



## THE LEARNING OF CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOL AS THE EMBODIMENT OF CHARACTER VALUE FOR STUDENTS

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### Abstract

Character education is a must, because it is considered capable of making students smart, having good manners and manners so that students are meaningful members of society both for themselves and society in general and broadly. Moral and virtuous character education is contained in the subject of civics education (PKn) which is carried out at every level of school. 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 value of piety, the value of faith, the value of honesty, the value of caring, to ethical values or manners. Civics is one of the right tools to implement values in character education for students, because the aim of Civics is basically to create students to become citizens who are democratic and have character in accordance with Pancasila values. Therefore, character education is properly implemented through Civics in shaping the morals of the younger generation. However, in reality character education in Indonesia is considered to have failed in creating human beings with character and morality as in its mission. To overcome this, there is a need for innovation in the teaching and learning process, especially in Civics learning. In this scientific article, data collection was carried out using the literature method.

**Keywords :** Citizenship Education, Character Education, Character.

### Introduction

Citizenship Education (PKn) in elementary schools has an important meaning for students in the formation of private citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled and characterized Indonesian citizens mandated in Pancasila and the 1945 Constitution (1945). Ministry of National Education, 2006:97-104). The role of the teacher to equip and develop attitudes and moral values in students in elementary schools is certainly very necessary. However, the development of attitudes and moral values in students is impossible to achieve if students do not understand the concepts of values and morals themselves. According to the Law which is in accordance with Citizenship Education, the National Education System is a compulsory subject for all students in all pathways and levels of formal education. Citizenship Education as Civics Education should also be given to every Indonesian citizen. Citizenship Education aims to shape students to become citizens, citizens of the nation, and citizens who can be relied upon by themselves, their families, their environment, their community, their nation, and their country in achieving common goals (Rahayu, 2007). To form democratic and responsible Indonesian citizens, Citizenship Education (PKn) lessons have a strategic and important role, namely in shaping students and attitudes in everyday behavior, so that they are expected to be able to become better individuals. Students' interest in learning in the field of Civics needs special attention because interest is one of the factors supporting the success of the learning process. In addition, interest arising from student needs is an important factor for students in carrying out activities or businesses (Susanto, 2013). Indonesia expects education that is able to produce students with good quality and character. The development of the characteristics of the Indonesian people is a must to protect the Indonesian nation and in this case the age of elementary school students

can already build their character. However, the development of this national character is not only carried out in the school environment, but must involve all parties, both in the family and neighbors, as well as the wider community.

School is an institution that plays an important role in character education, especially at the elementary school level. The age of elementary school children is the golden age to instill character values as a provision for their own future and the future of the Indonesian nation. Subjects that have goals and scope in forming students who are intelligent and have character are Citizenship Education (PKN) subjects. It is something that is commonly heard in newspapers, the Internet and on television about the deviant behavior of underage students. Such as bullying, speeding on the streets, free sex which causes pregnancy out of wedlock, and many more. This shows that the morals and characteristics of students are lacking or even not good. The revival of the development of character education (morals and characteristics) in each school indirectly gives the notion that civics education (PKN), which has been functioning as moral education that has been going on so far, is deemed to have failed in creating human beings with character and morality as in its mission. Quoting from Machful Indra Kurniawan, 2013 "Education of character has the same essence and meaning as character education, namely forming a child's personality, so that he becomes a good human being, a citizen, and a good citizen, so that he is able to anticipate symptoms of a moral crisis and play a role in framework for the development of the younger generation. Besides that, In integrating character values in learning cannot be carried out just like that, instead it is necessary to design teaching materials and lesson plans that are really prepared by the teacher. Teachers are expected to be able to apply and integrate character education in schools. However, teachers are sometimes still confused about implementing and integrating character education in the learning process in the classroom even though the government often holds seminars. This is considered to be a problem that must be resolved because the teacher has an important role in developing the character of students.

