



INTEGRATION EDUCATION CHARACTER IN LEARNING EDUCATION PANCASILA AND CITIZENSHIP IN PUBLIC ELEMENTARY SCHOOLS

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Abstract

Education is citizenship, one of the themes that is a leading sector in developing student character. Character education is also an important aspect in student development in elementary school. One of the subjects lessons that have great potential for integrate education character is education citizenship. This approach combines an understanding of the rights and obligations of citizens with the formation of positive and ethical character. This study aims to integrate character education to develop attitudes and character in elementary school students using a qualitative approach. Then for the method used is the literature study method. Where the author collects data from references to articles and journals available on trusted websites. In reality, civic education lessons have not been successful enough to carry out this role properly because the processes that occur in educational learning are only activated in achievement, affective management or attitudes are ignored. To overcome this, it is necessary to review modifications in educational learning, one of which is by integrating the concept of character into its development so that it is better able to develop and shape the character of elementary school students.

Keywords : Education Character, Education Citizenship, Attitude and Character, Public Alementary School

Introdution

Character education is one of the strategies for building human identity. A generation of character can be formed through character education that is implemented early on. Character education can be done through role models and habits of good and correct behavior. Character education in elementary school children is a mental formation through instilling values of goodness and truth as a basis for further personal development. In today's era of globalization, the world feels very small, with the development of technology which so fast make man can so easy to obtain information. Currently, Indonesia is experiencing a multi-dimensional crisis, among the problems that have arisen in Indonesia are: moral decline such as: lack of respect, free sex, bullying (Bullying), brawl students, speeding in road for students, drug users, alcoholic beverages, gambling, corruption cases, robbery, a candidate for the nation's leader who is uncivilized, mocking each other, insulting each other and so on. There are so many problems in our country today, as an educator of course we are very concerned about the problems in our beloved country Indonesia, which is very concerning, most of those affected by the above problems are students or the younger generation as the successors to the leaders of the Indonesian nation. According to Warsono, conditions like this are of course very worrying for we all. In middle condition nation Indonesia moment This morality of generation young We experience downturn. The slump morality generation young of course it is very worrying for all of us, because they are the ones who will be the leaders of the nation in the future. We cannot imagine if in the future this country is led by immoral people, maybe this country will be even more chaotic (Warsono, 2010). Currently, character and moral education needs to be echoed again because of the many problems being experienced by the current generation that are related with deviations moral, values culture nation and ethics, both

the deviations committed by the younger generation and the nation's leaders, so that the government feels that character education is currently very necessary.

Actually, this character education has existed since the Indonesian nation was founded, the founders of the Indonesian nation poured it into the Preamble to the 1954 Constitution, paragraph 2 with a firm statement, "to lead the Indonesian people to the gate of independence of an independent, united, sovereign, just and prosperous Indonesian nation. The founders of the nation realized that only by becoming an independent, united, sovereign, just and prosperous nation can the Indonesian nation be dignified and respected by the nations other. Since beginning Indonesia independent, education character that alone has initiated the founding thinkers of the Indonesian nation, especially our first president Ir. Soekarno, through his ideas on the formation of national character (Nation and Character Building), on Pancasila as the basis and ideology of the state, as well as the relevance, challenges and developments for education character in Indonesia (Linda, 2020). Education Pancasila and Citizenship as an educational program and field of knowledge, not only presents the field of science alone, but must also develop students to become citizens and citizens who have responsibility towards society, nation and state (Sumaatmadja, 2007). Thus, the topics presented are not only limited on material which nature knowledge, but also covering values that must be inherent in students. Especially these values are very good if we give them to young children such as elementary school children. The Minister of National Education in a meeting with the leaders of Postgraduate Teacher Training Institutions (LPTK) throughout Indonesia at the Auditorium of Medan State University said "Character education must start from elementary school because if character is not formed early on, it will be difficult to change a person's character (Sumaatmadja, 2007, p. 117). Through character education in learning Pancasila and Citizenship, it is hoped that it will be able to shape the child's personality, so that they become good people, members of society, and good citizens, so that they are able to anticipate symptoms of moral crisis and play a role in the development of the younger generation.

Research Methodology

Method which used by researcher in writing this is qualitative studies literature. Qualitative is a study that produces words researchers study references related to the implementation of Pancasila Education in the world of education. Elementary School is one of the important parts of education in Elementary Schools. Researchers get references from online and offline sources, both in books, articles, journals, newspapers and other other. Which where title study the is integration education character in civic education learning to develop the character of elementary school students. For the data collection technique used, namely by interviewing several teachers to collect data related to this journal.

