



IMPLEMENTATION OF CIVICS LEARNING AS CHARACTER BUILDING FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

Character education is one of the important things in creating a nation's generation in Indonesia. Through character education students are taught to have good attitudes and behavior. Character education aims to revive the character of citizens in accordance with the values of Pancasila, including the values of piety, the values of faith, the values of honesty, the values of caring, to the values of ethics or courtesy. character education for students, because the purpose of Civics is basically to create students to become citizens who are democratic and have character in accordance with the values of Pancasila. Providing education to students in Indonesia with the aim of cultivating attitude and personality values in accordance with the values contained in the Pancasila precepts. Within the scope of National Education, Citizenship Education is used as a forum for realizing the goals of National Education (Suyanto, 2009). Therefore, character education is properly implemented through Civics in shaping the morals of the younger generation. This problem seems to complement existing problems, such as weak law enforcement, widespread corruption, collusion and nepotism. Even today's political ethics among government officials and state administrators are also very disappointing to the people. Breaking promises so as not to ignore the voice of the people is commonplace for state officials, from the central to the regional levels. The task of citizenship education with its new paradigm is to develop democratic education with three main functions, namely developing citizen intelligence, train the skills of citizens and shape the personality of citizens.

Keywords : Character Building, Civics Learning

Introduction

In essence, education is a conscious and planned effort to create a conducive learning atmosphere and learning process. Providing education to students in Indonesia with the aim of cultivating attitude and personality values in accordance with the values contained in the Pancasila precepts. Within the scope of National Education, Citizenship Education is used as a forum for realizing the goals of National Education (Suyanto, 2009). Citizenship Education is very important to implement for the development of the potential minds of students so that they become human beings who believe in and fear God Almighty based on the first precepts of Pancasila, have noble character, are physically and spiritually healthy, knowledgeable, capable in creativity, independent, and become citizens of a democratic country. and be responsible (Sham, 2011). In line with the process of developing the life of the nation and state, which is characterized by increasingly fierce competition for competitiveness between nations, the Indonesian nation has begun to enter the era of globalization in various fields of education towards a more democratic society (Pertiwi, et al. 2021). In the process of the nation's journey towards a civilized society, citizenship education as one of the subjects in schools needs to adapt to the needs and demands of society which is undergoing a process of globalization. Today, the shift in life trends in students in Indonesia is a very important issue for the world of education. Various cases involving teenagers (often referred to as juvenile delinquency) are starting to worry parents. This issue basically becomes a major responsibility for all parts of the parties in an

educational institution (Hardini, 2015). It is undeniable that today's Indonesian people, especially teenagers, are faced with the problem of moral decline. This problem seems to complement existing problems, such as weak law enforcement, widespread corruption, collusion and nepotism. Even today's political ethics among government officials and state administrators are also very disappointing to the people. Breaking promises so as not to ignore the voice of the people is commonplace for state officials, from the central to the regional levels. The task of citizenship education with its new paradigm is to develop democratic education with three main functions, namely developing citizen intelligence, train the skills of citizens and shape the personality of citizens. Furthermore, to develop a democratic society through civic education, special learning missions and approaches are needed that are in accordance with the new paradigm of civic education (Juliardi, 2015). only on the cognitive aspect, but as a whole and comprehensively, which includes affective and psychomotor aspects. In addition to these aspects Civic Education also develops value and moral education. Where is the moral education that is currently happening to elementary school students, it has begun to deviate somewhat from the 1945 Constitution and is astonishing again. The importance of citizenship education is a very important basis for elementary school students. But in reality the awareness of the state and morals in Indonesia is very apprehensive, and in general this happens to school children who are provided with citizenship lessons. Self-awareness in children must be the main provision for providing this education. For this reason, we as prospective elementary school teachers should also participate in improving the development of the quality of education in Indonesia. Moreover, we must become professional teachers who can provide good character education to elementary school students. Train students to be active in the teaching and learning process, responsive to the material being taught. If based on the reality above, it is very ironic. Who else should the younger generation imitate, while the generation above them who should be an example have not been able to show an attitude worthy of example. This is what is called a moral crisis. Moral as if it is no longer there. Morals are no longer glorified. What is needed in conditions like this? The answer is character education. So, based on the reality of national and state life today, which is plagued by various moral crises, it becomes very important to realize the development of national character through the educational process. In this case, Citizenship Education (Civics) is expected to be a vehicle for rebuilding the nation's character which is starting to erode. Therefore, civics education lessons in schools, especially at the elementary school level, need to adapt and improve with the demands of the outside community. With the development of an increasingly sophisticated era and the development of science, we as citizens of Indonesia need to increase our competitiveness in terms of knowledge, attitudes, and in increasing our worship of God Almighty.

