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IMPLEMENTATION OF CHARACTER EDUCATION THROUGH LEARNING MODELS VALUE-BASED IN PPKN SUBJECTS IN ELEMENTARY SCHOOLS

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Abstract
The implementation of character education in Elementary Schools needs to be carried out by all parties continuously. To develop character education in PPKn learning can be done by developing learning content including choosing the approach, method, model or learning strategy to be used. For this reason, the purpose of this study is to explore and describe the implementation of character education in PPKn subjects in elementary schools through a value-based learning model. This research method uses a literature review research method. The content and discussion in this study related to the implementation of character education built through this learning are values taught based on subjects such as discipline, independence, cooperation, and responsibility. In addition, learning activities that activate students through projects or problem solving will provide space for students to develop character values in PPKn learning. The results of the study show that in the implementation of character education in PPKn subjects, there are several value-based learning models that can be understood by teachers which will later become teaching materials or guidelines for teachers in realizing them in teaching and learning activities in the classroom.

Keywords : Character education, learning model, VCT, PPKn, Elementary School

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society. Education also provides guidance or assistance in developing physical and spiritual potential given by adults to students to achieve maturity and achieve goals so that students are able to carry out their life tasks independently (R. Hidayat, 2019). In Law Number 20 of 2003, Article 3 explains that our national education functions to develop knowledge and character as a form of effort to educate the nation's life. In other words, Indonesian education does not only focus on developing cognitive and psychomotor aspects, but the main thing is on developing affective aspects (character) in a student. Efforts to implement character education must be applied to all levels of education and the focus of its implementation is at the elementary education level. This is considered important because considering that in this era of development, the moral culture of the younger generation, especially elementary school students, is increasingly declining. Basically, students know that their behavior is wrong, but they do not have the ability to get used to avoiding wrong behavior. This is what happens in the character education process. It could be that the character education that has been carried out so far has only been at the knowledge stage , not yet to feelings and behavior that have character (Noor Chasanah et al., 2023). Educational institutions as a place to form the character of students are required to increase the intensity and quality of their implementation (Rivaldi & Puteri Ramadhani, 2023). The demand is based on a growing social phenomenon, namely the increase in juvenile delinquency in society and school

environments such as students playing truant, students disrespecting teachers, brawls, beatings, theft, robbery and immoral acts.

This phenomenon is disturbing parents, schools and society. Therefore, educational institutions as an official forum for fostering the younger generation are expected to increase their role in shaping the character of students in addition to family and community. (Rohmah, 2023) explains that the main cause of the moral and character crisis among students is the occurrence of dichotomy, namely a clear separation between intellectual education on the one hand, so that character education can be the right solution to solve problems related to student character education. To prevent the moral crisis from getting worse in students, character education can be integrated into every subject, including PKn (Septiwiharti & Mutawakkil, 2023). Based on the problems above, there are various solutions implemented by the government. Alpian (2019) stated that some of the solutions (concerns) shown by the government include continuing to make breakthroughs and innovations in various efforts to create opportunities for citizens and the general public to obtain education from all levels of education units (Desi, et al. 2022). Ramdani (2018) further explained that the implementation of Citizenship Education learning is more dominated by activities to improve the cognitive dimension, as a result, teachers only have limited teaching targets for achieving material. Therefore, there needs to be a learning model that can develop students' affective dimensions in PPKn subjects.

Research Methodology

This study uses a literature review research method. The author seeks data or literature materials from journals or articles and also references from books so that they can be used as a strong foundation in the content or discussion. In this study, data sources were obtained from the internet, journal articles or books that are relevant to the research theme. The data collection technique used in this study is using observation, observation is an activity carried out by using sight and feeling events based on observations that occur (Ruslan, Fauziah, & Alawiyah, 2016).

