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## IMPORTANCE LEARNING EDUCATION CITIZENSHIP IN CREATING NATIONAL CHARACTER EDUCATION IN PARTICIPANT ELEMENTARY SCHOOL EDUCATORS

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### Abstract

Objective this study for know importance learning education citizenship in creating national character education for elementary school students. Character education is a the thing that require, because rated able to make participant students become intelligent, have good character and manners so that students are meaningful as members of society both for themselves and society in general and widely. Education national character that moral and well-mannered character sublime poured in subjects education citizenship which implemented in each level school. However in fact education character in Indonesia rated Fail in create man who have character and morals as in its mission. To overcome this, innovation is needed in the teaching and learning process, especially in civic education learning. in this scientific article, data collection was carried out using the literature study method. The results of this study indicate that the provision of civic education subjects can be used as a character builder for the indonesian nation for elementary school children.

**Keywords :** Learning education citizenship, character nation, elementary school

### Introduction

The relationship between civic education and character development was put forward by Cogan (1998:13) who stated that civic education is a contribution or impact of education on the development of characteristics that mark a citizen. Therefore, to achieve citizens with character, it is necessary scope education formal. On the side other contribution that the same also conveyed by Djahiri (2002:90) in his statement is that in fostering the characteristics of citizens, educational engineering is needed by referring to the state philosophy and making schools a laboratory for democratic citizenship. Civic education is always discussed when changing the curriculum so that in the future this education will continue to be maintained. Based on the school level curriculum (KTSP), civic education subjects are taught starting from Elementary School. Furthermore, this subject is considered to be independent and not integrated in the social sciences (IPS). The curriculum overhaul concerning citizenship education is aimed at avoiding system the government that authoritarian. Because, education citizenship is basic learning that forms character and the morality of an Indonesian nation. This national character is what will later become the milestone for the progress of the nation and its country. Character education builds a civilized nation in his discourse, the school cleric stated that character education is an absolute necessity, because character training no just make student be smart, but also must have character and habits, so that reality they as inhabitant country become significant good for them and society as a whole. The minister of national education in a gathering with the heads of postgraduate schools of teacher training institutions (LPTK) throughout Indonesia at the Auditorium of Medan State University said, "Character training must start from elementary school because, if character is not formed early on, it will be difficult to change someone."

For that, it is necessary to improve PKN learning in creating character-based students starting from compiling, implementing, and assessing. We must have the option to compile, implement, and assess that can disguise the existing values of people because the development of character values is not enough to be instructed but must also be created. As expressed by Hermann in (Budimansyah, 2010:68) that "award is not hacked or instructed, It is learned". This matter done so that as a teacher we can create the children who intelligent and characterful. Develop a sense of ethnicity and love for the homeland (Wahab and Sapriya, 2011: 99). However problem which there is is that practice learning in civics learning that occurs in the classroom today is limited to schools that focus on training only. While the emotional perspective, things related to character building programs or student perspectives in general will be ignored. Without us understanding it, this will give birth to or create children who are interested but have no one. One of the causes of the absence of ideal human progress is the lack of civics education. Lack learning civics also expressed by Suwarma (Budimansyah, 2012: 450), specifically the shortcomings of civics learning in terms of character training are underlined. in a way more details, for example exercise focus instructor, direction results more down to earth, less on process, material is introduced as data, student situations in latent conditions are prepared to obtain illustrations, information is more down to earth than perspective and ability, use of techniques is limited to annoying learning situations and One-way (influence). A person's appreciation exists because of character development enough not only to be educated but also must be created from the preparation, implementation, to assessment exercises. Based on on various description problem above that has I put forward in above, then I am motivated to research on "Integration of Character Education in Learning" education citizenship to develop attitude and character in elementary school students".

### Research Methodology

The approach that the author used in compiling this article is a qualitative approach. Then for method which done that is with method studies literature. Where is the author? gather data from reference article and journal which available in website trusted. The information taken comes from around ten articles and journals accessed through Google Scholar. The articles selected are those that discuss topics that are in accordance with the theme. writer lift in this article. Writer take approximately a week for conducting research from journals and articles, which are then reprocessed into useful and easy-to-understand information before compiling articles and revisions. Reading, writing, and then changing data into information that is in accordance with the topic The article is stages of literature study. Neuman: 2003). This investigation aims to provide an overview of the underlying themes, a summary of thoughts, and the formulation of speculative hypotheses while also uncovering previously unknown points. Investigation of logical articles on this knowledge may be a subjective method of engagement that provides a methodical overview of the problem. certain in certain settings. The results were then written as subjective data examination at that time. The 2006 Character textbook report and Civic Education on SK and KD training in elementary schools are sources of information needed for this study. Analyzing content standards (SI) Competency Standards (SK) and basic competencies (KD) and selecting the Character values that show the relationship between SK and KD with the values and markers is the next step in dissecting the collected data. As a result, we will find the Social values taught in elementary schools.

