

# International Journal of Students Education

Page 131-135

ISSN 2988-1765

Vol 3 No 3 2025

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## INTEGRATION OF CHARACTER EDUCATION IN CITIZENSHIP EDUCATION LEARNING TO DEVELOP THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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### Abstract

Education is citizenship, one of the the theme that becomes sector featured in development character students. Character education is also a aspect important in development students at school basic. One of the eye lessons that have potential big for integrate education character is education citizenship. Approach This combine understanding about rights and obligations as citizens with formation positive and ethical character. Research this aim for integrate education character for develop attitudes and character in students school base with use approach qualitative. Then for methods used that is with method studies literature. Where the author collect data from references articles and journals available on trusted websites. In fact, civics lessons not yet enough succeed for operate role this with good because of the process that occurs in learning education only activated in achievement , management affective or attitude ignored. For overcome matter mentioned, it is necessary study modification in learning education education, one of them with integrate draft character to in its development to be more capable develop and form character student school base.

**Keywords :** Character Education, Attitude and Character, Elementary School

### Introduction

Character building this is skills diverse because no require student for become smart . but of course need character and integrity, which means that fact somebody as something nation own significant impact on well- being somebody good for them and society in a way overall. The importance education characters announced by the government through Minister of Education and Culture, has recognized since beginning by father founder of the nation. Since proclamation independence, the architects beginning has understand that for understand the goals of the Indonesian state. Even the country's progress becomes more meaningful and become meaningful attention, remembering progress nation part big determined by the nature of the country. With method these architects main emphasize importance development character. Based on affirmation this, shows that utilization education character in learning however is need absolute, because considered capable make student become smart , but also ready for make student own character and habits so that reality they as citizens become significant good for them and society in a way overall. Furthermore, which is generally related with problem This is problem school and encourage less virtue get attention. Until moment this, training and moral improvement at the moment this be at the level remembering , information is lost at the level connection daily do activities , at home , in a functioning school like case in point in cooperation everyday. As for according to Hoge (Samsuri, 2011), which is attention and focus in learning civics is implant knowledge and skills citizenship about problem social and community. Civic Education is study potential knowledge for development tasks value- rich learning. According to Marzuki (2011), education character contain three element the main thing, namely know goodness (knowing the good), loving kindness (loving the good), and doing doing the good.

Character education no just teach what is right and what is wrong to participant educate, but more from that education character implant habituation of good things so that participant educate understand, able feel, and want do good So, education character bring the same mission with moral education or moral education. Next Marzuki,

explains what became problem important here is how character or morals glorious this can become a culture or culture, in particular for participant educate. This means, study about morals glorious this important, but more importantly important again is how values morals glorious can applied in life daily so that become a participant habit educate. Culture is habit or rich tradition with values certain things that grow and develop in life daily in various aspect life. Culture can formed and developed by anyone and anywhere. Formation culture morals glorious means effort for develop tradition or habits in a place filled with values morals noble. Education citizenship is means for learn rights and obligations as citizens, Civic Education (PKn) subjects are eye lessons that emphasize formation understanding citizenship for participant educate, through education purposeful values and morals for form attitude, character and personality participant educate become smart and good citizens (smart and good citizenship). Meanwhile according to Susanto (2013), education citizenship is eye lessons used as vehicle for develop and preserve mark noble and moral roots rooted in culture nation Indonesia. Efforts make a productive society, which has character and becomes a person who has beliefs and information or in the end become man in its entirety, is through citizenship education. The reason the state created Citizenship Education (PKn) is so that every resident changed become productive member of society to be a productive member of society, to become resident certain ones that have knowledge public good mentally, spiritually, socially and deeply; have a sense of pride and obligation (metro obligation) and have choice for take part in existence society and state (investment city) for foster a sense of community and love homeland (Wahab and Sapriya, 2011).

