



THE ROLE OF CHARACTER EDUCATION THROUGH PKN LEARNING AT SDN 067264

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Abstract

The Citizenship Education Program trains students to think critically, analytically, and navigate. In civic-style education, teachers play an important role in shaping students' personalities by modeling moral honesty and personal discipline in the classroom and beyond. This study aims to understand the role of character education through PKN learning at Sdn 067264. Assessment at Sdn 067264 shows that the school has made progress in implementing character education. Each school displays character education values on the classroom walls, encourages students to practice good behavior before entering class, provides a conservation area and prohibits students from taking off their shoes at the door. This research is a qualitative descriptive study. The incorporation of character education into Civics education has proven successful, with most teachers having at least some background knowledge in the field. Teachers work hard to shape the personality of their students by incorporating character values into their classroom experience in all subjects; as an imbalance, students are expected to pay attention to their instructors as they present the course material and incorporate the good habits of their teachers into everyday life. One of the things that can shape the character of a nation is the level of education. Many academic fields, such as Philosophy and Citizenship Education, can assist in this process. The formation of good citizens depends on the dissemination of knowledge about its founding principles and the history of its society. Citizenship Education also has other goals, such as cultivating a culture of civilized democracy and developing participatory skills that make Indonesian citizens more active, critical, intelligent and democratic. Based on this discussion.

Keywords : Character education, Civics, Elementary School 067264.

Introduction

The importance of character education as promoted by the government through the Ministry of National Education, was realized from the start by the founding fathers of the nation. Beginning architects since the proclamation of independence already know that they also have to understand Indonesia's ultimate goal. In fact, national development becomes increasingly important and attracts attention when one sees that the nation's character determines national development. Character development is emphasized in this way by eminent architects (Warsono, 2010). This research shows that character education should be incorporated into teaching practice regardless of the method, as it can help students become more critical thinkers as well as prepare them to develop their own unique personality as citizens of their country. Furthermore, the most obvious factor related to this issue is problems in schools and the lack of focus on the importance of pedagogical teaching. Until recently, training and moral enhancement had been at the level of recall, with information being lost at the level of everyday interactions at work, at home, and at school. According to Lickona's (1992) assessment, "there are sixty indicators of human behavior that lead to national collapse, including, more specifically, the violent pursuit of children, the spread of social deception, and a deepening lack of respect for authority figures. The effects of a group of friends on demonstrating crime are discussed. including "damage" due to "doubt and ridicule", "violation of language",

"decreased work ethic", "decreased awareness of other people's expectations of you", "promoting useless behavior", and "violating moral norms".

In terms of personal development, Citizenship Education is one of the most comprehensive and far-reaching instructional projects, covering no less than three main areas: (1) conceptually, metroschooling plays a role in ideas and speculation; (2) curricular instruction results in various kinds of projects; and (3) implementation strategy. The urban school program supported by Pancasila and, subsequently, the 1945 Constitution, aims to cultivate strong personal and national capacities to improve the country's overall quality of life, in line with the objectives set out in the 2003 Comprehensive Education Law (UU Universal No. 20 2003). the ability to be human, including the ability to accept and fear God's maintenance while having extraordinary personal qualities. Become a person supported by their fame and skills by being brave, strong, talkative, creative and independent. This shows the significant and crucial role that metro teaching plays in character education. When viewed from the lens of this goal, Civics education is usually regarded as a careful discovery of intrinsic values. However, field experts have noticed that current Civics teaching practices are limited to schools that focus on achieving intellectual or informational goals. While emotions are dealt with, issues related to the most common ways to shape students' identities and worldviews are downplayed. To create students with character at all levels of the education system, from planning, implementation, to evaluation, Civics education must be improved. Because developing character values requires more than instruction, we must have the freedom to construct our own methods of defining, implementing, and valuing the values of others. Hermann revealed in (Budimansyah, 2010:68) that "award is not hacked or instructed, it is learned", which means that the award is learned not given. This is done so that we as teachers can foster intelligent and moral children. The goal of rural education is to produce productive citizens who are also highly moral and well-rounded individuals who can contribute to society as a whole. Citizenship Education (PKn) was established so that every citizen can develop into a contributing member of society, especially one who has broad and deep knowledge of his community at all levels (mental, physical, social, and spiritual), a sense of civic duty and responsibility, and freedom to pursue their own goals. Based on the background above, the authors are interested in discussing the Role of Character Education Through Pkn Learning at Sdn 067264.

Research Methodology

This article uses qualitative descriptive writing. Provides a comprehensive overview of issues that are developing along with creative ideas that can be implemented as new solutions. The next step in this process is to conduct a literature review. Where the author compiles information from references in reputable articles and journals. The authors use a qualitative approach to ensure the health and safety of themselves and others. The information used is a compilation taken from no more than ten articles and journals accessible by Google Scholar. The selected articles are those that have a linguistic focus that is consistent with the overall theme of the article. Within a span of no more than a week, the author can conduct a thorough review of journals and articles.

