



INTEGRATION OF CHARACTER EDUCATION IN EDUCATION CITIZENSHIP TO DEVELOP STUDENT CHARACTER

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Abstract

Education is an effort to pass on culture from one generation to the next consciously and planned. Education is organized through the creation of learning conditions and learning activities to develop the potential of students through religious strength, self-control, personality, intelligence, good character, and competencies needed for themselves and society. In particular, the aim is (1) to identify various character values that are relevant to civic education subjects in elementary schools (2) integrate into civic education lessons in elementary schools. This research was conducted to integrate character education into Civics lessons so that there is a development of attitudes and character of students in elementary schools using a qualitative approach. Furthermore, the method applied is the literature study method. Researchers collect data through references to articles and journals on trusted websites. In fact, civic education lessons have not been successful enough in carrying out this role because the educational learning process only focuses on the form of achievement, while affective management is still neglected. In solving these problems, it is necessary to study the modification of education by integrating the concept of character into its development so that it will further develop and shape the character of students in elementary school and in the future.

Keywords : Education, Character education, Civic Education, Attitude and Character, Elementary School

Introduction

The importance of character education proclaimed by the Government through the Minister of National Education has been recognized from the beginning by the Founding Fathers of the State. Since the proclamation of independence, the early architects understood that in understanding the purpose of Indonesia, (state), also (state). The development of a country is more significant and becomes the center of attention because the progress of a country is determined by the nature of the country. So that the main architects emphasize the importance of character building (Warsono, 2010). The benefits of character education in learning, however, are an absolute necessity, because they are considered able to make students become intelligent, and able to make students have character and habits so that their reality of becoming citizens is more significant both for themselves and society as a whole. Furthermore, generally related to this problem are school problems and encouragement of kindness that are less of a concern. Until now, training and moral development has only reached the stage of remembering and information is lost at the stage of integrating with everyday life both at school and at home. This is consistent with Lickona's (1992) assessment, which states: "there are ten indications of human behavior leading to the destruction of a state, in particular: seeking brutality among young people; social fraud; widespread indifference to guardians as well as instructors. The impact of friend groups on atrocity demonstrations; doubt and ridicule; violation of the use of language; reduced attitude of hard work; lack of awareness of the expectations of others in people and population; promoting useless attitudes; and obscuring moral rules." Efforts to make community members productive, have good character and become individuals who have confidence or ultimately become whole people, is through Civic Education. The reason the state created Civic Education (Civics) is for each resident to turn into a productive member of society, become a well-rounded citizen both mentally and socially deep; have

a sense of pride, obligation and have the choice to take part in the existence of society and the state (city investment) in instilling a sense of tribalism and love for the country (Wahab and Sapriya, 2011: 99). Judging from these goals, Civics learning tends to be considered as a discovery loaded with various character values. Meanwhile, the problem found by experts is that Civics learning practices in the classroom only focus on achieving intellectual learning goals. In fact, emotional being an aspect that is closely related to the formation of student personality is actually neglected.

However, the problem is that learning practices in Civics learning in the classroom only focus on the form of exercise. In fact, the emotional point of view is an aspect related to the formation of the character of neglected students. This will result in interest in students but not feeling ownership of anyone. One of the causes of the lack of ideal human progress is the lack of Civic Education. The weaknesses of Civics learning are also explained by Suwarma (Budimansyah, 2012: 450), specifically the weakening of Civics learning in terms of character training is underlined in more detail, for example instructor focus training, the direction of achievement is more grounded, lack of processes, material in the form of data, learning conditions peserta students prepared for According to illustrations, information is more grounded than perspective and ability, the use of techniques is limited to annoying learning conditions and one-way (influence). one's appreciation that exists because the cultivation of character is not enough in the educational process but also needs to be created through planning, maintenance, training and assessment. Based on the various descriptions of these problems, the author is interested in conducting research on "Integration of character education in civic education to develop student character". Character education is defined as our deliberate effort from all dimensions of school life to help develop character optimally. And in another source it is stated that: "Character education is a planned effort in realizing virtue, that is, good human qualities with objectives, not only good for individuals, but also for the whole society. This means that to help the development of character students are required to involve all aspects in the school such as curriculum, implementation of learning activities, quality of relationships, handling subjects, organizing co-curricular activities, and ethos at school.

