



THE IMPORTANCE OF PKN LEARNING IN FORMING CHARACTER EDUCATION VALUES IN ELEMENTARY SCHOOL CHILDREN

Maya Shafira Pratiwi¹

¹Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹ maya21safira@gmail.com

Abstract

This study aims to find out how important the influence of Civics learning is in shaping the value of character education in elementary school children. This research is based on the author's anxiety about the situation that continues to decline and deviate from character education in the nation's next generation, in particular, in elementary schools. Therefore, character education is important and civics learning is present as a bridge in character building for the next generation of the nation. The method used is a qualitative method based on a literature study, in which the author reads and explores topics from various sources such as journals, books, and other sources that are felt to be related. Civics in it is discussed about the value of character education related to the three main components. through this, it is hoped that the next generation will not only develop in terms of knowledge and skills but have a noble character. In the process of forming the value of character education, it is not easy to form in every elementary school child. To answer this challenge, it is necessary to have an effective way for educators to instill the value of character education in civics learning, for the smooth formation of character education values in elementary school children.

Keywords : Civics Learning, Character Education Value, Elementary School Children.

Introduction

Make friends regardless of a difference, friendly when meeting older people. sharing food or toys with friends, always greeting when meeting friends, having a high sense of empathy and sympathy, being able to appreciate whatever other people do and choose. (Keinendiknas, 2012). The character of tolerance is one of the nine pillars of early childhood character that comes from noble values that are universally recognized according to (Ministry of National Education, 2012). What is developed in an attitude of tolerance is to develop the habit of being patient, accepting differences, an attitude of tolerance, and the ability to withstand emotions when seeing differences. The importance of the character of tolerance is formed in early childhood because at that age is the golden age where a child more easily accepts stimuli given from outside and at that age a child if habituation is carried out is easier to do with the hope that this tolerant character will already be ingrained in him. (Ekaningtyas, 2020). The role of parents is very important in the process of character formation when parents become madrassas or the first teachers for children. All knowledge and understanding that children receive for the first time naturally comes from parents (Ekaningtyas, 2020). The same research was also conducted by Miklikowska (2016) and found that the attitude of tolerance of parents has a very large influence because the formation of tolerance that is used to, attaches and reassures. and great gains for him, so that he gets used to it and the son carries it through to adulthood. Teaching children to speak and behave politely at all times, giving children the opportunity to interact with their peers, and giving children the opportunity to socialize properly with other people and people older than them to socialize and interact is a method that people can use. Parents, for example, in forming a child's tolerance (Yunida, 2017). Teachers are professionals who also play an important role in teaching character education as referred to in Article 4 of RI Law No. 14 of 2005 concerning Teachers and Teachers, which explains the roles and responsibilities of a teacher as a learner, teacher facilitator and student motivator. , promote learning and inspire learning for students

committed to improving the quality of national education. Therefore, its role is very important in the formation of the character of teachers and education in implementing the goals of national education quality. Teachers are professionals who also play an important role in teaching character education as referred to in Article 4 of RI Law No. 14 of 2005 concerning Teachers and Teachers, which explains the roles and responsibilities of a teacher as a learner, teacher facilitator and student motivator. , promote learning and inspire learning for students committed to improving the quality of national education. Therefore, its role is very important in the formation of the character of teachers and education in implementing the goals of national education quality. Teachers are professionals who also play an important role in teaching character education as referred to in Article 4 of RI Law No. 14 of 2005 concerning Teachers and Teachers, which explains the roles and responsibilities of a teacher as a learner, teacher facilitator and student motivator. , promote learning and inspire learning for students committed to improving the quality of national education. Therefore, its role is very important in the formation of the character of teachers and education in implementing the goals of national education quality. promote learning and inspire learning for students committed to improving the quality of national education. Therefore, its role is very important in the formation of the character of teachers and education in implementing the goals of national education quality. promote learning and inspire learning for students committed to improving the quality of national education. Therefore, its role is very important in the formation of the character of teachers and education in implementing the goals of national education quality.

