



IMPLEMENTATION OF CITIZENSHIP EDUCATION IN FORMING THE MORAL CHARACTER OF STUDENTS IN ELEMENTARY SCHOOLS

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Abstract

The application of moral and ethical values in learning about citizenship education requires the ability and willingness of students to use learning materials and the moral and ethical values that need to be communicated in the classroom. The moral and personal values that need to be instilled in children are tolerance, respect, courtesy, honesty, and mutual respect and mutual assistance. And the results of this study suggest that lack of moral education is one of the reasons for this decline in morality. The purpose of this study is to analyze the implementation of the status of morality and character education in civics education in elementary schools. A qualitative approach can be used as a method for this study and can be performed descriptively. The rationale or theory for this argument is based on literature or library search results from multiple relevant sources such as journals, articles, and books. The purpose of this study is to analyze the implementation of the status of morality and character education in civic education in elementary schools. A qualitative approach can be used as a method for this study and can be performed descriptively. The rationale or theory for this argument is based on literature or library search results from multiple relevant sources such as journals, articles, and books. The purpose of this study is to analyze the implementation of the status of morality and character education in civics education in elementary schools. A qualitative approach can be used as a method for this study and can be performed descriptively. The rationale or theory for this argument is based on literature or library search results from multiple relevant sources such as journals, articles, and books. Pancasila as a national ideology and a national way of life can certainly be realized through the practice of the values of Pancasila, in order to develop good people, attitudes and behaviors in students, including elementary school students, and in turn improve the quality of society.

Keywords : Morals Values, Character, Civics Learning

Introduction

Even though education has become a process of transforming knowledge with various aspects and elements that support educational activities, education remains the priority. This is clearly seen in today's juvenile delinquency news. That is why the government now opts for compulsory education based on the child's character. Education can be practiced and developed worldwide (Azizah et al., 2020) And education must continue to be applied conservatively, as a process of developing personal values and morals, and involving students in the educational process, which is an integral part of the Indonesian nation's cultural process. In Indonesia with Bhinneka Tunggal Ika ties. Ki Hajar Dewantara, the father of Indonesian education, explained that education in Indonesia is an effort to develop the character, body and soul of children so that they can grow perfectly. In addition, according (Hartati & Hidayat, 2021) Indonesian education has failed a lot because many graduates from Indonesian educational institutions are good at answering exam questions, in terms of learning materials, smart and intelligent, have bright souls but are not moral, often even immoral. According to (Bahri, 2015) Over time, training that only focuses on hard skills becomes irrelevant. However, when we want to progress in any aspect, we must learn from developed countries and those with high potential. Education in these developed countries is successful

from Finland, for example, prioritizing the soft skill development of each individual. Failure to maintain social harmony will damage social relations. One of the dangers in social relationships is deviant social behavior. Today, there are many deviations in the social behavior of school children with abusive language towards parents, disrespectful behavior and high levels of violence among students. At the same time, we can see the variety of social poverty that can be seen among children today, Examples: Lack of tolerance, lack of ethics, lack of honesty, lack of discipline, lack of empathy in social and school life, It is also very clear that children -Today's children prefer to be individualistic (independent) or pay less attention to their surroundings or students with other people and prefer to choose to play their cellphones, they are often selfish, The current condition of the moral crisis shows that all the knowledge about beliefs and morals that he received at school has no effect on his schooling and in fact has no impact on changes in the character of Indonesian children. In fact, you can see so many Indonesian children who speak and do different things in their actions. Many people are of the view that this allegedly started from what the child got from the world of education. Admittedly, character or moral values are not completely ignored by educational institutions. However, the facts surrounding the decline in character and moral values show that there has been a failure in our educational institutions in terms of growing Indonesian children with character or noble character.(Sinaga et al., 2022).