Research Methodology

This study discusses the Implementation of Internship Learning as Character Building for Elementary School Students. The type of this research is a literature study. Zed in Rahayu's research (2018) said that the literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials. Rahayu added that literature studies are carried out by every researcher with the main objective of finding a foothold/foundation to obtain and build a theoretical basis, framework for thinking, and determine provisional conjectures or also known as research hypotheses. So that researchers can group, allocate organize, and use a variety of literature in their field.

Result & Discussion

The discussion about character is very important and fundamental. character is formed through a process and is an urgent matter that will greatly affect the future of one's life. Not only that, the character possessed by a person will also have a tremendous influence on the group in which he is located, be it a small group such as family, to large groups such as society, nation, and even the state (Dianti, 2014). This clearly shows that it is the character set of individuals that will affect the welfare of a nation. Character is a strength and then that will control the life of a nation so that it is not swayed. If the citizens of a country have good character then the future of that country is likely to be good. The moral development of children in Indonesia today is very minimal. From the children of the lower class and the children of the upper class, their attitude towards the state is less participating in maintaining the integrity of the country. The elementary school education level is the foundation for the formation of a good and useful national character (Pertiwi, et al. 2021). With Citizenship Education, it is hoped that children in Indonesia can improve their morals with self-awareness. Even so, parents and the government must also participate in supporting the moral improvement of Indonesian children. Character problems occur in almost every element, starting from the family environment, schools, the general public, even officials who are representatives of the people in government. We can see the character problem that appears in the bad behavior of our citizens from the news in various mass media, both print and electronic (Syam, 2011). Almost every day, it seems as if the mass media continues to report on crimes committed by our citizens, both ordinary crimes and extraordinary crimes

which are already very difficult to tolerate. So far, discussing solutions to any existing character problems, education is still the most effective and efficient field in efforts to build good character in the younger generation (students). National character development is used as the main stream in national development. This shows that every development effort must always be directed to have a positive impact on character development. In fact, this has been constitutionally reflected in the national development mission (Hardini, 2015). Furthermore, the government's attention to character issues can also be seen from the drafting of a character education grand design in 2010. In this grand design, the government outlined the character values that students must have and the strategy for carrying out character education. In the 2010 character education grand design, it was explained that in the school environment there are four pillars that can be used as a place for instilling character values, namely teaching and learning activities in the class that are integrated in each subject, daily activities in the form of school culture, co-curricular and/or extracurricular activities, as well as daily activities at home,

Teaching and learning activities in each subject can integrate the character values to be achieved at each stage, namely planning, implementing, and evaluating, including in Civics learning. Moreover, in this case, the role of Civics subjects is the leading sector of character education, it is clear that they must integrate character values into their teaching and learning activities because this is clearly described in the learning objectives of Civics (Pertiwi, et al. 2021). Darmadi (2010) explains that fostering morals that are expected to be realized in everyday life, namely behavior that radiates faith and piety towards God Almighty in a society consisting of various religious groups, behavior that is just and civilized humanity, behavior that supports national unity in a society with diverse interests, behavior that supports the people that prioritizes common interests above individual and group interests so that differences in thoughts, income, or interests above are through deliberation and consensus, as well as behavior that supports efforts to realize social justice for all Indonesian people. However, the problem that researchers get in the field is that educational practice in Civics learning that takes place in the classroom at this time is only limited to education that is oriented towards achieving cognitive or knowledge goals. While affective, matters relating to the process of forming the character/attitude of students tend to be ignored. Suwarma (in Budimansyah, 2012) explains that the weaknesses of Civics learning in the character education perspective are emphasized in more detail such as teacher centered activities, stronger result orientation, less emphasis on process, material presented in the form of information, students' position in a passive condition ready to receive lessons, knowledge is stronger than attitudes and skills, the use of methods is limited to unpleasant and one-way learning situations (indoctrination). Therefore, there is a need for improvements in Civics learning in developing the character of students starting from planning, implementing, and evaluating. We must be able to plan, execute, and evaluation that can internalize existing character values because the inculcation of character values is not enough just to be taught but also to be developed. Civics is actually one of the subjects that is rich in character values. Civics is one of the leading sectors of character learning. Therefore, the character goals set in Civics learning are actually instructional effects to be achieved, not only as accompanying effects. However, in reality nowadays Civics seem to be a subject that is not considered so important because Civics lessons are only limited to memorizing material and are less able to carry out their functions as the leading sector of character education. In general, Citizenship Education aims to develop the potential of individual Indonesian citizens who have adequate insight, disposition, and intellectual and social civic skills, which enable them to participate intelligently and responsibly in various dimensions of social, national and state life. In addition, Civic Education also has a function as a vehicle for forming citizens who are intelligent, skilled, and have character who are loyal to the Indonesian Nation and State by reflecting on themselves in the habit of thinking and acting in accordance with the mandate contained in Pancasila. Efforts are being made to build national character through the introduction and understanding of the values that apply to the Indonesian nation. The development of national character is also the future goal of our nation so that the character of students becomes better and they can become the nation's successors. The future of the Indonesian nation is determined by students who have good character. If students who don't have good character, what happens to our nation led by people who don't have good character? For this reason, schools now also apply character values that exist in themselves.

