



## THE ROLE OF TEACHERS IN FORMING THE CITIZENSHIP CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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### Abstract

The role of Citizenship Education teachers in forming the disciplined character of students in schools is a primary responsibility of teachers. This role relates to the development of three aspects: politics, law, and morality. The method used is a literature review of various writings, both journals and books, related to the implementation of character in the role of Civic Education. From these three aspects, it is expected to shape students' knowledge to have a disciplined character in school, such as the legal aspect as an implementation of school rules or regulations. Civic skills are competencies developed from civic knowledge, intended so that the learning obtained becomes meaningful in facing the challenges of being a disciplined student at school. The results of the study showed that the PKn learning process was carried out using a guided inquiry learning model and in fostering students' curiosity character has gone well. Teachers have made many efforts to foster students' curiosity character such as communicating with students, providing motivation, provoking students' curiosity by giving students the opportunity to ask questions or providing questions that can be answered by students. Civic dispositions are the most substantive and essential aspects of the Citizenship Education subject and serve as the estuary of the development of the two previous competencies.

**Keywords :** Citizenship Education, Disciplined Character, Literature Review, Civic Competencies

### Introduction

According to Tristiana et al. (2012) education is a complex learning process in which there is learning about behavior, norms to education about science. Education aims to train and develop the abilities possessed by individuals to be useful for themselves and others. In addition, education also aims to form a positive personality in individuals. This means that education does not just provide one direction of goals but many goals to be achieved through education, both in terms of knowledge, attitudes, and skills. Epistemologically, Citizenship Education (PKn) is understood as the concept of civic/citizenship education. Education is a conscious human effort that aims to develop individual potential to become intelligent members of society and citizens. Therefore, education, including PKn, is a pedagogical and socio-cultural vehicle that is accepted as an element of human civilization. PKn contributes to building students who are aware of their identity. As a multidimensional character education, "citizenship education" carries the complete vision and mission of developing "civic competencies". In this ability, there are development targets. Not only that, the character possessed by a person will also have a tremendous influence on the group in which he is located, be it a small group such as a family, to a large group such as a society, nation, or even a country. This is in line with the opinion put forward by Cicero (in Lickona, 2012: 12) who stated that "In the character of a citizen lies the welfare of the nation." This clearly shows that the collection of characters from individuals will affect the welfare of a nation. Character is a strength and then what will control the life of a nation so that it does not drift. If the citizens of a country have good character, then the future of the

country will most likely be good. Likewise, if the citizens of a country show bad character, then the life of the country will most likely also be bad.

### Research Methodology

The method used is a literature review of various writings, both journals and books, related to the implementation of character in the role of Civic Education teachers, obtained from laws and regulations, books, and journals.

### Result & Discussion

The results of the study showed that the PKn learning process was carried out using a guided inquiry learning model and in fostering students' curiosity character has gone well. Teachers have made many efforts to foster students' curiosity character such as communicating with students, providing motivation, provoking students' curiosity by giving students the opportunity to ask questions or providing questions that can be answered by students. The character of students is an important thing that needs to be considered and is even a serious concern in the interests of education, especially when morality is ignored in the behavioral system in schools and society. Learning that contains character education is a series of learning activities that take place both inside and outside the classroom that strive to make students not only master competencies (material) but also make students recognize, realize/care, and internalize values and make them behavior (Julaiha, 2014)

#### *The Role of Teachers*

In Article 1 point 1 of Law Number 14 of 2005 concerning teachers and lecturers, what is meant by a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education on the formal education path, basic education and secondary education (Sholeh, 2006: 157). Teachers are one of the human components in the teaching and learning process, which plays a role in the effort to form human resources that have potential in the field of development. Therefore, teachers who are part of education must receive sufficient attention in order to show their position as professional staff who are tasked with forming quality and reliable human resources. The role or role of the teacher lies in the responsibility to bring their students to a better condition, which will make it easier to face life in society. So a teacher is expected to be able to bring his students towards maturity and transfer in knowledge as a "guide" who acts as a motivator and facilitator of learning (Sardiman, 2008: 125). The definition of a role is an activity carried out because of a necessity or demand in a profession or related to circumstances and reality. So a role is a behavior expected by others towards someone who is in accordance with their position in a system. So this role is influenced by social conditions both internally and externally and is stable (Fauzi et al., 2013: 3). According to Syatra (2013: 60) the role of a teacher is to bring together students from various aspects.

#### *Character Concept*

The first initiator of character education was a German pedagogue named FW Foerster (866-1966). According to Foerster, character is something that qualifies a person. Character becomes an identity, becomes a characteristic, becomes a permanent trait, which overcomes contingent experiences that are always changing. So character is a set of values that have become habits of life so that they become permanent traits in a person, for example, being tough, never giving up, honest, simple and so on. It is with that character that the quality of a person is measured. While the goal of character education is the realization of the essential unity of the subject with the behavior and attitude of the life values that he has. So, character education can be done with value education in a person (Adisusilo, 2014: 77-78). Law Number 20 of 2003 concerning the National Education System in Article 3 states that: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming 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. Character or character comes from the Greek word "charassein", which means goods or tools for etching or carving (Afiatin and Martaniah, 2010: 140). So character is a stamp or stamp, traits that are attached to a person. Character as a person's nature can be formed, meaning that character can change, depending on the mechanism of innate elements (genetic) or the influence of the environment rather than culture. However, character is greatly influenced by religious values, namely family, school, society, social environment and others (Adisusilo, 2014: 76).

Character comes from Greek which means "to mark" or to mark or to etch which applies the value of goodness in the form of actions or behavior (Musfiroh in Purwanto, 2014: 179). According to Poerwanto, character means doing good (Habits of the Heart), which includes all good deeds, which are manifested in the form of actions, attitudes, words, decisions that can be felt and exchanged with the terms ethics, morals, morals or manners. While character according to Lickona in Pramono (2014: 84), that character is a concept that comes from Greek which means a sign or natural trait or character that a person has which differentiates one person from another. Character education is very important to be implemented in schools. Various factors that influence children's character education, one of which is discipline and Sukanti (2016: 76-77). That character can be seen from two things. First, moral knowing which means children know goodness. Second, moral feeling, which is feeling like doing good. Third, moral action that invites children to do good according to the values they have (Wen). Character can also be formed from the learning process that takes place in schools, especially with habits that are taught such as role models. According to Sutomo in Pramono (2014: 182) character education is an effort made intentionally to help someone become a complete human being in good values, in existing regulations. By implementing character education in students at school. Character is a unity of human behavior consisting of 3 aspects, namely knowledge, feeling, and action. According to Hasan (2014:183) character education is an activity related to the formation of students' personalities.

## Conclusion

Character building is one of the targets of the Pancasila and Citizenship Education subject. It is through this subject that the values of Pancasila are instilled and taught to students. Character building is the goal and learning provided by teachers. The role of PKn teachers in forming or fostering student character is the main alternative in producing students who are in accordance with the values of Pancasila. PKn teachers must be able to teach, instill, apply what has been aspired to by the foundation of the Indonesian state, namely Pancasila. The application of character is not only when in class or when learning activities take place, but PKn teachers must also apply it outside the classroom, both in the family environment and in society. So that the teacher becomes a true role model in shaping the character of students.

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