### Research Methodology

This study use method studies literature (literature review), namely with review and analyze various source relevant libraries for get understanding theoretical and practical related integration education character in Citizenship Education ( PKn ) learning in schools basic approach this done with examine journal scientific, articles, books and documents officially obtained from various source trustworthy, good in form print both online and offline. Sources reviewed chosen based on its relevance with topic research, especially that which discusses draft education character, method teaching civics, as well as implementation values character in curriculum school basic analysis done in a way descriptive-qualitative , with map themes main thing that appears from various reference, then synthesize findings the for interesting in -depth and comprehensive conclusions about integration education character in learning civics.

### Result & Discussion

This study aim for know how integration education character in citizenship education (Pkn) learning can develop character students at the level elementary school, especially in State Islamic Elementary School (MIN) 1 Bitung. Research done use method qualitative with subject study that is some teachers who teach eye lesson civics at school the data collection technique is carried out through interview direct towards teachers in order to get information about implementation values character in learning daily. The results of interview show that the teacher has integrate values character like not quite enough responsibility, honesty, tolerance, discipline, and love homeland to in the learning process Civics. Integration is carried out through method contextual learning, use example life everyday, as well as habituation values the in activity class both inside and outside class. The teacher also conveyed that challenge in implementation education character is lack of support from environment outside school, such as family and society. Although thus, the teacher remains strive to ensure that values character can embedded in a way consistent through a fun and dialogic approach in the learning proces.

#### *Character building*

Character building is form activity the human being in it there is something educational actions intended for for generation next (Kusuma, 2007). Objectives education character is for form improvement self individual in a way continuously and train ability oneself in order to toward a better life good. Wynne ( quoted by Zuchdi, 2009), stated that term character taken from Language Greek meaning "to mark" ( to mark ). The term this more focused on how effort application mark kindness in form action or behavior sell. More Wynne continued, saying that there is two understanding about character. First, character show how somebody acting up behavior. If somebody behave no honest , cruel or Greedy, of course that person is manifest behavior bad or characterful bad. On the contrary if somebody behave honest, like help, of course that person manifest character noble. Second , the term character close relation with "personality". A person new can called a person of character if his behavior in accordance moral rules ( Zuchdi , 2009). Therefore that , according to Lickona (1992), education good character must involving no just the aspect of "knowing the good", but also "desiring the good" or "loving the good" and "acting the good". In addition that, character according to Suyanto (2009) is as method thinking and behaving that becomes characteristics typical each individual for live and work same, good in scope family, society, nation, and state. Furthermore it is also said that character is "the combination of qualities and personality that makes one person or

thing different from others" (in Hidayatullah , 2011). Apart from that, in dictionary general language Indonesia , character interpreted as nature, character, traits mental, moral or good distinguishing character somebody than others. With thus, in a way general character can it is said as method thinking and behaving that becomes characteristics typical each individual for live and work together, both in scope family , community , nation and state. By psychological and sociocultural, formation character in self individual is function from all over potential individual human (cognitive, affective, cognitive, and psychomotor ) in context socio -cultural interaction (in family, unit education , and society ) and ongoing throughout life. Configuration character in context the totality of psychological and socio-cultural processes can grouped in exercise heart (spiritual and emotional development), exercise intellectual development, physical and kinesthetic development , and affective and creativity development . heart regarding with feeling attitudes and beliefs / faith produce character honest and responsible answer. Exercise think regarding with the process of reasoning use search and use knowledge in a way critical, creative, and innovative produce personal smart.

#### *Integration of Values education character into the learning Elementary School Civics*

This study create a model as rule for enter training character to in learning civics at school basic. Talk about consequence readiness of integration model training character to in learning civics at school base depicted as following.

#### *Values character civics school base*

Values appropriate character with learning civics essential during review this plus up to 13 values character. Value data character according to learning community at school base obtained with utilise information test, with analyze Standard Competencies (SK) and basic competencies (KD) in civics Content Standards (SI) in schools base for take decision whether the values listed then reminded for then, choose price self individuals who demonstrate relatedness between SK and KD Civics at school base with mark characters and their markers. In determine price self society, determinant must changing SK/KD and directions with price self the society contained in objective learning outcomes investigation mark character according to metro training in schools base often found in table on the sheet connection .