Therefore to improve the phenomena that occur in elementary school students who have reduced values and morals in everyday life through learning Citizenship Education by implementing material on moral values and character in elementary schools. Citizenship Education (PKn) is one of the subjects at all levels of education which has the goal that all students can explore the meaning of implementing it in everyday life about how important it is to inculcate citizenship education in every nation and country and be able to apply it in everyday life. . Moral and character education is very closely related to individual behavior, because it is through this education that students can develop those who have good character and morals. This atypical behavior, for example the frequent occurrence of fights between mouths and between students and dishonest behavior, is evidenced by the existence of honesty booths set up in several bankrupt schools as well as the plagiarism of students' academic writings. Thus character education is a very important integral part of 80s education and therefore cannot be separated from the content of our education today.(Julaiha, 2014). In elementary schools, there are two subjects that can be designed to shape the character and morals of students: Islamic religious education and citizenship education. Over time, training the attitudes and behavior of students who have not achieved satisfactory results from these two subjects. These lessons have a tendency to only be able to equip students with values through the substance of the subject, which is considered to be unable to help the process of internalizing character values in the participants in everyday life. According to the opinion of(Characters, n.d.)PPKn and Religious Education only cover cognitive aspects (memorization), without appreciation (emotions) and practice, so don't be surprised if many people today in Indonesia memorize the contents of Pancasila or the verses of the holy book, but in the form of applying them in daily life. -the day is not in accordance with what they understand because they only have rote capital and do not practice it in their lives such as telling the truth, being tolerant, speaking softly, establishing harmonious relationships with others. Moral education is an awareness that helps students to have awareness in the knowledge, skills, attitudes, and values that can contribute to individual satisfaction and social life. Moral education can be said to be successful if students are able to understand moral values and apply them consistently the moral concepts adopted by religion, moral traditions and Indonesian culture.(Ibda, 2012). Moral education through Civics learning is one of the efforts taken to shape and develop student morals (morals). Civics is a subject that can be used as material for developing and preserving noble and moral values that are rooted in Indonesian culture which are expected to manifest in the form of professional behavior in everyday life, both as individuals and as creatures of God Almighty.(Agustin & Hamid, 2017). According to(Anatasya & Dewi, 2021)Character education is a must because it is believed to be able to instill intelligence, decency, and manners in students. Students must be intelligent, friendly, and polite in order to become meaningful members of society, both for themselves and for society as a whole. As a member of society, you are important to yourself and to society as a whole and society in general. School is an institution that plays an important role in character development, especially at the elementary school level. A topic that has goals and scope for participatory education for intelligent and character students is Citizenship Education (PKN).

Character education in schools cannot be realized unless the teacher incorporates character education into teaching materials. Integrate personality education and learning tools. Teachers are expected to be able to implement and integrate character development in schools. However, sometimes teachers, even though seminars are often held by the government, there is still confusion about the introduction of character education and its integration into the educational environment. The learning process is in class, even though seminars are often held by the government. Citizens in Indonesia who are formed through sustainable character education from kindergarten to tertiary level must be able to implement the integration of character values. Because basically

character education is needed to build a nation that is in accordance with the Pancasila philosophy. In the era of globalization, strengthening student character needs to be done through character education in schools. Because it is not enough just to cultivate the character that exists in the family and community environment, the school is also a vehicle that can shape the character of the children of a nation's generation.(Miftakhu Rosyad et al., 2018). Citizenship Education can be expected to foster students' understanding and understanding of character formation and to inculcate good character as expected in student moral education. Having character aims to educate students to become responsible individuals who are independent and based on noble morals and character. The reality that is happening at this time, the implementation of moral and ethical education is very apprehensive along with the times. Family, community and environmental factors greatly influence moral cultivation which aims to shape student character without these factors the character cultivation is not as expected to deal with the times. (Febrianti & Dewi, 2021)Moral and character education is a form of instilling moral and character values in school members which includes components of knowledge and awareness or will, and actions to implement these values. Seeing the problems above, moral and character development is needed in education today. In addition, teachers are also very influential in the formation and development of student morals and character. Citizenship Education (PKn) is a subject that has one of the educational goals of applying moral and character values in the learning process. Civics learning is also a social-pedagogical vehicle for educating the lives of the nation's children, this is in accordance with the function of education in Indonesia in developing dignified national character and civilization in educating the nation's life. Thus, instilling moral values and character in learning Citizenship Education (PKN) in Elementary Schools is expected to be able to develop and build strong (solid) character and morals of elementary school students in the character and morals of students in the life of the nation and state.(Asy'ari et al., 2022).

Research Methodology

In the research conducted, the researcher uses a qualitative research method or a descriptive approach, which is a process of studying and analyzing deeper issues regarding facts, theories, and concepts and using such views. The data sources contained in supporting this article are journals, books and related articles. The author determines the focus of the research, looks for sources of theories and concepts, then analyzes these theories and data collection techniques obtained by looking for variables from various relevant sources and there are links regarding the Implementation of Moral and Character Education in Civics Learning in Elementary Schools(Pertiwi, Nurfatimah, Dewi, & Furnamasari, 2021). Qualitative research is a research that can be used to study a condition of natural objects, where the researcher is one of the keys. According to Saryono, in the view of qualitative research is research that uses discovery, describes, explains, and investigates or features of social influences that cannot be explained, measured or described with a quantitative approach.