Basic education is an effort to educate and educate a nation and its citizens to live in piety, love and pride in their country, to be capable, creative, virtuous, polite and able to solve environmental problems. Elementary school education is education for children from 7 to 13 years as basic education which is developed according to educational units, regional possibilities, and socio-cultural. In this elementary school , students are required to master all subjects and solve problems . However, learning does not only take place at school, but also outside of school. In Constitution No. 20 of 2003, education is defined as a learning environment and learning process that allows students to develop their potential in the form of spiritual and religious strength, personality, self-discipline, intelligence, noble character, and abilities that require himself, society, nation. (Aka, 2016) Elementary school education (SD) is the basic level for students in pursuing education. Education in elementary schools has a contribution in building the knowledge base of students to be used in further education, therefore the implementation of learning in elementary schools must run optimally. Civics is one of the subjects taught at the elementary school level, Civics learning leads to the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have character mandated by Pancasila and the 1945 Constitution (Permendiknas No. 22 of 2006 concerning content standards). (Kusrahmadi, 2007) Education aims not only to form human beings who are intelligent and skilled in carrying out tasks, but is expected to produce human beings who have morals, so as to produce excellent citizens. Therefore education is not merely transferring knowledge to students, but also transferring moral values and universal human values. With universal moral transfer, it is hoped that students can respect the lives of other people reflected in behavior and self-actualization, from the age of elementary school until they become adults to become good citizens (good citizens). (Carolus Borromeus Mulyatno, 2022) Education is not a process that is planned, implemented, and based on rules regularly agreed by community enforcement mechanisms (government); Rather, it is a part of life that has been going on since the dawn of mankind. With the method studied and according to agreed rules. Education can be likened to a process that is designed, planned, and implemented according to applicable regulations, especially laws based on a cooperation agreement. Education as a conscious activity and process is a sign that society is beginning to understand the importance of forming, directing and guiding human beings as they wish. Meanwhile (Carolus Borromeus Mulyatno, 2022) Ramdhani (2017: 28) states that character building is the potential development of a positive attitude by increasing abilities that elevate a person to the level of a divine being and build self-confidence as a global leader. (Carolus Borromeus Mulyatno, 2022) In 2016 Puspitasari et al. 134) Character education is a method of teaching children to make difficult decisions and implement them in everyday life so that they can continue to have a positive influence on the world around them. Based on the explanations given by the experts who describe it, it can be interpreted that character education is a form of activity aimed at educating the public or showing good personal appreciation so that someone can act well. Character education is taught in schools. The application of environmentally sound character education is possible following the curriculum flow or strategy planned by the school. 2017: Gunawan 23) Character education is teaching a person to form a person with others through moral education. The results, such as a positive attitude, trustworthiness, responsibility, respect for the rights of others, hard work, and so on can be seen in one's actions.

Research Methodology

In this study, the authors used a qualitative method or a descriptive approach. In a descriptive approach, the writer uses (Nugrahani, F. and Hum, M.: 2014). In addition, the authors reviewed this research based on literature studies, this was done in accordance with the method proposed by (Zed Mestika: 2008) that the authors used existing literature and sources as a basis for data collection and analysis. This is of course related to the discussion about the importance of learning citizenship for the formation of character-forming values in elementary school students. Therefore, this article describes the importance of civics learning in shaping character education for the nation's next generation, especially elementary school students in Indonesia.

Result & Discussion

The importance of learning Civics, explained in RI Law No. 20 of 2003 concerning the national education system, chapter 10 concerning curriculum, article 37 paragraphs 1 and 2 which explains that Civics is one of the lessons that must exist in the curriculum of elementary education, secondary education to higher education (RI Law No. 20 of 2003). The existence of the integrity of citizenship education in the law on the national education system as a compulsory subject at the primary, secondary and tertiary education levels shows that this learning occupies a significant position in achieving Indonesia's national education goals. National education goals based on RI Law No. 20 of 2003) namely as developing expertise and forming character in order to educate the life of the nation which leads to the goal of developing students' potential to become human beings who have character and become good citizens. It can be said that in essence the aim of national education is to increase cognitive, affective and competitive abilities. Related to this affective ability is related to the ability to behave in accordance with the values and norms that apply. This makes one of the individual guidelines in forming the character within. Related to this affective ability is related to the ability to behave in accordance with the values and norms that apply. This makes one of the individual guidelines in forming the character within. Related to this affective ability is related to the ability to behave in accordance with the values and norms that apply. This makes one of the individual guidelines in forming the character within. (Aulia & Dewi, 2021) Character education is a learning process that must be applied at all levels of education. With character education will make the character and morals of students better and can be in accordance with what is expected by the state. So that the good character possessed by its citizens will make Indonesia a country that is not only advanced in knowledge but also the character and personality of its nation. (Carolus Borromeus Mulyatno, 2022) According to Sholekhah (2019), character education is the most crucial component in realizing the formation of a superior, quality generation and the key to producing quality Indonesian children who are ready to face everyday life. In character education, it is important to emphasize values such as wisdom, respect for others, personal responsibility, a sense of destiny, suffering, and how to resolve conflicts peacefully. According to Lickona, moral values alone are not enough to build a human being with character; one must also have a moral character (Lickona, T. 1995:53). Character education aims to help students use knowledge, examine and internalize and personalize values, develop social skills that enable the growth and development of noble character in students and manifest it in daily behavior, in various socio-cultural contexts throughout life. , and includes knowledge about morals (moral knowledge), feelings about morals (moral feeling), and moral actions (moral actions). Meanwhile, the Target for Early Childhood Education (2018) states that character building is a gold substitute for the nation to be humane and ethical, creating a just, protected and prosperous society. This relates to Law number 20 of 2003 concerning public schools. and includes knowledge about morals (moral knowledge), feelings about morals (moral feeling), and moral actions (moral actions). Meanwhile, the Target for Early Childhood Education (2018) states that character building is a gold substitute for the nation to be humane and ethical, creating a just, protected and prosperous society. This relates to Law number 20 of 2003 concerning public schools.

