



STRATEGY FOR IMPLEMENTING THE VALUES OF HONESTY, DISCIPLINE AND RESPONSIBILITY OF CITIZENSHIP EDUCATION TEACHERS IN ELEMENTARY SCHOOLS

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Abstract

This study aims to describe the implementation of honesty values, discipline values and responsibility values of civic education teachers through the implementation of honesty values, discipline values and responsibility values of civic education teachers in elementary schools. and this study uses literature review which is a method that focuses on the stages or processes of identification, study or analysis, evaluation, as well as interpreting and making conclusions based on the results of research contained in articles systematically and structured that follow the stages that have been determined so that they can be used as a solution to the problems that have been set and shows that the implementation of the strategy of honesty, discipline and responsibility values of civic education teachers in elementary schools is an example of civic education teachers, and habits in learning activities are carried out continuously so that they have an impact on the formation of noble character in students.

Keywords : Strategy Implementation, Teacher Citizenship, Honesty Value, Discipline Value, Responsibility Value

Introduction

Education is a conscious effort to realize a cultural inheritance from one generation to another. Education makes this generation a role model for the teachings of the previous generation. Until now, education has no limits to explain the meaning of education completely because its complex nature is often called the science of education. the science of education is continuation from education. Character according to alwisol interpreted as a picture of behavior that stands out value right wrong, good bad, in terms of explicit and also implicit (Gea et al, 2023). The character of students begins to form from their homes, schools and environments. One of the most important is from an educator, so educators as material in learning must be able to design well-planned learning through the use of methods or approaches that are suitable for the conditions of students so that the learning process can be realized properly (Nuha et al, 2022). Character education is a system of instilling character values to school residents which includes components of knowledge, willingness and action to implement these values, both towards oneself, others, god almighty, the environment and the nation and state. in character education in schools, all components (stakeholders) must be involved, including the education components themselves, namely curriculum content, learning process, assessment, quality of relationships, learning management, empowerment of facilities and infrastructure, financing and work ethic of all school residents. in this regard, teachers have a central role in developing the creativity of their students in order to improve quality human resources, therefore teachers must have four competencies, namely pedagogical, personality, social and professional (Marzuki, 2015: 84).

Character education aims to improve the quality of the educational process and outcomes by focusing on the formation of noble character and morals in students in a comprehensive, integrated, and balanced manner, in accordance with the graduation competency standards in each educational institution. Through character education, students are expected to be independent in improving and using their knowledge, considering and internalizing noble character and moral values so that they are reflected in everyday behavior (Lase, 2022). Character education has three main functions, namely: first, the function of forming and developing the potential of students to have good thoughts, hearts, and behaviors in accordance with the values of Pancasila. Second, the function of improving and strengthening character education to improve and strengthen the role of families, educational units, society and government in developing the potential of citizens and the development of an advanced, independent and prosperous nation. Third, the filtering function to filter out the culture of the nation itself and the culture of other nations that are not in accordance with the values of the nation's culture and character that are valuable. This promotion was carried out through the inauguration of Pancasila, values and constitutional norms of the 1945 constitution, the national commitment to the unity of Republic of Indonesia, the values of diversity and excellence and so that Indonesia can continue in the global context (fiitriia, 2023). Civics Education is a subject that is implemented in all formal educational institutions from elementary school to college. Civics education has an important position in order to form good citizens. Pancasila and Citizenship Education (PPKn) is one of the subjects in elementary school that is adjusted to the values of Pancasila to shape the personality of each student. PPKn is not only memorized but also applied in the daily life of each student in the form of actions, the values contained in Pancasila are not to be memorized but to be practiced in real life. Civics education which is realized through PPKn 2013 contains a function as education in values and character of citizenship that is typical of Indonesia, namely the Pancasila character (Winarno, 2019: 10).

The implementation of the value of responsibility to students is the responsibility of all teachers in elementary schools, especially in PPKn learning (Wadu et al. 2019). Where PPKn learning contains character education material and moral values (Ardiyansyah et al., 2019). However, in forming the character of student responsibility is the responsibility of all teachers, families and communities. The implementation of the value of responsibility in PPKn learning in the classroom is that students are responsible for learning. Students must be responsible for all tasks given by the teacher. In addition, students must also do class duty according to the schedule. Teachers play a very important role in the implementation of the value of responsibility in PPKn learning in the classroom. According to (Marzuki, 2015: 90) In the teaching and learning process, teachers play a very important role in developing students' creativity and must realize that students are not only recipients of information but also provide opportunities (motivation) and the ability to solve problems given to them because they are creative beings whose abilities and creativity must be developed through the education process. In line with this opinion (Sri Utami, 2015: 47) stated that". The teacher's job is to educate, train, guide, motivate, inspire students to develop their abilities, provide examples through providing understanding and practice. The attitude and behavior of a teacher are very memorable for students, so that the teacher's words, character and personality become a reflection of the students. Teachers must also provide guidance in the learning process so that it is more embedded in the students.

