



INSTALLATION OF DISCIPLINE CHARACTER THROUGH PPKN SUBJECTS IN THE EDUCATION WORLD

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Abstract

Citizenship Education creates one of the resolutions in instilling character values in the elementary school environment. Teachers are required to have a sense of responsibility for instilling values and standards in students through the teaching process, both in teaching and learning activities and outside teaching and learning activities such as reflections on good behavior to the students themselves, which aims to be able to instill and change character especially the character of student discipline for the better. This study used qualitative research on literature by collecting literature from various writings, both books and journals, related to the implementation of character building in civics education, both in international and national journals. After reading and checking, the researcher writes down the results of the analysis in a document in the form of a date because it is a record of the event. Everyone actually has goodness before they are born, but this potential must always be given and trained from an early age through socialization and education. Thus, character must embody the character of students who can personally follow school rules, which is the character most needed in the school environment, namely through civic education. The conclusion of this study shows that through citizenship education subjects is one way to shape student character. Therefore, instilling character in elementary schools is the most important thing in creating students who are moral and have a disciplined spirit in the life of the nation. The cultivation of these characters is also influenced by the conditions and environment in which students grow and develop. It is hoped that civic education that instills character values will be able to have a positive impact on the moral and character formation of students.

Keywords : Character, Citizenship Education, Discipline.

Introduction

Indonesia expects education that can produce students who are competent and kind. Developing the character of the Indonesian nation is necessary to protect the Indonesian nation. In this case, the age of elementary school children can also contribute to character formation. However, the development of this national character does not only occur in the elementary school environment, but all parties must participate in it, as well as in the family environment as well as in the surrounding environment and the wider community. Responding to criticism of 21st century education, fostering the creation of the ideals of the Indonesian State, namely prosperity and happiness through the formation of a society consisting of quality human resources, namely individuals who are independent and strong-willed so they are able to act. Realizing the ideals of the state and equal with other countries in the world. The problems in 21st century education are especially salient from the teacher, namely character education, because it is not the teacher's job only to educate students, but how to turn them into wise individuals, individuals with integrity, disciplined individuals, creative, curious, and have a personality that remains enthusiastic and respects others. According to (Dewi et al., 2020) education is defined as a conscious and planned effort towards a goal of developing students' potential and humanizing them better. In addition, education also functions as a talent developer, personality formation and the embodiment of valuable national progress and educating the nation's life.

Education is the basis of the success of the progress of a nation. Education is conscious learning that leads to healthy and noble independence, responsibility, awareness, creativity and morality of each individual, both physically and mentally (Sulistiawati & Prastowo, 2021). Schools are bodies that play an important role in character building, especially at the elementary school level. The age of elementary school children is the golden generation to instill character values for their own future and the future of the Indonesian nation. Subjects that have goals and dimensions in educating students who are smart and have character are Civics subjects. Citizenship knowledge concerns academic skills, knowledge develops in three areas, namely: politics, law and morality. The main three aspects listed are encouraged to be able to make students' knowledge of disciplinary nature aspects of school law, such as enforcing school rules or regulations civic competence is a skill that is developed civic knowledge, what should be knowledge is getting something meaningful to overcome obstacles as a student is discipline school.

Sutarna N (2018: 35-39) writes in his book "Character Education for Elementary School Students" that Pancasila is the basis for the development of character education. The emergence of national issues, such as the decline in understanding of Pancasila values that are lived, is one of the reasons for character development (Kusumawardani et al., 2021). The values of Pancasila and citizenship include the morals, noble values and culture of the Indonesian nation which are valuable, good, useful, full of meaning, content, message, soul and body, expressed or implied, facts, concepts and theories that have functional meaning and are practiced in daily life. -Day can be useful for all Indonesian citizens to guide, determine, and control one's behavior. (Suhardiyanisya et al., 2016) presented the link between civics education and character building, saying that citizenship education has dimensions that cannot be separated from aspects of character building and community morality. Citizenship is intended to form Indonesian human character (character building), which includes: (a) To form quality and responsible citizen participation skills in the life of the nation and state (b) Become an intelligent, active and democratic citizen who remains committed to supporting the unity and integrity of the nation and (c) Developing a culture of civilized democracy, namely freedom, equality, tolerance and responsibility. Character education in schools cannot be carried out if the teacher does not integrate character education with learning tools. In linking learning character values cannot simply be implemented, there must be a planning of teaching materials and lesson plans made by the teacher himself. Teachers are expected to be able to implement and integrate character education in schools. With the explanation above, it can be concluded that the teacher must play a role in instilling values and standards in students during the learning process, both in the classroom and outside the classroom, such as thinking about good behavior for their own students. The teacher's goal is to improve students' character, especially their disciplinary character.

Research Methodology

This research uses qualitative literature research by collecting library materials from various writings, both books and journals, related to the implementation of character in civics education, both in international and national journals. After reading and checking, the researcher writes down the results of the analysis in a document in the form of a date because it is a legal record of the incident.