Result & Discussion

Character results as the most basic values that can shape a person's personality, whether formed due to genetic or environmental influences, which distinguishes them from others, and is manifested in their attitudes and behavior in everyday life (Samani & Hariyanto, 2011). Character consists of three parts which are interrelated. The three of them are moral knowing or moral knowledge, moral feeling or moral feelings, and moral behavior, the desire for goodness, and also doing good. However, the essence of character education has a higher meaning than just being said as moral education. Because character education does not only emphasize the issue of right and wrong, but also about how to instill habits of good things in life so that students have a high level of awareness and understanding, as well as attention and commitment to implementing or moral behavior. One of the efforts to overcome moral problems among children and adolescents is to develop theories and models or learning strategies that are based on the characteristics of students and their culture. Student characteristics as initial abilities that students have for the benefit of moral learning include aspects of moral understanding (moral reasoning), moral feelings (one form of which is mepati), and immorality which are reflected in their social roles (Budiningsih, 2008). To achieve a learning concept that involves aspects of moral understanding as a step to improve student character is through a value-based learning model. One of the subjects that uses a value-based learning model as a way to implement character education is the PPKn subject. This is as expressed by Ramdani (2018) that Civic education in Indonesia aims to educate the nation's life through value education. Puspita (2014) explains that for Elementary School level there are several concepts of Civic Education itself, which consist of values, morals, Pancasila and UUD 45 in a continuous level that is increasingly broad starting from grade 1 to grade 6 of Elementary School. In general, PPKn in Elementary School has the aim of being able to develop the abilities of Elementary School students, including:

1) In order to be able to think more rationally, creatively and critically in understanding various issues regarding citizenship
2) Developing positively and democratically in order to form individuals who have better characters in the future,
3) Interacting with other nations in world forums both directly and indirectly by utilizing science and technology,
4) Actively and intelligently participate in carrying out various activities concerning society, state, nation, and of course anti-corruption (Galuh, 2021).

Apart from that, there are also main components in the PPKn subject that need to be known by both teachers and students, namely:

a. Students have civic knowledge, civic values/disposition and civic skills
b. Civic knowledge concerns what citizens need to know and understand properly
c. Civic value/disposition concerns the nature and character of a citizen both privately and publicly
d. Civic skills are concerned with what citizens should be able to do for the survival of the nation
e. Citizens who have civic knowledge, civic values and civic skills become intelligent, responsible and participatory citizens.
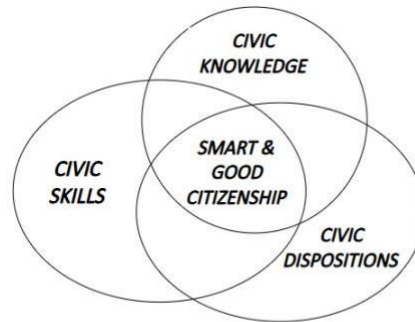
Picture 1. Main Components of Civics

However, in reality, Syam, (2011) stated that in reality the PPKn learning process in Elementary Schools has not been able to implement value education learning correctly, which results in the failure to form students' personalities in accordance with the moral values of Pancasila. This can be said to be only verbalism, in other words, students are only given knowledge but not applied in their daily lives. Meanwhile, according to Seno, (2016) several elementary schools have tried to implement the values of character education and are said to be in the successful category, starting from small things to the stage of implementing it in Civic Education subjects where basically the teachers have truly understood the understanding related to character education. According to (Nitte & Bulu, 2020) stated that basically the target of character education is all levels of society or citizens and especially students at every level of education. In addition, society wants its young generation to be prepared to be able to participate in running the life of the nation and state, have a sense of responsibility, politeness, manners, and can respect others and have other characters. To implement all of that, the most appropriate media to use is through Civic Education learning, in PPKn learning this will be felt to be able to revive these characters. In the implementation of character education in civic education learning, it can be seen from the beginning of learning to the closing activities. Siska et al., 2018 stated that in the process of implementing character education values in civic education learning, it can be done in the following stages.

a. Planning
The process of implementing character education values is carried out in accordance with the design made by the Ministry of Education and Culture. Implementation of character education values during the learning process in the classroom is based on basic competencies and indicators. In making the syllabus and lesson plans, it contains character education values that will be included in the learning indicators. So, later the character education values contained in the indicators will be carried out during the learning process. In other words, in the process of making lesson plans, educators must also be able to pay attention to their learning achievement indicators. So, from these indicators, educators can find out what character values need to be held in the learning process in the classroom.

b. Implementation
In the process of implementing the value of character education for students, it can be done in various ways. According to (Karimah, 2015) it states that in implementing the value of character education in the learning process, it can be done through the following learning strategies, including (a) lectures, (b) demonstrations, (c) discussions, (d) simulations, and (e) practical field learning experiences. In addition to implementing strategies as stated above, the selection of learning media can also affect the learning process. Therefore, it is necessary to select learning media that are appropriate and right for the needs of students in order to achieve effective learning goals. The implementation of learning carried out in the classroom without the help of learning media, it is likely that students will find it difficult to understand the

material. However, using learning media can make students more active and are expected to be able to understand the learning material easily.