### Result & Discussion

Civics is a subject that must be taught at all levels of education, from elementary school to college. Civics is one of the main parts of character education. However sometimes civics not enough considered important, because own material memorization which no can implement its benefits as a main part and character education. Whereas, in civics this there is two mark character important that is mark character the main character values and core character values. The main character values aim to create students who are religious, honest, intelligent, resilient, democratic, and caring. While the main character values aim to create students who nationalist, obedient on rule social, respect diversity, Aware of the rights and obligations of self and others, responsible, think logically, critically, creatively, and innovative, and independent (Juliardi, 2015). On in principle civics prepare generation young with sufficient provisions expert in the social life that requires. Ability think critical, responsible, have attitude and act democratic become a supporting media in the formation of national character. Rosyada, et al (2005) said the objectives of several Pkn, such as:

1. For to form skills participatory that responsible answer and quality in political and social life, both at national, local, global and regional levels:
2. To create a good society or citizen and be able to maintain the unity and integrity of the nation to achieve

a strong, prosperous and democratic Indonesia;

3. To produce students who think comprehensively, critically, analytically and act democratically;
4. Developing democratic traditions, such as freedom, equality, tolerance, independence, the ability to restrain oneself and make decisions, and the ability to participate in community political activities;
5. Can to form student become inhabitant country which good and responsible answer (good and responsible citizen) through the instillation of morals and skills or social skills so that later they can understand and resolve actual citizenship problems, such as differences of opinion, tolerance, respect for plurality, legal awareness and social order, upholding Human Rights (HAM), as well as develop democratization in various field life, and appreciate local wisdom.

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 form the character and civilization of a dignified nation in order to educate the life of the nation which has the goal of developing the potential of students or learners so that they become faithful and pious people. to lord which maha one, healthy, knowledgeable, noble, creative, independent and become responsible citizens. Teacher's duties in the character that learn in school is give example or example that good for children in a way special and public in a way overall. By this, a instructor must set model original, all his behavior no contradictory with standards and quality that apply in the public eye. Any form of deviation will not occur if instructors, guardians and areas can provide sincere guidance to children, the potential for activities that abuse standards, principles will be simpler. So a educator must own choice for become person old second for students in school, with objective so that student feel comfortable and open to teacher in school. So that later the instructor can instill the value of character to students, and can guide them to a better path in finding their personality with a solid personality. Moreover, as a PPKn educator, character building cannot be separated from the traits contained in Pancasila. There is a number of role teacher in education character that is :

1. Exemplary

Role model is a direct factor that must be possessed by instructors. In Education kindness character, role model sued by educators are as steadfastness In carrying out His strict commands and prohibitions; worry will situation race oppressed; perseverance in reach individual achievement and social, strength even with difficulties, obstacles, and allure; and speed in move and realize. Besides that, outlook educator also required in reading, use, and utilise opportunity with method which beneficial and cruel.

2. Motivator

An individual will be an enthusiastic figure if he can create energy to move forward by activating all the potential he needs to achieve. Performance outside normal for himself and the area. He can to awaken soul because he has experience the moments good and bad in achievement and phenomenal achievement.

3. Dynamist

The next role of educators after inspiration is a dynamist. This means that an educator does not only move energy to turn into a train that really pushes the train towards the destination at high speed, knowledge, and ingenuity. in a social environment, dynamists are more successful in utilizing associations.

4. Evaluator

The role that complete role previously is as evaluator. It means, The instructor must consistently find the learning techniques that have been used in character training. In addition, he must also have the option to explain the behaviors displayed, the activities and battles depicted, and the plans drawn up.

5. Inspirator

After transforming into a moving figure, the following educator's task becomes Inspiration. This can be seen from the instructor's ability to move the spirit, hard work attitude, and phenomenal potential in students. Character is often equated with character, some characterize character as a composition of beliefs and tendencies. If we reason that character is morals or ethics that have been instilled in brain, on finally, character is a trend which has become ingrained in the family climate. children's personal development must be completed by guardians. In fact, when the child is at school, the educator is the child's parent.