Meanwhile, according to Sudrajat (2010) character education is a process of cultivating ethics for school residents which includes information, preparedness, and activities in carrying out these various qualities, both to God, individuals, others, climate, and identity to become humans. Thus, character education is considered as a process of forming various character values for students so that they are individuals with good character from the heart, brain, body, taste and purpose. Thus, character education means qualities that are close to home, a great sense of awareness, being ready to do great, and acting admirably. Student learning activities in elementary schools refer to Permendiknas Number 22 of 2006, that "Civic education subjects are subjects that are considered in forming citizens who understand and are able to complete their rights and obligations. Become an Indonesian citizen who is shrewd, has talent, and has a noble attitude that is relevant to the meaning of Pancasila and the 1945 Constitution" with a clear goal of being able: first, think rationally, critically, and creatively when facing citizenship problems. Second, Participate and have responsibility, act intelligently in community, nation and state activities and anti-corruption. Third, develop well and democratically in developing the character of the Indonesia nation within itself so that it is able to live with other nations peacefully. Student learning in elementary schools is stated by referring to Permendiknas Number 22 of 2006, which states that "Civic education subjects are subjects that are considered in forming citizens who understand and are able to complete their rights and obligations. become Indonesian citizens who are smart, have talent, and behave nobly that are relevant to the meaning of Pancasila and the 1945 Constitution" while the goal is clear, namely students with the ability: first, think critically, rationally, and creatively when solving problems citizenship. Second, participate and have responsibility, and be smart in taking attitudes on the life of society, nation, state and anti-corruption. Third, develop well and democratically in the formation of the character of the Indonesian nation within itself so that it is able to live peacefully with other nations. Interacting with other nations either directly or indirectly by utilizing information and communication technology. The meaning of Civic Education according to the Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units is a subject that highlights the development of citizens who understand and are able to complete their privileges and commitments to become smart, talented, and smart Indonesian citizens. In addition, character is also mandated by Pancasila and the 1945 Constitution. The idea of PKN originated from the idea of Civics, Civic Education, and Civic Training which was originally born in the United States where generally epistemologically, the United States (US) was the first country to grow the idea. NS. According to Budimansyah (in Komalasari, 2010: 264-265), namely from a new worldview, civic education is a study that develops a national mission to educate the life of the Indonesian nation from the aspect of "value based education" through a systematic framework curricular, theoretical, programmatic. The three systematics of civic education explain that a civic education is a subject that instills various character values. The statement is illustrated through the purpose and function of Civic Education.

In addition, according to Soemantri (2001: 166) the capacity of Civic Education, in particular: "A conscious effort made experimentally and mentally in providing learning space for students so that there is a disguise of Pancasila ethics and city information so that it becomes the basis for the purpose of public schools, which is realized through an honest attitude at home, and ordinary behavior."

Research Methodology

The approach to compiling this article uses a qualitative approach. Furthermore, the method applied is the literature study method. Where the author collects data through various article and journal references through trusted websites. Data collection in the form of references consisting of about 10 articles and journals from Google Scholar that have topics of discussion in line with the theme that the author raised from this article. From about a week, researchers carry out research through journals and articles, then reprocessed into information that is easy to understand and has use value, then compile articles and revise. Study literature carried out is reading, then writing, then processing data into information. The purpose of this research is to increase new points known in the wider local area, provide an overview of various underlying themes, summarize thoughts and develop speculative hypotheses. This knowledge research uses subjective engagement techniques, which create a picture through the right problems on a particular condition. Furthermore, the results of the study are summarized as an examination of subjective information. The information obtained will be analyzed through Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI), then the selection of character values that illustrate the relationship between SK and KD with values and markers. Thus, we will find community values according to primary school civic training.

Result & Discussion

As stated by Puspa Dianti, "civic subjects are lessons that instill various character values". So, character education in Indonesia must be held properly because each school level certainly has civic education subjects. In Law Number 20 of 2003 concerning the National Education System, it reveals the teaching of citizenship that upholds Pancasila, the 1945 Constitution has the function to build strength and shape the personality and civilization of a noble state in order to grow students' abilities to become confident individuals. In addition, being pious, being noble, strong, capable, innovating, independent, and being a citizen with broad insight. From this statement, it is known that civic education is very important to foster the character and morals of the nation's generation. Character education is often recognized in learning activities in various learning spaces in urban education subjects and requires better progress from the instructors who will teach it to students. Civics subjects are indeed the field that examines character values the most. So, the individual goals determined in Civics learning activities are informative effects to be applied, interrupted as a backup effect. However, generally Civics is considered not crucial because Civics illustration is currently limited to understanding the practice material so that it is not the main learning. The integration of character learning in Civics lessons is completed from preparation, implementation and assessment exercises. Each stage of learning needs to have a choice in accommodating and investigating the various values to be achieved. In the initial stage, especially the preparation of pick-up, preparation of prospectuses, Learning Implementation Plans (RPP), and presentation of material have been completed. These three things, both prospectuses, design examples, and broadcast materials are planned in such a way that the substance and learning training so that knowledge becomes character learning. One of the efforts to prepare schedules, sample plans, and present character material is through adjustments to relevant learning training on character value recognition. The learning prospectus contains Basic Competencies (KD), subject matter, training, achievement guidelines, evaluations, and learning assets. In the preparation stage, it is necessary to prepare a schedule and Learning Implementation Plan (RPP). So, in this research, researchers directed the study to the prospectus and sample designs provided by teachers to support Civics learning activities in the classroom. Thus, there will be an overview of how learning will be organized and achieve the expected goals.

