



ROLE EDUCATION CITIZENSHIP IN DEVELOPMENT CHARACTER STUDENT MORALS IN THE ERA MODERN ENGLISH

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Abstract

The purpose of this study is to determine the role of education in building moral character of students in the modern era. An effective value education system in schools is expected to be able to encourage students to be able to implement the values contained in the main material taught by educators and be able to build good moral character. The research method is a qualitative literature study obtained through a literacy process from various books, articles, and journals related to the material discussed. The conclusion that can be drawn from the role of Education in building the moral character of students in the modern era. the need for structured planning of learning carried out in schools. It is necessary to carry out a new breakthrough system in terms of teaching and content because it will be one of the bases for realizing the goals of Civic Education itself. When the designed system is effective, the implementation of the contents of the material presented by educators will be well received by students.

Keywords : Role of Education, Building Moral Character, Modern Era

Introduction

Civic education learning is basically learning about Indonesia. This means learning to be a complete Indonesian, who is able to foster a sense of nationalism and love for the Indonesian homeland. A good citizen is someone who has an Indonesian personality, a high sense of nationalism, loves Pancasila and the 1945 Constitution, and loves the homeland and state, the values of the Indonesian people's struggle to seize and maintain independence have experienced ups and downs. As a result of the rapid influence of technological developments in the era of globalization, the spirit of the Indonesian people's struggle is now declining at a critical and worrying point. Globalization caused by the rapid development of science and technology, both in the fields of information, communication and transportation has made the world increasingly transparent, as if the world has become a new structure, namely a global structure. This certainly has a great impact on Indonesia in the structure of social, national and state life. All of this will greatly affect the thinking, mentality, and attitudes of the younger generation who are the hope of the next generation of the nation. In relation to this, all Indonesian citizens, especially the younger generation of Indonesia, need to be equipped with civic education with an understanding of national and state awareness in a good and dynamic way, in order to foster an attitude of willingness to sacrifice for the nation and country, and to foster a noble spirit of patriotism towards the Indonesian nation and state. Law Number 20 of 2003 concerning the National Education System regulates the functions and objectives of national education which must be used in the process of fostering and forming the character and civilization of a dignified nation. "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become people who believe and fear god almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." For that, the role of education in building the character of students is very important to be

given and instilled from an early age. Education is not only given in schools but families must also take part in providing education, especially families who spend more time with children at home, the growth and development of a child is very much determined by how the child is cared for and educated by his family including in providing teaching and procedures in everyday life. Civic education is present and becomes one of the mandatory subjects in every school because civic education is a vehicle to prepare the nation's children to have sufficient provisions in daily life activities and relationships. Critical thinking skills, responsible, have a democratic attitude and of course as a supporter of building and shaping the character of the nation. Civic education can guide every citizen in carrying out their daily lives or in the future, civic education is given to participants in order to make this young generation become good citizens. The strategy carried out in the classroom to shape student character is to create small and light activities that invite each student to provide the best service from themselves by working together with friends in the class (Saputro et al., 2013), for example sweeping the class, tidying up tables and chairs in the class, taking turns preparing stationery that will be used by the teacher in the class, and together maintaining cleanliness in the class, and tidying up the books in the cupboard in the class. Kyushoku is a school lunch program or lunch together in the classroom that has been carried out in Japan since 1954 in certain schools and has been officially included in the curriculum. The program aims not only to shape students' character in terms of serving their friends when getting lunch, on the other hand Kyushoku teaches students about the importance of healthy food, where this program is implemented at the public elementary schools level.

Research Methodology

The research method is a scientific way for researchers to collect data with the aim of processing it so that it obtains a scientific analysis. In conducting this research, the author applies a qualitative literature study research method obtained through a literacy process from various books, articles, and journals related to the material discussed. The sources in this study were obtained from actual data by emphasizing the citation of articles and accredited journals that were published. The literature study in this study was carried out by the author through the process of reading, concluding, telling stories, behavioral habits and developing the data obtained as research materials. Of the various methods of instilling moral values, the most frequently used are the storytelling and behavioral habituation methods. (Murdiono, 2008).