##### a. Integration of Character Education Values In Learning

In learning, values education character must integrated in every eye lessons, according to with Ministry of National Education (2010:18). Quality education character must noticed in schedule and plan lesson with method as following :

1. See Standard Competencies (SK) and Basic Competencies (KD) in Standard Content (SI) for determine whether values social and public related must taught.
2. Choose appropriate values with connection between SK and KD, and integrate them to in timetable
3. Include values that have been chosen to in plan illustration. Plan illustration is very important for coordinate values teaching to in system learning at school. Plan Implementation Learning (RPP) is description from discoveries that will be completed in system learning more carry on Warsono (2010) explains There is a number of things to do considered in preparation of RPP, namely : (a) Understand substance of SK and KD from aspect intellectual, emotional, and psychomotor (b) Guidance customized instructions with understanding of SK and KD (c) Determine tool appropriate assessment (d) Plan material learning (e) Choose technique proper learning.

In preparation of RPP, the most important is understand the substance of SK and KD in general intellectual and practical . Understanding the ideas and practices expected in SK and KD is very important for determine markers and tools correct assessment. From knowledge this, can choose appropriate learning strategies .

##### b. Integrate values the right character to in Civic Education curriculum in Elementary Schools.

One of method for integrate values the right character to in eye citizenship Education lessons at school base is with notice values character as aspect main in system learning. Learning character at school base especially in eye lesson civics must take into account election values appropriate character with objective learning civics. Election values character the must customized with SK and KD in content Standards (SI), with analyze relatedness between SK and KD with values character marked at the time learning . With thus, the values the right character can appreciated and implemented in accordance with objective training civics at school base.

- c. Integrate values education character to in learning Civics at the elementary level Elementary school

This study create a working model as guide for integrate training character to in citizenship education (PKn) learning in schools basic. In relation with readiness use of the model, discussion about consequences that arise explained as following :

1. Addition values character civics at school base review this added 13 values the character that is considered essential in learning civics at school basic. Data about mark character the obtained from testing and analysis Standard Competencies (SK) and Basic Competencies (KD) in Civics Content Standards (SI) in schools basis . The decision to choose mark relevant characters with SK and KD PKn at school base must notice price self individual as well as objective learning . Investigation results show that table containing mark character from metro training in schools base often found on the sheet connection .
2. Educational integration character to in learning civics in elementary school integration of education character to in learning civics at school base can done with enter mark character to in prospectus and plan example . Steps that must be taken taken in enter award character to in prospectus and design example is as following :
  - a. Understand substance of SK and KD, both from aspect intellectual , emotional , and psychomotor .
  - b. Make related markers with understanding of SK and KD.
  - c. Determine mark relevant characters with SK and KD as well the marker .
  - d. Develop device evaluation .
  - e. Prepare teaching materials
  - f. Choosing a learning strategy .

Understanding substance of SK and KD, both in a way intellectual and emotional and psychomotor, become key in create appropriate marker. Marker the later will used as reference in combine device assessment and teaching materials, as well choose the right learning strategy.

## Conclusion

Educational integration character in learning civics can become solution for restore role important civics in advance the character of the ulama. Although substance eye lesson civics moment it is rich in values character, coordination thinking formation character through teaching civics can more useful. Personality student no only formed through material civics, but also through stages exercise learning that can be improved through strategy, media, and assets learning. Therefore that, integration values character to in learning civics at school base must possible through income moral values in prospectus and examples plan. For enter award character to in schedule and examples style, important for understand the substance of SK and KD in general intellectual. Understanding the ideas and practices expected in SK and KD is very important in make marker, which will later will become reference in compile tool assessment and teaching materials. Besides that, knowledge this will help in choosing appropriate learning strategies with objective formation character student. Educational integration character allows student for learn and apply values citizenship, such as participation active in activity society, awards to differences and respect to state symbols, development skills social, learning civics can become the right container for develop skills social students. Integration of education character in learning civics allows student for Study about cooperation, communication effective, and tolerance to difference.

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