



## IMPLEMENTATION OF STUDENT CHARACTER BUILDING THROUGH LEARNING CIVICS EDUCATION IN ELEMENTARY SCHOOLS

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### Abstract

In essence, education is a conscious and planned effort to create a conducive learning atmosphere and learning process. Character building is one of the goals of national education. Article I of the 2003 National Education System Law states that among the goals of national education is to develop the potential of students to have intelligence, personality and noble character. Citizenship education is used as a forum for realizing national education goals. Education is a community and nation's effort in preparing its young generation for a better sustainable community and nation life in the future. In accordance with the name of the subject, Civics teaches students to become Indonesian citizens who have good national character. Civics learning in elementary schools is not just about equipping students to the next level but also inculcating morals that are expected to form students with good character. The purpose of this study was to determine the relationship and implementation of student character building through PKN learning in elementary schools. This research was conducted using library research (Library Research) to get the results the researchers did from books, scientific journals, literature and publications in the last 10 years. In this research, it is obtained an illustration that Citizenship Education which forms the character of students is implemented through 3 stages, namely planning, implementation and assessment.

**Keywords :** Character Building, Learning civics

### Introduction

Education is a community and nation's effort in preparing its young generation for a better sustainable community and nation life in the future. In the process of national culture and character education, students actively develop their potential (Muchtar & Suryani, 2019). According of Suyanto (2009) states that in essence education is a conscious and planned effort to create a conducive learning atmosphere and learning process. Providing education to students in Indonesia can aim at fostering attitude and personality values in accordance with the values contained in the Pancasila precepts. Character building is one of national education purposes. Article I of the 2003 National Education System Law states that among the goals of national education is to develop the potential of students to have intelligence, personality and noble character. The mandate of the 2003 National Education System Law intends that education does not only form intelligent Indonesian people, but also personality or character, so that later generations of nations will be born whose potential for good character has been possessed by every human being before birth, but this potential must be continuously nurtured through socialization and education from an early age (Nurjanah, 2018). Character is a personality that is attached to someone who leads him to think. Character consists of two, namely good character and bad character. Good character is the process of knowing something good and doing good and vice versa (Pancasila et al., 2018). Within the scope of national education, citizenship education is used as a vehicle for realizing national education goals. Citizenship education is very important to be applied to students because it can develop the potential of students to become human beings who believe in and fear God almighty in the first precepts of Pancasila, have noble character, are physically and spiritually healthy,

knowledgeable, capable in creativity, independent, and become citizens. democratic and accountable (Putri et al., 2021).

Character education is a system of instilling character values in students which includes components of awareness, understanding, concern, and high commitment to implementing these values. To build character in students is one of the efforts to increase national development. In line with this, character development must revolve positive values (Harun, 2013). Menurut Di et al. (2019) stated that PPKn learning has an important role in character education as stated by the Ministry of National Education in Winarno (2013: 11) one of the subjects that aims to carry out character education is PPKn subjects where these subjects not only teach about theory but also teach about the character- character in the life of the nation and state in Indonesia. As well as the learning objectives of Civics to shape the character of students to practice and implement the values of Pancasila as the ideology of the Indonesian nation (Daryono in Markum Susatim and Kusuma Aryani 2010:24). According to Sinaga et al. (2022) states that character education is an important matter that must be applied at every level of education, especially in elementary schools. Because character education has the goal of reviving the character or characteristics of citizens, especially in Indonesia, which are in line with the values contained in Pancasila, including the values of piety, faith, honesty, caring and ethical or polite values. One of the right subjects to apply the values of character education is civics education. Citizenship education is said to be appropriate because it contains learning that can produce students to become good citizens or residents and have characters that are in harmony with the values contained in Pancasila. However, in the process of implementing the values of character education in civics education in elementary schools there are several influencing factors, both supporting and inhibiting factors. So this study aims to determine the relationship between student character formation through PKN learning in elementary schools. This research was conducted using a literature study.

### Research Methodology

The method used in this research is library research (Library Research) where library research is the activity of collecting research-related materials from books, scientific journals, literature and other publications that are worthy of being used as sources for research. which will be examined by the author, by way of describing and describing the data is through several expert opinions (Moto, 2019).