Result & Discussion

The role of value education in civics to shape students' character

The role of Civic Education in building the moral character of students in the digital era is the need for structured planning of learning carried out in schools. The purpose of Civic Education itself is to make students intelligent, critical, creative and active in responding to something. A new breakthrough system is needed in terms of teaching and content because it will be one of the bases for realizing the goals of Civic Education itself. When the designed system is effective, the implementation of the content of the material presented by educators will be well received by students. In addition, the formation of students' moral character is not only found in learning materials, but is also supported by the surrounding environment and the help of school elements. The elements in question are educators, content, and students. When all these elements work together to build and support each other, there will be a major change in the character of students for the better (Gunawan & Najicha, 2022). Hermanto stated in (Widiatmaka, P. 2016) "Citizenship Education has a very important role, especially in instilling and developing a mindset, attitude, and behavior of harmony, peace, and tolerance and not forgetting the diversity that is the given of the Indonesian nation". Civics Education has an important position and role in national and character development, so that it has a great responsibility in achieving national goals to educate the lives of the Indonesian people. Civics Education is a basic thing that can lead students to understand various rules, values, systems, roles and those related to society and the state. Civics Education as an effort to improve the quality of citizens through education. The role of education is very important in building student character. Civic Education is a support in building character, which means that Civic Education guides students to become good citizens, especially as the next generation who will face developments and changes in the world in the era of globalization. Through Civic Education, it is hoped that they will be able to build an attitude of loyalty to the homeland and be able to contribute every potential sincerely and wholeheartedly for the progress of the homeland.

The responsibility of Civic Education in achieving national goals and educating the nation's life and character so that the next generation can have responsible, noble, moral individuals, and become good citizens. As a moral education lesson, Civic Education is one solution to direct the development of student character based on Pancasila. Civic Education in every educational institution should be carried out continuously and related to the current social

situation (Humaeroh & Dewi, 2021). Currently, along with the rapid development of technology, changes in student behavior and actions in schools and in the community have occurred significantly. Students do not hesitate to take actions that are not in accordance with the morals that apply in their environment. A behavior is considered deviant if it does not comply with the rules, values and social norms that apply in the community or school environment or in other words, deviation is all kinds of behavioral patterns that fail to adapt to the wishes of society (Jumriani, 2018). However, behind the lack of morals of these students, there must be factors or causes for these students to commit deviant acts. (Sudarsono, 2012) states that juvenile delinquency that often occurs in society is not a stand-alone condition. Juvenile delinquency arises due to several causes, namely family, formal education, and society. The family is the closest environment to raise, mature and provide first education. If a family cannot function properly, it will cause a teenager to be adrift in finding his identity. This also happens in formal education and society which is considered the second provider of knowledge after the family. Therefore, the discovery of adolescent identity can be obtained from these three aspects. (Sudarsono, 2012). Children's behavior in modern times seen from the aspects of morals, norms, and character is starting to erode. Things that deviate from the rules and norms are also widely done by this young generation, both directly and indirectly. According to Ani Yuniati's research in (Ardiyansyah et al., 2019) Junior High School in Pekalongan, it was found that the moral deviant behavior encountered was in the form of student violence, fights, ganging up and dating that exceeded normal limits. This happened because of unstable emotional disorders. According to (Elivianda, 2017) and (Nurgiansah, 2020) The function of peers in adolescence plays an important role so that adolescence is more meaningful. (Elivianda, 2017) among the functions of peers are:

- a) Controlling aggressive impulses
- b) Gain emotional and social encouragement and become more independent
- c) Improve social skills, develop reasoning abilities, and learn to express feelings in more mature ways
- d) Developing attitudes towards sexuality and gender role behavior
- e) Strengthening moral and value adjustments.

In the Era of Globalization with the characteristics of openness and interdependence between countries, countries do not recognize their boundaries. As a result of mutual openness and dependence on the flow of information and telecommunications, in the near future international competition will be increasingly tight, especially in the economic sector. Especially for Indonesia, this kind of globalization is not only intended for domestic interests, but also for global interests. In addition, in terms of domestic benefits, the influence of this globalization can provide a global mindset and competitive behavior to society, like to work hard, have a work ethic, be creative and want to learn and develop to improve skills and work performance. The influence of globalization on the nationalism of the millennial generation is an endless global community order. Globalization is one factor that can have positive and negative impacts on the development of the Indonesian millennial generation. Globalization is essentially a process of proposing ideas which are then followed by other countries, these countries finally reach a mutual agreement and become guidelines. In addition to positive developments, globalization can also have negative impacts, even affecting the integrity of a nation and state. This can be seen from various aspects, including:

- 1) Globalization can make Indonesian society believe that liberalism can bring progress and prosperity, if this is allowed to continue it will have an impact on the understanding of the millennial generation regarding the nation's ideology, and will cause a lack of nationalism among the Indonesian millennial generation
- 2) In the economic sector, the impact of globalization on the Indonesian nation, especially the millennial generation, is a decrease in love for domestic products, they are prouder to use or buy products from other countries than products from their own country
- 3) Globalization also affects social disparities between communities, the rich will become richer and the poor will become increasingly poor
- 4) The millennial generation of the Indonesian nation often imitates western styles and forgets their identity as Indonesians.