Result & Discussion

The term character comes from the language Greek *charassein* and "kharax" which means tools for making or to engrave which it means carve, say this start lots used return in French "caracter" in the 14th century and then entered English as "character" before finally becoming Indonesian as "karakter" (Jhon, 2010). Forming a character like we carve on a gemstone or a hard iron surface. Character is a nature, nature, morals, manners or personality that distinguishes one individual from another, or the true state of an individual, which distinguishes him from others. Character can refer to on quality negative and quality positive, there is person own noble character there is also person own character which no commendable. Kesuma in (Bachelor & Khayati, 2016) stated that positive quality characters reflected in an individual are related to personality, behavior in demand and appearance. Character can refer to on quality, reputation, distinguishing or limiting power, distinguishing or limiting between individuals and other individuals. Positive quality character is formed through a process, namely the process of habituation, exemplary behavior and process learning. Formation character quality positive done through the learning process in class with subjects that are relevant to character formation child. Education is business aware and planned for realize atmosphere learn and process learning so that participant educate in a way active develop potential himself to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by oneself, society, nation and state (Law, 2003). Character education is an education system with the instillation of values in accordance with culture nation with component aspect knowledge (cognitive), attitude feeling (affection feeling), and action, good to lord which maha one (YME) is good for oneself, society and the nation. In Law No. 20 year 2003 about system education national formulate function and objective national education that must be used in developing educational efforts in Indonesia.

Article 3 of the National Education System Law states "National education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the lives of the people nation, aiming

for development potential participant educate so that become human beings who believe and are devoted to god almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Law, 2003). Objective education national the is potion about the quality of Indonesian people that must be developed by every educational unit. Therefore that potion objective education national become base in development character education. The development of character education is very strategic for the sustainability and excellence of the nation in the future. This development must be carried out with good planning, an appropriate approach, and effective learning and teaching methods. In accordance with the nature of the value of character education, it is a joint effort of the school and therefore must be carried out together by all teachers, all subjects, and become an inseparable part of the school culture. Character education is in line with the objectives of Pancasila and citizenship education, namely instilling a sense of love for the homeland, increasing the spirit of nationalism and forming a national personality that is in accordance with the philosophy, outlook on life, ideology and foundation of the state, namely Pancasila. To realize these objectives, the teaching and learning process is not only limited to aspects of knowledge (cognitive) and skills (psychomotor) only, but also includes aspects of moral attitudes (affective) and responsibility as contained in the values of Pancasila (Sumaatmadja, 2007, p. 110).

Foundation Pedagogy Education Character

Education on basically how much a effort aware for develop potential students optimally. This conscious effort should not be separated from the environment in which students are located, especially from their cultural environment (Ki Hajar Dewantara; Pring; Oliva) because students live in this environment and act according to their cultural norms. Education that is not based on this principle will cause students to be uprooted from their cultural roots. When this happens, they will not understand their culture well so that they become "foreigners" in their cultural environment. Besides become person foreign, which more worrying is he become people who don't like their culture culture that causes students to grow and develop started from culture in environment closest, then develop to the environment that more wide that is culture national his nation and culture universal which adopted by mankind. If students become foreign to their immediate culture then they do not know their nation's culture well and themselves as members of that nation's culture. In the situation thus so he very prone to to influence culture outside and even tend to accept foreign culture without consideration. Thus, students as children of the nation and citizens of Indonesia will have insight, thought patterns, attitude patterns, and pattern act and finish problem which in accordance with norm and mark characteristics to- Indonesian. This matter in accordance with function main education which mandated in national education system law that is "develop ability and to form character and civilization of the nation dignified in frame to make smart life nation". By because that rule the basis for regulating national education (the 1945 constitution and the national education system law) has provided a solid foundation for developing the full potential of a person as a member of the nation. public and nation. In general cultural education functioning for inherit values and performance time then to generation young through process enculturation. Values and this achievement will be a source of pride for the nation and in turn will make the nation more known by nations other. Besides functioning inherit mark, education also has a function to develop cultural values and past achievements into national cultural values that are in accordance with present and future life and develop new achievements that become the new character of the nation. Therefore, character education is the core of education.

Function Education Character

Education character functioning as: (a) vehicle development, namely: development potential participant educate for become well-behaved for students who already have good attitudes and behavior reflect character (b) vehicle repair, namely: strengthen gait education national for more responsible under development potential participant educate which more dignified, and vehicle filter, namely: For filter cultures nation alone and culture other nations that do not conform to character values (Ministry of National Education, 2010, p. 7).