Result & Discussion

Attached to citizenship education (PKn) in primary schools Permendiknas No. 22 of 2006, in the attachment reads: "subjects in civics education educate citizens who can understand and exercise their rights and obligations to become citizens who are intelligent, competent, and have the character determined by Pancasila and the 1945 Constitution". In general, civics education emphasizes the formation of moral (affective) aspects without neglecting other aspects. On this basis it is shown that civics education is closely related to the character development of students, because they have the same task of advancing morality. Citizenship is a subject that has a lot of character values, because this subject is one of the main subjects in teaching character development. However, it turns out that citizenship is considered less important because it is considered to have many basic ingredients and cannot fulfill its duties as the main field of character education. Character education is generally in line with civic education, and the national curriculum for civic education does not explicitly use the term character education. However, character and civic education includes some fundamental ideas about moral education and the role of schools. Warsono, 2010 argues that character education is the process of giving and helping students to become individuals with character in various dimensions of heart, mind, body and feelings and goals. Meanwhile, character is defined as the quality of a good person in the sense that he knows good, wants to do good and behaves very well, which is produced consistently from mental training, heart training, emotional training and karsa. Character education is education which was initially considered very important in early childhood, because character education is an aspirational educational process. Developing values, attitudes and behaviors that reflect noble

character or character. In quality education, character must be nurtured from an early age. character potential Character education is an education that is considered very essential to start in primary school children because character education is an educational procedure that is delivered to cultivate values, attitudes and behaviors that radiate noble or noble character. In quality education, character should be nurtured from an early age. The potential of good character is actually present in every person from the beginning of growing and developing, but this potential must be consistently given and trained through socialization and education from an early age. Early age is a crucial time for character formation. Many experts say that the lack of character development from an early age causes a person to develop into a problematic personality in adulthood. Furthermore, teaching morality to primary school children is a strategic effort. Therefore, instilling morals in children as early as possible through character education is the most important key in the development of the nation. Everyone actually has goodness before they are born, but this potential must always be given and trained from an early age through socialization and education. Youth is a critical time for character building. Many experts say that the fact that a person fails to develop his character at a young age forms his own personal problems in adulthood. Also conveying the morale of elementary school students is a strategic enterprise. Therefore, cultivation with the morality of children's character education from an early age is the most important key to building a country. There are three main approaches to character education, the first is a cognitive development approach (often referred to as moral education) wherein lies the characteristic of "good knowledge", both of which mediate the approach of "good intentions" in the foreground, and third, about traditionalist character development who believes "doing good" is fundamental. These three approaches are often integrated.

Factors Supporting Student Discipline Character

In general, factors are an unforgettable part of a problem that someone encounters in finding a problem, as well as factors that influence the disciplinary character of students. Sociological factors are factors that originate from social or community relations with other people. Factors that influence, among others, for example: (1) Family environment (Mulyaningtyas, 2006) states that "for young people, the family is the first and most important place where they get an education". The family is also interpreted as the smallest social unit where humans are social creatures characterized by cooperation. "A family environment that lacks child discipline can usually affect student delinquency. The main reason in the family environment is the selfish nature of children. This reason can be interpreted as the child's own will, in other words the crime was caused by the individual himself (2) School environment, The educational environment is mostly formal in nature. The behavior of teachers who are not responsive to students hinders the child's developmental body and fosters poor teacher-student relationships. According to (Persada, 2003) states that "School is a superior educational environment. The environment where children go to school every day is their school environment other than their home environment (3) Community Environment, after the family and school environment, the community is part of the educational environment. Thus, regardless of the state of society, either directly or indirectly, it will have implications for children's behavior in everyday life. Community factors can also influence student problem triggers. A good social environment makes teenagers have good character, but vice versa. According to (Octavia & Sumanto, 2018) obtained several types of characters that are required to be able to support the formation of student discipline characters in schools including:

1. The character of discipline is showing good behavior and following various rules and regulations, namely being on time to school.
2. The character of the national spirit is a pattern of thinking, acting and seeing that prioritizes the interests of the nation and state above the needs of oneself and the group. For example, the spirit of participating in the flag ceremony every Monday.
3. The character of caring for the environment is the attitude and behavior that always aims to keep the destruction of the surrounding natural environment away and try to repair the damage to nature that has been done. For example, preserving the school environment by disposing of trash instead.
4. The character of responsibility is the attitude and behavior of a person in fulfilling his duties and responsibilities based on himself, society, the environment (natural, social and cultural), the state and God Almighty, such as carrying out classroom cleaning tasks systematically

Based on the types of character above, it is hoped that it will be able to develop the disciplinary nature of school children to achieve the goals of civic education completely. Therefore, character must embody students who can personally follow school rules, which is the character most needed in the school environment.

Conclusion

The conclusion of this study shows that through citizenship education subjects are one way to shape student character. Citizenship education is an education that has the goal of fostering every student to become a good

citizen and with character. Therefore, instilling character in elementary schools is the most important thing in creating students who are moral and have a disciplined spirit in the life of the nation. The cultivation of these characters is also influenced by the conditions and environment in which students grow and develop. Thus, it is hoped that civic education that instills character values will be able to have a positive impact on the moral formation of students so as to provide change to the next generation of the nation in the future.

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