Result & Discussion

Concept of Character Education at SDN 067264

Character traits are associated with concepts such as ethics, integrity, and self-esteem, and they have a positive rather than a neutral effect on an individual's moral compass and sense of self-worth. Character is a set of values that guide human actions in accordance with predetermined religious, cultural, legal, customs and aesthetic norms. Character education or character education is the process of instilling core values in students, such as respecting oneself, others, the environment, and the land itself (Character Education Team, 2010). Therefore, "Character Education" can be understood in a broader sense as any form of education that instills in students pride in their national identity and encourages them to incorporate their cultural values into their daily lives as citizens and members of the country. their community. members. This concept needs to be addressed directly by both the government and the general public as a response to the alarming situation currently being felt by the people of Indonesia, as evidenced by the increasing rates of crime, nativism, racism and religious intolerance. . Increase the national education system's emphasis on character education as a top priority. The people of a nation are very important to the process of forming its identity. If a nation invests sufficient mental energy to develop its character, it will mature into a deep and complex nation. Effective and thorough character development can be achieved through education, or what we now call "character education". Education is the most systematic and effective medium for building one's character (Naim, 2012, p. 24).

Strategy for Character Education through Pkn Learning at SDN 067264

According to Soedarsono (2009), character education cannot be used as a quick fix or temporary solution. Strong character development is not limited to the classroom. However, character education can be practiced in the

classroom by emphasizing and limiting values such as solidarity and tolerance in a multicultural society that respects its national identity and acquires that identity through knowledge and devotion to its guiding principles. Students who have developed into valued members of the community have a global perspective, see themselves as good global citizens, and feel part of a worldwide community, regardless of their background or ethnicity. Lickona (2009) identified two guiding principles to ensure that character education is implemented effectively. Good character can be measured by (1) emphasizing intrinsic moral values and external supporting indicators, (2) providing a comprehensive definition of character that includes thoughts, emotions, and actions, and (3) using an all-encompassing, collaborative, and a proactive approach to character development. (4) provide students with opportunities to engage in actions for which they will be morally responsible (5) (6) create academically meaningful and engaging curricula that celebrate all students as capable learners, foster student character development, and aid their academic success ; (7) trying to encourage students' intrinsic motivation; (8) involve teaching and school support staff as a learning community who are committed to sharing responsibility for developing student character and academic success. (10) involving family and community members as mentors in character development (9). (9) build shared moral authority and provide long-term support for character education initiatives. (11) assessment of school character, how school staff members inspire students, and the extent to which students exhibit positive traits. Pancasila and Citizenship Education (PKn) is a curriculum that emphasizes the development of knowledgeable, responsible citizens who uphold the values proclaimed in the Proclamation of Independence and the 1945 Universal Declaration of Human Rights. There are three skills that teachers should emphasize in order to produce graduates who can effectively monitor government policies. (3) students who can effectively convey their ideas and knowledge to others. (1) students who can think critically, rationally and creatively when faced with issues related to Citizenship. (2) students who can actively participate and be responsible for community development projects. In line with Civics objectives, skills that need to be developed through Civics education include knowledge of various political and legal theories and philosophical frameworks (known as "inculcation of Pancasila values"), as well as the ability to participate and contribute effectively in society (known as "skills in community").

Good civic character is an important part of Civics education because it allows students to learn about national power and use that knowledge to improve the performance of their own country. Examples include being religious, honest, impartial, democratic, respecting authority, abiding by the rule of law, loyal to the United States, secure in one's national identity, willing to lay down one's life for one's country, and so on. Actions that must be taken by Civics teachers to create character education that includes ethics, values, democracy, and fundamental beliefs: It is better if the approach to improving Civics education is carried out in a comprehensive manner, by looking at the subject matter, teaching methods, and pedagogy as a whole. Education with a Civics focus must address all issues, from individual value judgments to global ethical principles. The preparation of an effective lesson plan and syllabus requires teachers to have a strong understanding of the concepts and character indicators that will be used to interpret student performance. To ensure that their students retain the information being taught, Civics instructors must use a variety of active learning strategies, including class discussions, problem sets, and group projects, as well as more traditional methods such as note-taking, close reading, and writing. The best role of a Civics teacher is to act as a guide or mentor for his students. Therefore, Civics teachers must portray students with consistent inner character in everything they say and do. (TL Lickona & S). Building a productive school culture is important for encouraging students' personal growth and development and realizing character education in the classroom. Therefore, the way everyone thinks and acts in the school community is jointly shaped by the norms, values, attitudes, expectations and traditions that make up the school culture. A positive and healthy school culture in the wider community can influence the motivation, productivity, happiness and chances of success for students and teachers in the classroom.

Conclusion

Efforts to build national character are not easy or quick to implement. However, this requires a collaborative effort that considers multiple factors and encourages collaboration between different sectors of society. One of the government's serious efforts is to create a curriculum that promotes academic achievement and character development. This is done in an effort to preserve national and regional values. Comprehensive and consistent Civic Education education will help develop Indonesian people based on culture and religion. Education units, especially teachers, must make every effort so that character education as outlined in Civics can provide satisfactory results for the development of Indonesian culture and values.

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