Integration of Character Education Values in Learning

In the Ministry of National Education (2010: 18), there are various integrated character values in each subject of discussion from each field of study. These values are listed on the syllabus and RPP in the following ways: (1) Conduct a study of the Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI) to prove whether the variety of cultural values and national characters contained in it (2) Choose characters that show the relationship of SK with KD through values and parameters in determining the value to be developed (3) Enter various character values into the syllabus (3) Include the values contained in the syllabus into the RPP. From the description above, it is known that RPP plays an important role in integrating various character values in

the learning process in the classroom. RPP is an overview of how the implementation of learning activities will be carried out. Furthermore, Warsono (2010) revealed the various stages of RPP preparation, namely: (1) Understand the substance of SK and KD, both in the aspects of cognition, affective, or psychomotor (2) Preparation of indicators after understanding SK and KD (3) Preparation of evaluation tools (4) Preparation of teaching materials (5) Selection of learning methods. From these various reports, it can be seen that the preparation of RPP needs to know the substance of the decree and KD. Understanding the concepts and behaviors in SK and KD is expected to maximize the preparation of good indicators. Through these indicators, it will then be used as a benchmark for the preparation of evaluation tools and teaching materials so that they can then determine the learning method to be used.

Integration of character education values into elementary Civics learning

This research makes the model as a rule in integrating character training in Civics learning in elementary schools which can be described as follows.

Character values of elementary school Civics

Various character values relevant to essential Civics learning during this review were increased to 13 character values. Data on character values according to community learning in elementary schools are obtained through the use of test information, namely analyzing Competency Standards (SK) and Basic Competencies (KD) from Civics Content Standards (SI) so that decision making can be done. Next, determine the value of individuals who draw the relationship from SK with KD PKN in schools and through the cultivation of character values. To determine community self-esteem, determinants must edit the SK/KD and direction with community self-esteem contained in the learning objectives. The results of investigating character values according to metro training in elementary schools are often obtained in tables on connection sheets.

Integration of character education into Civics learning in elementary schools

Integrating character education into Civics learning in elementary schools needs to include character values in the prospectus and design examples. To list this, it is necessary to go through the following stages: (a) Understand the publication of SK and KD, both through intellectual, emotional, and psychomotor aspects (b) Develop markers depending on side effects on understanding SK and KD (c) Determination of character values that illustrate the relationship of SK with KD through character values and markers (d) Development of assessment tools (d) prepare teaching materials (e) Selection of learning strategies. To include character awards on schedules and design examples, what needs to be applied is to understand the substance of SK and KD. From an intellectual point of view, what ideas are found in SK and KD. Furthermore, understanding the ideas and behaviors expected in SK and KD is the key to creating markers. From these markers, it is then used as a benchmark to combine assessment tools and teaching materials. From the material displayed will lead to the selection of learning strategies.

Appropriate Character Values integrated into Civic Education Subjects in Primary School

Character values are an important aspect of character training in schools, especially in Civics lessons. The selection of character appreciation in Civics lessons cannot be coordinated like that, but needs to be changed so that it is relevant to the objectives of Civics lessons. Information about characters relevant to Civics learning in elementary schools obtained by analyzing the Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI), then selected character values that describe the relationship of SK and KD with values and markers. Judging from the examination of SK, KD and instructions, the person appreciates that it is appropriate for the purpose of Civics training in elementary schools.

Conclusion

In community development, education plays a very important role. Because society will transform culture, create labor, make tools of social control and so on. Thus, the development of society will be sustainable. Of the five functions and objectives of education, it will certainly benefit the community in the bureaucratic, social and labor fields. Through various perspectives on the functions and objectives of education, it is very clear that education in Indonesia strives to create a generation that is capable, faithful, pious and has a good understanding and national insight. Integration between various character values in Civics lessons in elementary schools is very important, namely by including various moral values in the prospectus and sample plans. To include character awards on schedules and stylistic examples, mastery of the substance of SK and KD is required. From an

intellectual point of view, what ideas are found in SK and KD. Understanding the ideas and practices expected in SK and KD plays an important role in making markers. These various markers will be a benchmark in terms of preparing assessment tools and teaching materials. From the fabric displayed will lead to determine the learning strategy. Integrating character education in Civics lessons is a solution that is able to restore Civics' duties as a topic to advance human character. Civics is a Civics subject that is rich in various character values, and is more useful in coordinating thoughts on character building. The character development of students is not only through the substance of Civics material, but also from personalities that are indirectly instilled through the stages of learning exercises, then at that time will also be upheld through the use of strategies, media, and learning assets.

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