizens' needs. The purpose of this training is to instill awareness of the importance of civic education as a form of national education design through various activities. The process of civic education can empower and cultivate students. This means that the process and results of education make it easier for students to carry out the learning process. In building national character, it is necessary to involve various parties such as the home environment, community environment, school environment, and also the nation and state. In today's era, the reality is that in the school environment there are still many children who behave badly, such as lying, skipping

school during class hours, having no ethics towards school residents, bullying, and even brawls between students and many more. Through civic education as an education that instills moral values, we can shape and strengthen the character of students so that they become not only intelligent citizens, but also good citizens. However, there are still many weaknesses in civic education, one of which is in learning.

In civic education, more emphasis is placed on how well students master the material, or perhaps only the cognitive aspects of students are emphasized, while the development of emotional and psychomotor skills still receives less attention. Building character is an important goal in an education system. As stated in the Law on Article 3 of the National Education System, the function of national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation which aims to develop the potential of students or learners to become human beings who believe and are devoted to God Almighty, healthy, knowledgeable, have noble character, are creative, independent and become responsible citizens. Suyanto (2011) stated that character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, society, nation, and state. In line with Suyanto, Hasanah (2012) said that national character is built from core ethical values that originate from religious values, state philosophy and culture. The values that originate from the nation's culture are very numerous and diverse and contain the nation's noble values that can make this nation have strong social capital to build a superior civilization. According to Budimansyah (2008), in short, the character of citizenship consists of private and public characters, namely:

- a) Become an independent society
- b) Fulfill personal economic and political responsibilities
- c) Respect the human dignity of each individual
- d) Participate in civic affairs effectively and wisely
- e) Developing the healthy functioning of constitutional democracy.

At this time, the characters possessed by students are greatly influenced by the flow of globalization, therefore character building is needed. Because basically with the character possessed, it is expected to be able to prevent students from negative influences caused by the flow of globalization. Given the mission and purpose of PKn, namely to form the character of good citizens. The character that should be developed by the Indonesian nation should be in the form of concepts, values and actions that are in accordance with applicable regulations. Pancasila as the foundation of the state will be the foundation in various types of regulations or in the PKn program. Based on this, it can be stated that PKn is an important part of character education. In the PKn subject in elementary schools, it is very relevant because it concerns daily life which will later become a guide for students so that they will become human beings with character so that they prepare themselves to become complete citizens. Developing character through civic education in elementary schools must be in accordance with the goals of Indonesian national education. The hope is that students are truly able to bring about change towards the better and in accordance with the law (Lutfiasari, 2019).

Benefits of Forming National Character through Civic Education Learning in Elementary Schools

Forming the nation's personality through civic education (PKN) learning in elementary schools offers several main benefits for both oneself and society as a whole. Here are some of the main benefits in forming the nation's character through PKN learning in elementary schools:

1. Instilling moral and ethical values
Civics education helps students to understand and instill moral values such as honesty, justice, responsibility responsibility and tolerance. These values are necessary for personal development. honest and ethical in everyday life.
2. Formation of citizenship attitudes
Students are taught rights and responsibilities. citizens, which includes active participation in social life, respecting law and respect for diversity. This is important to build a democratic and harmonious society.
3. Developing Social Skills
Through various civic activities such as discussions groups and collaborative projects, students learn social skills that important skills such as communication, cooperation and conflict resolution. These skills will useful in their future personal and professional lives.
4. Positive behavioral habits
PKN emphasizes positive behavior such as discipline, hard work and respect for others. This helps students develop character who are strong and well-behaved in social interactions.

5. Cultivating environmental awareness

Civics education often includes environmental material about the importance of protecting the environment. Aware and caring for the environment Early coaching can encourage students to become responsible citizens Responsible for nature conservation. Formation of national character through education

Civics in elementary schools not only creates quality human beings, but also creating a better society and a more advanced and valuable country. In studying citizenship education, students need to have several main characters. According to Izma, T. and Kesuma, V. (2019), the characters in question include:

1. Religious attitude

Compliance with the religious teachings of each individual is very important. For example, Muslims pray five times a day, fast, and perform other worship as part of his religious obligations.

2. Responsibility

A person is considered responsible if he is able to complete the task. His/her tasks well. For example, a student who is responsible for the duty schedule will carry out class duty duties well.

3. Tolerance

A high level of tolerance is when a person can respect others existing differences, for example not discriminating against friends who have different religions and keep in good touch.

4. Discipline

Discipline is an attitude that everyone must have, such as obeying rules for arriving at school on time.

5. Hard work

Having an attitude of never giving up easily and being serious when facing problems are the characters that Indonesian society must have. History Indonesia's struggle against colonialism showed that without hard work and strong determination, independence will not be achieved.