Character Education Concept Character in the Big Indonesian Dictionary is defined as the nature, temperament and traits of a person that distinguishes one person from another.⁴ Character is actually taken from Greek, namely *charassein*, which means to carve.⁵ Literally, character is a mental or moral quality, moral strength, name or reputation.⁶ According to Doni Koesoema, character is the same as personality. Personality is considered as a characteristic or characteristic or style or distinctive nature of a person that comes from the formations received from the environment.⁷ In fact, according to the author, personality is not character. Everyone has a different personality. From the various types of personality, each personality has its own weaknesses and strengths.

Jack Corley and Thomas Philip, as quoted by Muchlas Samani and Hariyanto, define character as a person's attitude and habits that enable and facilitate moral action.⁸ Character is formed because of habits that are carried out, attitudes taken in responding to circumstances, and words spoken to others. This character ultimately becomes something that sticks to a person and often the person concerned is not aware of his character. Other people usually find it easier to judge a person's character. As an aspect of personality, character is a reflection of a person's complete personality: mentality, attitude and behavior. This kind of character education is more appropriate as moral education. Learning about manners, politeness, and customs, makes this kind of character education emphasize more on actual behaviors about how someone can be called good or bad based on contextual and cultural norms. The decline in moral quality in the lives of Indonesian people today, especially among students, demands the implementation of character education. Schools are required to play their role and responsibility to instill and develop good values and help students form and build their character with good values. Character education is directed to emphasize certain values - such as respect, responsibility, honesty, caring, and fairness - and help students to understand, pay attention to, and carry out these values in their own lives. Education does not merely function as a medium to develop abilities, but also functions to form the character and civilization of a dignified nation. From this, it is clear that character education cannot be left out in the functioning of education. Therefore, as a function inherent in the existence of national education to shape the character and civilization of the nation, character education is a manifestation of this role. For this reason, character education is the task of all parties involved in educational efforts (educators). Principles of Character Education The following are the principles used in the development of national value or character education, namely:

1. Values can be taught or strengthen the noble values of the nation's culture through thought, feeling, will, heart, and sports related to the objects studied that are integrated with the subject matter, such as those found in Biology models and other kauniyah verses. The author adheres to the understanding that Science is not free of Values, but contains Intrinsic values: Practical, Religious, Socio-Political, Intellectual, and Educational values that can be instilled in students that can be taught to students
2. The process of developing national values/character is carried out through each subject and in each learning activity (intracurricular and extracurricular)
3. The process of developing national values/character is an ongoing process from the time students enter the educational unit
4. Dialogue or discussion about various amsal (parables) of the objects studied to carry out thought processing, feeling processing, will processing, heart processing, and sports to meet the demands and emergence of self-awareness as servants of God, members of society and the nation or citizens, and as part of the environment in which they live. Thus, intellectual values, religious values, socio-political values, educational values, and practical values are embedded for students towards the objects studied
5. Self-development program through activities: routine/school culture, role models, spontaneous activities at the time of the incident, conditioning, and integration of value/character education with subject matter, and referring to the development of Basic Competencies of each subject through thought processing, feeling processing, intention processing, heart processing, and sports to explore and develop its practical values to the level of intellectual values, educational values, socio-political values, and religious values as shown in the chart above. Likewise, each Basic Competency has the development of one or more values and each value has one or more indicators which are the task of the Teacher in creating a Subject Syllabus that refers to the principles of KTSP.

Conclusion

The conclusion that can be drawn from the discussion of the role of Civic Education in building the moral character of students in the digital era is the need for structured planning of learning carried out in schools. The purpose of Civic Education itself is to make students intelligent, critical, creative and active in responding to something. A new breakthrough system is needed in terms of teaching and in terms of material content because it will be one of the bases for realizing the goals of Civic Education itself. When the designed system is effective, then the implementation of the contents of the material delivered by the educator will be well received by the students. In addition, the formation of students' moral character is not only found in the learning material, but is also supported by the surrounding environment and the help of school elements. The elements in question are educators, material content, and students. When all these elements together build and support each other, there will be a major change in the character of students for the better.

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