Research Methodology

Design used in this study is literature review or study literature. Literature review is a search and research literature with method read and study various journals, books, and various script publication other related with Topic study For produce a related writing with a topic or issue certain (Marzali , 2016). This method is method that focuses on stages or identification process, study or analysis, evaluation, and interpret and create conclusion based on overall results relevant and appropriate research with topic research contained in journals in a way systematic and structured that follows stages that have been determined so that can used as breakdown defined problem (Triandini et al., 2019).

Result & Discussion

Based on review literature conducted not quite enough answer is a task and obligations for do or finish task with full satisfaction that must be run someone and who has consequence punishment to failure. Responsibility answer participant educate seen at the time learning in progress Where participant educate do assignments given by the teacher full awareness self (Yaumi 2014:72). Not quite enough answer is attitude accept consequence work that has been done done and working on what has been entrusted to oneself someone. This is in line with study Prihastutia (2020) that participant responsible educator answer will do task in accordance with ability, capable do without help others and know what should done if find difficulty like ask to the teacher or friend others.

Participants educate own not quite enough answer high inside class at the moment learning PPKn (Kurniawan (2013:25). Moral and character development student moment This happen in ongoing context changed and influenced by factors social , technological , and environmental (Bancin et al., 2023). The following is a number of relevant aspects with moral and character development student this moment. Technological advances and social media penetration have presented new challenges in the development of students' morals and characters. Easy access to information, online interactions, and exposure to content that is not always positive can affect students' values and behavior. Therefore, it is important for educators and parents to guide students in using technology wisely, develop awareness of digital ethics, and understand the consequences of their online actions.

Character education values are traits or something that is considered very important and useful in human life. Character values can be a guide or guideline for behavior (Moksin, 2023). In this study, the values of Character Education that can be developed are discipline and responsibility. Character values are very important for humans to have, discipline values and other character values. The development of character education is discipline, responsibility. An important factor in determining the character of a leader is a positive habit and part of an example of instilling character values in students in obeying worship as a discipline value, being on time when entering and leaving class as a discipline value, giving students the opportunity to ask questions, giving praise to students who ask or answer teacher questions is a friendly/communicative value. Character values are strengthened in discipline in today's era, there is a lot of deviant behavior, undisciplined, contrary to the norms of character discipline. Character includes habits. Behavior shapes a person's actions in certain situations and ways of thinking. When feeling invisible to others can determine individual behavior in a person's character. The purpose of character education is to find out the results of education that focuses on character formation and improving the quality of the process and noble morals towards students in an integrated, comprehensive, balanced and in accordance with the graduation competency standards of each educational institution. The values contained in Character Education are tolerance, honesty, discipline, creativity, hard work, democracy, independence, national spirit (Budiman, 2022). This is in line with the opinion of (Mulyani & Nursikin, 2023) that character is related to morality, truth, goodness, strength, and individual attitudes reflected through actions towards people the ministry of education and culture states that character education involves efforts to instill good habits so that students can behave and act according to the values that have become their habits (Aprilia & Nawawi, 2023). However, in the process of developing character education learning in schools, it must go through a validity test on the material to see its feasibility because with this trial, it can determine the development of learning regarding character formation for students in schools. This trial also includes all students in the school in improving students' ability to instill character values.

Conclusion

Character education in schools is very important to be implemented in the learning process, that character includes individual behavior in interacting with the surrounding environment, and is able to show good behavior patterns in everyday life, and has empathy and a strong sense of responsibility. In addition, character also includes the ability to make good or bad decisions and realize goodness in everyday life seriously. Character education aims to improve the quality of the noble moral process in students in a comprehensive, integrated, and balanced manner, in accordance with the competency standards of each Educational Institution. The studies analyzed in this article emphasize that character education through being able to increase students' sense of responsibility, morality, and patriotism, and help shape a strong national identity. Therefore, character-based education needs to be integrated into the national education system to produce a young generation with integrity and morals.

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