Character is also included in the school assessment, which includes efforts made to make the Indonesian nation's character better. Many efforts have been made to improve the character of the Indonesian nation. One of them is the character assessment conducted in schools. Even though there are character values in schools, there are still many student behaviors that are not in accordance with the character or student behavior that is not good. One of the efforts to improve student morale at this time, where student morale has now fallen, with PKN lessons on education that develop good and correct behavioral values, is expected to improve children's mentality. School as a place to educate students is not only cognitive education that needs to be taught but moral lessons also need to be applied in schools. So that students can get cognitive and moral lessons so that when students mingle or gather with the community they have good behavior. Character education should be given as early as possible. Starting from the family and then it can be helped to be developed by educators in formal educational institutions starting from

the elementary education level (SD). Success in character education in elementary school can influence until he grows up because at that time the child begins to be able to recognize good and bad things, with good guidance students will be able to behave well and the quality of their education will improve and develop. The character is composed of three parts, some of which are interrelated. The three of them are moral knowing or moral knowledge, moral feeling or moral feeling, and moral behavior or moral behavior. Good character is basically composed of knowledge about goodness, desire for goodness, and also doing good. However, the essence of character education has a higher meaning than just being said as moral education. Because character education does not only focus on issues of right and wrong, but also on how to instill good habits in life so that students have a high level of awareness and understanding, as well as attention and commitment to implementing good things in everyday life. . In the implementation of character education in civic education learning, it can be seen from the beginning of learning to the closing activities. Siska, et al. (2018) suggests that in the process of implementing character education values in civics education learning, the following stages can be carried out: 1. Process Planning for the implementation of character education values is carried out in accordance with the design that has been made by the Ministry of Education and Culture. The implementation of character education values during the learning process in the classroom is based on basic competencies and indicators. In making the syllabus and lesson plans, the values of character education will be included in the learning indicators. So, later the value of character education. contained in the indicators will be carried out during the learning process. In other words, in the process of making lesson plans educators must also be able to pay attention to indicators of learning achievement. So that, from these indicators educators can find out what character values need to be held in the learning process in class 2. Implementation In the process of implementing character education values for students can be done in various ways. According to (Hardini, 2015). states that implementing the values of character education in the learning process can be done through the following learning strategies, including (a) lectures, (b) demonstrations, (c) discussions, (d) simulations, and (e) practical field learning experiences. Apart from implementing the strategy as stated above, the selection of learning media can also affect the learning process. Therefore, the need for the selection of learning media that is appropriate and appropriate to the needs of students in order to achieve effective learning goals. Meanwhile, according to Juliardi (2015) the implementation of character education through Civics in every type and level of education can be done in the following ways: 1. Character education is integrated into every Civics material, by itself each material is given character education weight. Educators develop lesson plans by linking the behavior aspects of character values to indicators and learning objectives as well as Civics learning materials. 2. The implementation of Civics learning with learning materials about character values is described in the teaching and learning process through 3 stages, namely introduction, core activities, and closing. In the introduction, character behavior is presented through apperception of students' daily activities or their experiences of behavior and attitudes. Furthermore, the core activities are presented through examples or assignments so that directly or indirectly students learn various behaviors about character values with other students. Next, in the closing activity, it is concluded what behaviors must be mastered by students after learning the concept of character. So, in the Civics learning process, educators must be able to create character or character for each student. 3. Evaluation of Civics learning that applies character values is carried out on character building. By looking at the results of weekly assignments in the form of character/attitude improvement tasks made by students, visible changes and improvements in themselves gradually every week. Based on the results of observations of learning activities, a change in attitude was quite good. For example, to form the character of responsibility, students who do not participate in group work are given mutually agreed penalties.

Conclusion

Character education is one of the important things in creating a nation's generation in Indonesia. Through character education students are taught to have good attitudes and behavior. Character education aims to revive the character of citizens in accordance with the values of Pancasila, including the values of piety, the values of faith, the values of honesty, the values of caring, to the values of ethics or courtesy. character education for students, because the purpose of Civics is basically to create students to become citizens who are democratic and have character in accordance with the values of Pancasila. Therefore, character education is properly implemented through Civics in shaping the morals of the younger generation.

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