Objective Education Character

Objective education character as following: (a) Develop potential heart/conscience or affective participant educate as man and citizens who have character values (b) Developing habits and behavior (habituation) of students that are commendable and in line with universal values and the religious cultural traditions of the nation (c) Embedding soul leadership and responsibility participant educate as generation successor of the nation (d) Develop ability participant educate become man which independent, creative, nationalistic Developing the school

life environment as a safe, honest learning environment, full of creativity and friendship, as well as with a high sense of nationalism and full of strength (dignity) (Ministry of National Education, 2010) .

Values Education Character

The values developed in character education are identified from the following sources: (a) Religion Indonesian society is a religious society. Therefore, the lives of individuals, society, and the nation always based on religious teachings and his beliefs. In the politics of state life are also based on values that come from religion. Based on this consideration, the values of character education must be based on values and rules that come from religion (b) Pancasila the unitary state of the republic of Indonesia is upheld on the principles of national and state life called Pancasila. Pancasila is contained in the Preamble to the 1945 Constitution and is further elaborated in the articles contained in the 1945 Constitution. This means that the values contained in Pancasila are the values that regulate political, legal, economic, social, cultural, and artistic life which are regulated in the articles of the Constitution. 1945. Education character aiming prepare participant educate become inhabitant a better country, namely citizens who have the ability, will, and apply the values of Pancasila in their lives as citizens (c) Culture it is a truth that no human being lives in a society that is not based on cultural values recognized by the society. These cultural values are used as the basis for giving meaning to a concept and meaning in communication between members of the society. The position of culture that is so important in the life of society requires culture to be a source of values from character education (d) National education objectives the goals of national education reflect the qualities that every Indonesian citizen must possess, developed by various unit education in various level and track. In the national education objectives there are various humanitarian values that must be possessed by an Indonesian citizen. Therefore, the national education objectives are the most operational source in developing character education compared to the three sources mentioned above (Kemendiknas, 2010).

Education Pancasila and Citizenship in Elementary school

Through out the history of education, the term civic education has undergone several changes. Previously, PPKn was known as civics lessons, then Pancasila Moral Education, developing into Pancasila and Citizenship Education, until on Education Citizenship. "On year 1973 through Tap. MPR No. IV/ MPR/ 1973 this field of study was instructed to be included in the school curriculum from Suyanto's school. Urgency of Character Education (www.mendikdasmen.kemendikn3s.g0.id. Accessed on November 10, 2011) the results of a study by Dr. Marvin Berkowitz from the University of Missouri- St. Louis, showed an increase in student motivation in achieving academic achievement in schools that implement character education. Classes that are comprehensively involved in character education show a drastic decrease in negative student behavior that can hinder academic success Daniel Goleman about a person's success in society, it turns out that 80 percent is influenced by intelligence emotion, and only 20 percent determined by intelligence brain (IQ). Children those who have problems with their emotional intelligence will experience difficulties learning, socializing and no can control his emotions. Child park children until college tall, both state and private" (Asril et al., 2023).

This is because Pancasila and citizenship education is a education application which his learning not only requires mastery of the material, but there must also be application in life. implementation that can come true as is knowledge and habituation which carried out periodically from early childhood until the end of life. Education citizenship as "selection and adaptation from cross discipline sciences social, science citizenship, humanities and activity base man organized and presented in a manner psychology and scientific for reach wrong one objective education IPS" (Rusmin, 2022). Selection and adaptation that meaningful that education citizenship is a scientific discipline which collaborative from various knowledge social other which become unity intact so that rich in knowledge and values. Meanwhile, according to the Department of National Education, civic education is "a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and character-based Indonesian citizens as mandated by Pancasila And UUD 1945" (Liklikwatil et et al., 2023). Based on this definition, civic education can be interpreted as a subject that aims to form citizens who understand their rights and obligations based on runway idyllic and constitutional. Education citizenship in Indonesia according to (Japanese) et et al., 2019) "as citizenship education which in a way substantive and pedagogical designed for develop inhabitant country which intelligent and good for all educational paths and processes". This means that civic education carries the responsibility of forming the cognitive, character, and personality of citizens so that they are able to become the expected citizens.

Conclusion

The problem which experienced nation this so worrying especially among children and adolescents. as the successors of the nation, with character education through Pancasila and citizenship learning is expected to be able to solve the problems experienced by the Indonesian nation today, Pancasila and Citizenship Education as a field of study in learning that aims to make students responsible for the lives of society, nation and state can be implemented by inserting the values contained in character education.

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