Therefore, improving the phenomena that occur in elementary school students who have reduced values and morals in everyday life through Civic Education learning, namely by using several value-based learning models to develop students' affective dimensions (attitudes). The learning models that can be applied by teachers in PPKn subjects in elementary schools are

VCT (Value Clarification Technique) Learning Model
VCT Learning Model (Value Consistency) Clarification Technique)

Haris (2013) stated that the Value Clarification Technique (VCT) learning model is a value education technique where students are trained to find, choose, analyze, help students in finding and deciding to take their own stance on the life values they want to fight for (Ekayani, 2019). Value Clarification Technique (VCT) is one of the learning models that can be used in PPKn learning, especially in the upper elementary school classes (Dewi, et al. 2020). Adisusilo (2014) further explained that ... through VCT (Value Clarification Technique), students can be helped to realize which life values should be prioritized and implemented, through discussing life cases that are full of value or moral conflicts. Therefore, it can be concluded that in the implementation of character education in PPKn subjects in elementary schools, the VCT learning model is VCT (Value Clarification Technique) is one of the right methods and has an influence on changing students' character. This is proven by the results of research conducted by Ekayani, et al. (2019) that based on the calculation of data analysis with the t-test, it was calculated as 13.376, which is greater than the t table of 2.002. The results of the study showed that there was an influence of student character between the group of students who were taught using the Value Clarification Technique learning model and the group of students who were taught using the conventional learning model. Then, Permatasari (2017) also stated that the VCT (Value Clarification Technique) learning model is a learning model that influences the formation of a sense of responsibility in globalization material. Based on the results of this study, it can be concluded that the VCT (Value Clarification Technique) learning model is a learning model that can be used by teachers in implementing character education in PPKn subjects in elementary schools.

Steps (Value Clarification Technique)

In an effort to implement the VCT (Value Clarification Technique) Learning Model, here are some examples of its implementation that can be taken by teachers in PPKn subjects, namely (Adisusilo, 2014):
1) The teacher determines the main material in learning. For example: Pancasila
2) When the main material has been determined, the teacher must have identified the Competency Standards (SK) and Basic Competencies (KD) with the aim of finding out what kind of Learning Outcomes (CP) they want to achieve through the main material.
3) The teacher then determines the main material (the material discussed in PPKn learning. For example: in the material on Pancasila there is main material on the values of belief in the One Almighty God.
4) The teacher then creates learning media in the form of a story that is oriented towards morals. The plot is in the form of a story about what values the teacher wants to instill based on the main material. If the main material is about the value of Belief in the Almighty God, then one example of a case raised in the story is about the case of the diversity of religions in Indonesia and several forms of attitudes displayed by religious people. In this case, the teacher may display attitudes according to the circumstances in society (some are positive and negative). This aims to teach students to assess and realize which attitudes are permissible and which are not permissible when living between religious people in Indonesia. At this stage, the teacher tries to plan and organize the storyline well, so that the objectives of character learning are achieved.
5) Teachers carry out learning. When carrying out learning, teachers carry out several activities, namely;
6) Students are asked to answer trigger questions from the story given by the teacher.
7) The teacher divides students into discussion groups of 4-5 people to work on assignments which will then be given to students after the teacher has completed the story and explanation.
8) Students are asked to present the results of their discussions in front of the class.

Through the learning steps above, teachers can simplify it further according to the students' educational abilities (levels). If elementary school students are faced with moral-oriented stories, then the steps above can be used, but they must still include cases that can be reached by elementary school students' reasoning or are related to the students' environment. The role of teachers is very much needed in this case as communicators and facilitators

for students in implementing character education in PPKn subjects through the VCT (Value Clarification Technique) learning model. Based on the results of the study and discussion on "Implementation of character education in PPKn subjects in elementary schools, it can be concluded that: in implementing character education in PPKn subjects, there are several value-based learning models. These learning models consist of the VCT (Value Clarification Technique) learning model and the Contextual learning model based on local wisdom. The presence of these value-based learning models in PPKn subjects, in addition to being an effort to implement character education, is also an effort in implementing PPKn learning in elementary schools so that it is not dominated by activities to increase cognitive dimensions, as a result, teachers can further develop students' affective dimensions.

Conclusion

It can be concluded that character education needs to be applied at every level of education, especially in elementary schools. Because character education aims to revive the character or characteristics of citizens, especially in Indonesia, which are in line with the values contained in Pancasila, including the values of piety, faith, honesty, caring and ethical values or politeness. One of the right subjects to apply the values of character education is civic education. Civic education is said to be right because it contains learning that can produce students to become good citizens or residents and have characters that are in line with the values contained in Pancasila.

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