6. Creativity

The ability to create something new is very important for development of the country. By thinking creatively and looking for opportunities, a person can help improve the economy and reduce unemployment and poverty in Indonesia.

7. Democracy

Indonesia's diverse society must prioritize its interests together above personal interests. This means that as citizens, we must respect differences and always prioritize equal treatment, rights, and obligations in the state.

Challenges in Building National Character Through Civics Learning in Elementary Schools: Building national character through Civics learning is indeed a noble goal, elementary schools are the place needed for students to build good character. However, in its implementation, there are various challenges that need to be faced. Here are some of them:

1. Lack of human resources. Qualified and trained PKN teachers are very important, but often limited in quantity. Many teachers may not have receive adequate training to teach PKN material effectively, especially regarding inspiring citizenship values.
2. Lack of material resources. Textbooks, course materials, and learning materials others may be inadequate or not updated with relevant information and contextual. This can hinder the effective learning process and interesting for students.
3. Infrastructure. Adequate training opportunities, such as well-equipped classrooms affordability and access to technology, are often barriers. The environment good learning is very important to support interactive PKN learning and inclusive.
4. The importance of curriculum. The PKN curriculum sometimes does not respond to reality and the real needs of society. The values taught may seem far from students' daily lives so that it is difficult to internalize and apply.
5. Rigid curriculum. Curriculum that is not flexible and does not allow teachers to adapt the material to local conditions can be a hindrance context-based and relevant teaching.Lack of focus on development Character. The curriculum often places more emphasis on cognitive aspects than on character aspects. affective and psychomotor, so that student character development is less than optimal.
6. Limited hands-on experience: Students often do not have the opportunity to experience firsthand the application of citizenship values in life real. Activities such as simulations, role plays, and community projects are necessary. but it can't be done.

7. Integrate values into everyday life. This must be integrated into students' daily lives so that they can understand and apply these values in real contexts. This requires collaboration strong relationship between school, family and community.

Building national character through civics learning in elementary schools is shared responsibility. By addressing the various challenges that exist and working together with all parties, it is hoped that this noble goal can be achieved and produce results a young generation with noble character and the soul of Pancasila. Strategy in Building National Character Through PKN Learning in Elementary School. Basically, character formation must be implemented in teaching at school, elementary school, but has not indicated progressive results, so it is necessary lessons that can build the character of the next generation of the nation who seek knowledge at the level of education, one of which is the subject of PKN. Effective strategies are needed in implementing the PKN learning process which includes:

1. Improve the quality of teachers by holding regular training for PKN teachers so that better understand the material, innovative teaching methods and student character.
2. Community of Practice Creating a community or forum for PKN teachers to sharing experiences, strategies and best practices in citizenship teaching.
3. Development of appropriate curriculum. Adapting the PKN curriculum to local context and the needs of local communities to be more relevant and applicable in students' daily lives.
4. Integration of practical values. Includes case studies, folk tales, and activities that reflect real citizenship values in everyday life students. Interactive and participatory learning approach. With using methods such as group discussions, role playing and simulations, students actively involved in the learning process.
5. Utilization of Technology and Media. Utilization of digital technology and media for provide interesting and interactive learning materials such as videos, animations, and learning maps.
6. Character-based assessment. An evaluation system was developed that not only measure academic success, but also character and attitude development student.
7. Constructive feedback. Give students constructive feedback and sustainable development that helps them understand and instill values citizenship.

By implementing this strategy, it is expected that civic education in elementary schools can be more effective in developing a strong, honest, and responsible national personality. The purpose of civic education in schools is to equip students with good character, so that later they will be able to relate to various types of moral values, norms, rules, institutions, and even social life that they will all wear. Nationality Civic education allows individuals to have a noble character, be responsible, and especially become good citizens.

Conclusion

Civic Education (PKN) learning at the elementary level (SD) has an important role in the formation of quality national character. However, the implementation of PKN learning is faced with a number of challenges that need to be overcome. Building national character through learning Civic Education (PKN) in elementary schools is an important but challenging task. These challenges include inadequate teachers, limited teaching materials, unsupportive facilities, gaps between curricula, and the complexity of building a deep understanding of PKN values. Effective learning strategies such as improving teacher quality, creating a forum for PKN teachers, developing an appropriate curriculum, integrating practical values, interactive learning approaches, utilizing technology and media, character-based assessments, and providing feedback to students in learning can be effective steps in shaping national character through PKN learning in elementary schools. With awareness of the challenges faced and joint efforts to overcome these obstacles, it is hoped that PKN learning with strategies in elementary schools can be a strong foundation in forming the next generation who have a strong and quality national character.

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