Result & Discussion

Morality and character are the basic values that shape a person's personality, both formed by genetic influences and by the surrounding environment which separates them and manifests itself as attitudes and behavior towards each other in everyday life. Character and morals are composed of three interrelated parts, namely, moral knowing (moral knowledge), moral feeling (moral feelings), and moral behavior (moral behavior) (Febrianti & Dewi, 2021). Basically good character and morals are composed of knowledge about goodness, desire for goodness, and also doing good. However, the essence of character education has a higher meaning than simply 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 and concern and commitment to apply good values in everyday life. Character and moral education can help students to realize changes in behavior, changes in attitudes, and changes in culture that will eventually create a civilized society. Character and moral education requires students to improve and develop independently by using knowledge, assessment, internalization, Citizenship Education (PKn) is one of the subjects or fields of study listed in the school curriculum. Based on Law No. 20 of 2003 National Education has objectives including developing the potential of students to become obedient individuals to God Almighty and foster a spirit of patriotism in students. The purpose of Citizenship Education (Civics) is to direct the development of the moral and character of students in line with the values of Pancasila so that they can produce development optimally and most likely can be realized in everyday life. Learning Pancasila and Citizenship Education or Civics in SD aims to learn a sense of love for the motherland, then also emphasizes a sense of national spirit, as well as forming a national personality that is in harmony with the way of life, ideology, and culture as well as the foundation of the Pancasila state. Therefore, the compulsory education curriculum includes Citizenship Education (PKn) which is included in it(Nationality et al., 2021). In(Seno, 2017)Evaluation of subjects in civics education does not only consider cognitive aspects, but also psychomotor and emotional aspects of students. Because according to him, Civics is not just a science, but a way of

life that requires this knowledge. Of course practice, especially in everyday life, is closely related to character education. Character education is an educational process that aims to develop values and attitudes, so that character education occupies a very important position for elementary school students. In addition, character education is also closely related to moral education. (Your Majesty, 2018) Several experts conveyed their views on the 2013 curriculum which has a competency-based approach concept that emphasizes aspects of character and moral development. The purpose of character and moral education in the 2013 curriculum is to develop the quality of educational processes and outcomes that refer to the formation of students' attitudes and morals optimally and are also in line with graduate qualification standards in each educational unit. Of course, to achieve these goals teachers must really implement them. the values of Civics Education subjects in the learning process properly so as to be able to properly apply Civics learning in SD certainly cannot be separated from Moral and Character Education.

In fact, the Civics learning process in elementary schools has not been able to properly apply Civics learning, this has resulted in the formation of student personalities that are in accordance with the moral values of Pancasila. This can be said to be only verbal, in other words, students are only given their knowledge but are not applied in their daily lives. (Pertiwi, Nurfatimah, Dewi, & Furi, 2021) stated that several of these elementary schools had attempted to implement implementing the values of character and moral education which could be said to be in the successful category by starting from small things to the implementation stage in Citizenship Education (Civics) subjects where basically, teachers basically really understand about character and moral education. Elementary schools have made efforts to start from small things such as placing motivational brochures containing moral values in the school yard that can be aimed at forming student character, and there are several schools that have also implemented marching activities before entering class. and so forth. In carrying out character and moral education, educational environment has a greater impact. In addition, there are still various efforts made by teachers and schools in implementing character and moral education values for students who are included in Citizenship Education subjects which can shape student character, therefore the application of character and moral education in several elementary schools can be said to be in the category of successfully implementing the values of character and moral education. In the implementation of moral values and character education in learning Citizenship Education (PKn) it can be seen starting from the beginning of learning to the closing activities, (Pertiwi, Nurfatimah, Dewi, & Furi, 2021) argues that in the process of implementing the values of moral and character education in learning Citizenship Education (PKn) it can be done in the following stages:

Planning

The process of implementing the values of moral and character education is carried out in accordance with the plans made by the Ministry of Education and Culture. The implementation of moral and 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 moral and character education will be included in the learning indicators. So, later the values of moral and character education contained in the indicators will be carried out during the learning process. Thus, in the process of making lesson plans educators must also pay attention to indicators of learning achievement. So, from these indicators educators can find out what moral and character values need to be carried out in the learning process in the classroom.

Implementation

In the process of implementing moral and character education values for students, this can be done in various ways, one of which is through learning strategies including: (a) Lectur (b) demonstration (c) Discussion (d) Simulation, and (e) Practice field learning experiences. Apart from implementing the strategy as stated above, the selection of learning media can also affect the learning process. Therefore, it is necessary to select learning media that are appropriate and appropriate to the needs of students in order to achieve effective learning objectives. Implementation of learning that is carried out in the classroom if it does not use the help of learning media, it is likely that students will find it difficult to understand the material. However, using learning media will be able to make students more active and are expected to be able to understand learning material easily. There are several approaches that can be used in implementing moral values and character education in learning Citizenship Education (PKn) in Elementary Schools, namely, as follows (Galuh et al., 2021):

Evocative Approach

This approach is more inclined to the desire of the students themselves to express their identity reflexively and naturally through freedom from the opportunities provided by the teacher. In order for this approach to be

implemented, teachers must be able to create learning conditions that are comfortable, exciting, away from pressure, fun, without restraint, open to students who have a high level of curiosity, so that students are not afraid to express themselves willingly.