Character education taught in schools can be implemented by students. Various efforts by teachers and schools to improve character can be successful, although there are still obstacles. Because character education is part of PKN learning, students slowly begin to let go of bad characters and build new characters within themselves. Even though the efforts of teachers and schools are simple, in the long term new characters will emerge for children. For example, because the teacher is studying, the teacher often gives group assignments, group discussions, speaking in front of the class and performing vigils, all ways to develop children's character. For example, when students are given group assignments and group discussions, children develop the character of responsibility, cooperation, mutual cooperation, respect for the opinions of others, and togetherness. When students are then asked to speak in front of the class, it builds and strengthens student character, such as self-confidence, courage, and a sense of

responsibility. Before starting learning, the teacher first makes a lesson plan according to the results of the research. Teachers can integrate materials such as character education into PKN learning. The teacher plans as much as possible so that PKN and character education materials are carried out collaboratively, because these two things are very closely related. In PKN subjects, good citizenship is primarily taught. With this scope, each material also includes character education. Character education is a character that must be owned by every citizen. courage and sense of responsibility. Before starting learning, the teacher first makes a lesson plan according to the results of the research. Teachers can integrate materials such as character education into PKN learning. The teacher plans as much as possible so that PKN and character education materials are carried out collaboratively, because these two things are very closely related. In PKN subjects, good citizenship is primarily taught. With this scope, each material also includes character education. Character education is a character that must be possessed by every citizen. The teacher plans as much as possible so that PKN and character education materials are carried out collaboratively, because these two things are very closely related. In PKN subjects, good citizenship is primarily taught. With this scope, each material also includes character education. Character education is a character that must be owned by every citizen. Character values are the most important thing in the character education learning system in elementary schools, especially in civics subjects. The choice of civics learning character assessment cannot be coordinated in this way, but must be changed according to the goals of civics learning. Information about the appropriate values for civics learning in elementary schools was obtained by analyzing competency standards (SK) and basic competencies (KD) in content standards (SI), then choosing class scores that show the relationship between SK and KD. with value and character. Based on the examination between SK, CD and instructions, subjects assess elementary schools according to the goals of civic education.

Conclusion

The integration of character education in Civics learning is a solution that will revive Civics tasks as a topic which is the main field in advancing the character of the clergy. Civics may be a Civics subject whose substance is currently rich in character values, it would be more useful to coordinate character building thoughts. Improving student character does not only develop through the substance of Civics material, but student personality is often grown indirectly through stages in learning exercises, then at that time it can also be upheld by the use of strategies, media, and learning assets. Integrating character values into in learning Civics in elementary schools must be made possible by incorporating moral values into the prospectus and sample plans. In entering character awards into schedules and style examples, what must be done is to know the substance of SK and KD. Intellectually, what ideas are there in SK and KD. Understanding the ideas and practices expected in SK and KD is very important in making markers. These markers will be a reference in preparing assessment tools and teaching materials. The fabrics shown will direct you in choosing learning strategies. Character education is one of the important things in creating a good generation of Indonesian people. Civics learning is present as a bridge in the formation of character education for the nation's next generation. Civics learning has a direct effect on character education because Civics contains 3 main components, including knowledge, skills and attitudes. In addition, there is an effective strategy for instilling character education values in Civics learning, which includes (1) integrating values and ethics in subjects. (2) internalizing the positive values that every school member has. (3) through training, giving examples and training. (4) creating a school atmosphere with character and culture. (5) integrating learning with the formation of student character. (6) management of schools and extracurriculars.

References

- Aka, KA (2016). The Quantum Teaching Model with the Cooperative Learning Approach to Improve the Quality of Civics Learning. *Pedagogy : Journal of Education*, 5(1), 35–46. <https://doi.org/10.21070/pedagogia.v5i1.87>
- Aulia, ERN, & Dewi, DA (2021). The importance of character education for elementary school children as a form of Pkn implementation. *Thematic Education: Journal of Elementary School Education*, 2(1), 43–53.

Carolus Borromeus Mulyatno. (2022). Journal of Education and Counseling ٥ ل سن ن م ا ل م ي ع ل م ب ا ل ق ل و ل . Journal of Education and Counseling, 4, 1349–1358.

Delimunthe, RAA (2015). Strategy and implementation of the implementation of character education at SMP N 9 Yogyakarta. *Journal of Character Education*, (1).

Kusrahmadi, S. (2007). The Importance of Moral Education for Elementary School Children. *Journal of Educational Dynamics*, 2(1), 118–129. [http://staff.uny.ac.id/sites/default/files/April 21st ABC Elementary School Children's Moral Education is very important.pdf](http://staff.uny.ac.id/sites/default/files/April%2021st%20ABC%20Elementary%20School%20Children's%20Moral%20Education%20is%20very%20important.pdf)

Megawangi, R. (2007). *It All Starts with Character*. Jakarta, FE-UI Publishing Institute.

Mustari, M., & Rahman, MT (2011). *Character values: Reflections on character education*. Yogyakarta, Laksbang Pressindo.