### *Character Nation*

Character is the nature, nature, morals, or personality of a person that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, behaving, and acting. Virtue consists of a number of values, morals, and norms, such as honesty, courage to act, trustworthiness, and respect for others. A person's interaction with others fosters the character of society and the character of the nation. (Rahmatiani). Relevance in a way general about character can it is said as mindset and behavior patterns that characterize each individual, in social life both in the family, community, nation and state. Character values are one aspect that must be embodied. In every human being and carried out in every human activity in the pattern of life. Strengthening the revolution of the nation's character through PKn which instills good character, support development character generation young as part from revolution mental, which is included as the orientation direction of the character education strengthening program which is the paradigm of national development. Character is interpreted as the main value inherent in every human being man as inhabitant country which then embodied as personality and collective identity marker of the nation. in the context of a nation, character functions as the strength of identity and mental strength of the nation that drives a nation in realizing the ideals and goals of national development, by displaying competitive, comparative and dynamic advantages among other nations.

### *Implementation of Education Implementation of Character Education through Civic Education*

National commitment to the need for character education is stated in the law No. 20 Year 2003 about system education national, in chapter 3 Which it is stated that "National education functions to develop abilities and to form the character and civilization of a dignified nation in order to make the life of the nation more intelligent, with the aim of for development potential participant educate so that become the human being who believe and be devoted to god almighty, have noble morals, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." Here it can be assumed that in general the target of character education is all citizens and in a way special is participant educate in every type and level education.related with students, they said. As Generation successor nation and is a citizen country hypothetical, namely citizen which "not yet so", because still must in educate become citizen mature which aware of their rights and obligations. On the other hand, society really wants its young generation to be prepared for become inhabitant the country that good and can participate in community life and his country, responsible answer, own polite, civilized, respecting others, and other characters. One of the most appropriate media to revive the character in question is PKn, in the sense that the values in education. Character implemented Integration mark education character is a system of instilling character values to school residents that includes components of knowledge, awareness or willingness, and actions to implement these values, both towards god almighty (YME), oneself, others, the environment, and the nation so as to become a perfect human being. Meanwhile, some values that need to be developed in character education are the values of piety, faith, honesty, caring, and ethical values or manners.

If the value of character education is implemented through PKn, then it can be said that the character values for PKn include the main character values and the main character values. The main character values of PKn are to create students who are: religious, honest, intelligent, tough, democratic, and caring. While the main character values of PKn are to create participant educate which: nationalist, obedient on rule social, value diversity, be aware of the rights and obligations of oneself and others, be responsible, think logically, critically, creatively and innovatively, and be independent. These main character values can be developed more widely, for an effort to strengthen the function of PKn as character education. Until now, civic education has become an inherent part of the instrumentation and practice of national education to educate the life of the Indonesian nation through the corridor of "value-based education". The configuration or systemic framework of civic education is built on the basis of the following paradigm:

1. Education citizenship in a way  
The curriculum is designed as a learning subject that aims to develop individual potential to become Indonesian citizens who are noble, intelligent, participatory, and responsible.
2. Education citizenship in a way  
Theoretical is designed as a learning subject that contains cognitive, affective, and psychomotor dimensions that are confluent or mutually integrated in the context of the substance of ideas, values, concepts, and morals of Pancasila, democratic citizenship, and national defense.
3. Education citizenship in a way  
Programmatic is designed as a learning subject that emphasizes content that carries values and learning

experiences in the form of various behaviors that need to be realized in daily life and are life guidelines for citizens in social, national and state life.

## Conclusion

Based on the results of the research and discussion that the author has conducted and has presented, it can be concluded that character education aims to revive character Inhabitant the country that in accordance with values Pancasila, between other values of piety, values of faith, values of honesty, values of care, to values of ethics or manners. PKN is one of the right means to implement values in character education to students, because the purpose of PKN is basically to create students to become democratic and characterful citizens in accordance with the values of Pancasila. Therefore, character education is right to be implemented through PKN in to form morals of the younger generation. As for the suggestions that the author can provide include: integrating character education values into citizenship education learning, namely by including character values in the syllabus and teaching plans. The rampant phenomenon of character and moral decline of the nation's young generation is certainly based on several factors or causes. One of them is the influence of the surrounding environment. Learning civics especially in sd, take role big in respond to the erosion of character and morals of the young generation who will become the nation's leaders in the future, such as facing social problems in the nation and state. Through learning that emphasizes the noble values of Pancasila and character education, and is related to social sciences and religion, it is hoped that PKN learning taught in elementary schools can improve the character and morals of the nation.

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