### Result & Discussion

According to (Samani, M., 2013) states that character as a basic value that forms a good personality is formed due to genetic or environmental influences that distinguish it from other people and is manifested by attitudes and behavior in everyday life. Character is composed of three parts which are some of them are related. The three of them are moral knowing or moral knowledge, moral feeling or moral feelings, 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 (Pertiwi et al., 2021). Characteristics of students is an important element (sub-competence) in pedagogical competence. Mastering the characteristics of the participants is absolutely essential for educators, even mastering these characteristics is an indicator of whether or not an educator is professional. As a competency, student characteristics are not only used as a cognitive variable, but student characteristics are absolutely understood, mastered, and implemented in the learning process, both for educators at the primary, secondary, and tertiary education levels (Janawi, 2019). Character education must be made into a habit, trained consistently and then becomes a character for students. An educator plays a very important role in strengthening character education for his students, where educators must model what is conveyed and what their students will emulate. Exemplary is exemplified by educators facilitate the application of character values for students, that educators serve as role models and role models for students.

The importance of character education is value education, character education, moral education, character education which aims to develop the ability of all school members to make good and bad decisions, exemplary, maintain what is good and realize that goodness in everyday life wholeheartedly. Character education must be instilled early on in all Indonesian society. Good education has several important conditions and indicators that must be achieved for the realization of a good character society. Character education is expected to form a complete human being with character apart from forming lifelong learning, will be able to develop all the potential of students in a balanced way (spiritual, emotional, intellectual, social and physical) optimally. The problem is that education only emphasizes academic aspects. only and does not develop social, emotional, creative and even motoric aspects. Students are only prepared to get good grades, but they are not trained to behave properly. If

strengthening character education is programmed and planned properly, for example strengthening character education based on one Educators can apply moral values to Civics learning in the learning process. In accordance with the name of the subject, Civics teaches students to become Indonesian citizens who have good national character. Civics learning in elementary schools does not only equip students to the next level but moral instillation which is expected to form students with good character. Civics learning is also an educational concept that functions to shape students as citizens who have character. Problems This is one of the impacts arising from the ineffective implementation of character education (Anderson & Sari, 2016).

However, the problem that the researcher found in the field was that a teacher teaching Civics learning during the learning process was only oriented towards achieving goals in the cognitive/knowledge domain. Meanwhile, the effective domain related to the formation of character/attitude in students tends to be ignored. Weaknesses in Civics learning direct to educators, educators place less emphasis on the learning process taking place such as educators not compiling learning strategies so that learning is not optimal so that students' character success does not appear because students are less interested in learning because the learning process is less attractive to students' attention, educators also lack deliver motivation to students. It is necessary for educators to improve the Civics learning process to develop character in students, educators begin to improve it from developing learning strategies, methods, models according to the material to be discussed and evaluated. Civics learning is a subject that has character. The character objectives set in Civics learning are instructional impacts to be achieved not only as lessons that are not considered important because Civics learning is only limited to memorizing material and is less able to carry out its function in applying character values to students in Civics subjects. Based on Juliardi (2015) stated that the implementation of character education through Civics learning in every type and level of education can be done in the following way: (1) Character education is integrated into every Civics material, automatically every material given 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 the weekly assignments in the form of character/attitude improvement tasks made by students, changes and improvements can be seen 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. The research results from the literature study found that Citizenship Education is closely related to character education. The implementation of Citizenship Education that shapes students' character is implemented through 3 stages, namely planning, implementation and assessment. These three stages are carried out by teachers who teach or hold Citizenship Education subjects. These stages are carried out optimally and in accordance with the RPP guidelines and syllabus that have been confirmed by the school principal (Prasetyo & Hasyim, 2022). Implementing character values in learning aims to instill values in students about the importance of character education, so that they are able to internalize these values in their daily behavior (Abdullah, 2019).

## Conclusion

Character education is an important thing that must be applied at every level of education, especially in elementary schools. Because character education has the goal of reviving the character or characteristics of citizens, especially in Indonesia, which are in line with the values contained in Pancasila, including the values of piety, faith, honesty, caring and ethical or polite values. One of the right subjects to apply the values of character education is civics education. Citizenship education is said to be appropriate because it contains learning that can produce students to become good citizens or residents and have characters that are in harmony with the values contained in Pancasila. In accordance with the name of the subject, Civics teaches students to become Indonesian citizens who have good national character. Civics learning in elementary schools is not just about equipping students to the next level but also instilling morals that are expected to form students with good character. Civics learning is also an educational concept that functions to shape students as citizens who have character. The implementation of Citizenship Education that shapes students' character is implemented through 3 stages, namely planning,

implementation and assessment. These three stages are carried out by teachers who teach or hold Citizenship Education subjects.

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