### Research Methodology

In writing this scientific article, qualitative descriptive writing is used. Which provides a comprehensive picture of a growing problem with a creative idea that will serve as an innovative solution. The purpose of this research is to comprehensively understand the phenomena experienced by the subject, including perception, motivation, self-activity, and description through language and forms of language, by using certain natural contexts and various scientific methods. This research involves the study of texts or literature, which includes several aspects. First, theoretical studies that involve certain scientific disciplines and require an empirical approach to obtain empirical truth. Second, philosophical or theoretical research that aims to investigate all research objects and relates to validity. Third, research that aims to deepen language theory. Finally, research involving the analysis of literary works.(Berutu, 2017)in Moleong.

### Result & Discussion

According to Puspa Dianti "the Civics subject is actually one of the subjects that is rich in character values." Because of this, Character Education in Indonesia should have been carried out properly because at every school level there must be a civics education subject. Law number 20 of 2003 concerning National Education System also explains that civic education based on Pancasila and the 1945 Constitution functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe. and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. Based on this, it is shown that citizenship education has a very important role in the implementation of character and moral education for the nation's children. And also proves that basically character education can really be realized in classroom learning on civics education subjects and needs better innovation from teachers who will teach it to students. Character education is an option that must be optimized in the education system in Indonesia. Character education can also be interpreted as an effort to develop the potential of students with cultural values and also national character so that they have personal values and character. In Indonesia, character education has actually been implemented for a long time, such as in Pancasila moral education, religious education and historical education. But in reality this system has not shown satisfactory results. There are several roles that influence the character education of the nation's children.

#### *Family role*

The basis of character education comes from the family environment. The main role lies with the father and mother, where the parental figures will develop their character. Character education in the family also influences the process of character formation in society. The cultivation of character values in children here is applied by

parents through parenting. They teach about many things, such as empathy for others, love and compassion, mutual cooperation, and so on.

#### *The role of the teacher and the school environment*

The teacher is an important figure in character education in schools. In fact, most of the interactions that occur in schools are students and teachers. Educators are figures who are expected to be able to educate and develop children with character. Especially in learning civics education in class, the teacher explains and gives an understanding of good character such as having to be honest, love the motherland, have empathy and care for others, be independent, be disciplined and so on. Of course, with media and various creativity that have been designed and then carried out by the teacher to make students understand more and want to apply what the teacher teaches. Character education is education that is considered very important to start in early childhood because character education is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character. In forming quality character needs to be fostered from an early age. The potential for good character is actually owned by every human being before he is born, but this potential must be continuously given and trained through socialization and education from an early age. Early age is a critical period for the formation of one's character. There are many experts who say that failure to cultivate character that occurs from an early age will shape a person to have a problematic personality in his adulthood. Besides that, Instilling morals in elementary school students is a strategic endeavor. Therefore instilling morals through character education as early as possible to children is the main key to building a nation. Instilling character in civics education subjects in the classroom carried out by the teacher applies 18 character values for both students and the inculcation of these values cannot be carried out directly, but in stages. In order for each student to have moral knowledge and good character, civic education lessons must strive for each student to think critically about every problem that occurs in everyday life to build a democratic life. Quoting from the book "Civics Learning Media in Elementary Schools" Types of media that can be used/developed in Civics learning in Elementary Schools, namely: (1) Visual things like pictures, charts, data, videos, and so on (2) Material things, such as models, objects, and so on (3) Movement, attitude and behavior, such as role playing simulation, role playing (4) Stories, cases that invite moral dilemmas, etc Factors that can support the application and development of character education in civics subjects include teachers who can implement character education in the learning process well, students who obey, pay attention and follow lessons well when the teacher explains, civic education subject matter that supports in the formation of student character, and adequate and attractive learning facilities and media to support the successful implementation of character education.

#### **Conclusion**

Character values that are appropriate and expected in the development of national character which are applied to civics education subjects in elementary schools, namely: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, love peace, respect for achievement, friendly/ communicative, love the motherland, love to read, care for the environment, responsibility, curiosity, care for the environment, national spirit, and social care. As a teacher who plays an important role in the process of forming the character of students, the teacher can implement PKN learning in the classroom by using various kinds of teaching media that have been arranged and designed as well as possible. It can be applied by learning while playing, practicing, role playing, watching videos together and many more.

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