Inculcation Approach (Instilling)

Instilling moral values and character with this approach is an approach that uses several questions that will stimulate children that have been provided and prepared by the teacher, where the questions relate to issues of moral values and character that will guide students to a conclusion that has been planned by the teacher. so that the teacher plays an important role in directing in determining the direction in which these students will be led and conditioned slowly and gradually.

Awareness Approach

The awareness approach is an approach that will awaken and bring up self-awareness regarding the moral values and character possessed by everyone. Implementation with this approach students are made aware of to explain the moral values and character which belong to themselves. For example, students are asked to separate rights and obligations based on place and conditions, such as rights and obligations at home, school, in public places, so students will know that we must respect others by knowing our rights and obligations as human beings.

Moral Reasoning

With this approach students are invited to come up with thoughts of moral values and character by analyzing a problem case. With this, students are met with a state of moral dilemma, where students are then invited to solve moral dilemma problems faced by reasoning students' abilities by giving reasons for the decisions made by students and the decisions they make, this reasoning approach is very suitable for use in high school classes base.

Value Analysis Approach

This approach can be called value analysis because with this approach students are invited to analyze the values contained in a problem that has been planned by the teacher. In this way, students are rewarded for the value they already have. This approach certainly requires a cognitive level that is not low, where students are not taught to say right or wrong, yes or no, but students are invited to respond in the form of reasons for something good that can be done or evil that is forbidden to do.

Value Disclosing Approach

This approach is an approach that has passed the analysis period, namely by entering the phase of expressing values for self-concern or self-caring, even students are able to find and consider the problems they face, but students are still assisted and directed in these considerations as they like. and not liked, nor based on one's own belief in right or wrong but considering and remembering others.

Commitment Approach

This approach is an approach that emphasizes teaching students to commit themselves to a value and guiding students to be responsible for that value, in Citizenship Education (PKn) of course there is something that forms the basis of values and norms, namely Pancasila and the 1945 Constitution. which is the basis for the commitment to the values and norms of the Indonesian nation and must be maintained and preserved as the basis for the life of the nation and state. In this approach students are also trained to be disciplined in speech and patterns of thinking about the actions they choose based on their moral values and character.

Blending Approach

This approach is commonly called the union approach where from this approach combines students with experiences in life, of course this approach has been designed by educators in their learning activities, with various types of preparation starting from visualizing the implementation of a moral value and character, so that students more easily understand concrete things rather than abstract things like values and morals. Various methods can be carried out, such as the social drama method, project studies, to participatory methods. With these methods students are expected to be able to follow and apply them in everyday life. Implementation of character education values in learning based on basic knowledge and indicators. Something that can be done by the teacher to encourage students to provide direction and encouragement or motivation to generate character attitudes or behavior. The description above shows that implementing moral values and character education in Civics learning in elementary schools that

have been given by the Ministry of National Education, the formation of moral values and character in the form of speaking softly to anyone, telling the truth, disposing of trash in its place, and not being corrupt is to shape the character's attitude and behavior and comply with various rules and regulations.

However, in implementing the values of moral and character education in elementary schools, of course, there are several supporting and inhibiting factors in determining the success or failure of the implementation. Factors supporting the implementation of moral and character education include the perpetrators of a process, the first is the quality of the teachers or teachers, this includes teachers' understanding of moral and character education, then good planning strategies in implementing moral and character education, both in subjects and other activities carried out at school. Then the second supporting factor is students who understand and comply with the learning material including explanations regarding the implementation that has been conveyed by the teacher, so that every student is able to understand the values of moral and character education which can then be implemented in everyday life. In addition to supporting factors, there are also inhibiting factors, namely factors that cannot be separated from educators and students where if there is no willingness to try to apply efforts in implementing the implementation of moral values and character education. In addition, inadequate learning media and facilities can also be an inhibiting factor in the implementation of moral values and character education there are also inhibiting factors, namely factors that cannot be separated from educators and students where if there is no willingness to try to apply efforts in implementing the implementation of moral values and character education. In addition, inadequate learning media and facilities can also be an inhibiting factor in the implementation of moral values and character education there are also inhibiting factors, namely factors that cannot be separated from educators and students where if there is no willingness to try to apply efforts in implementing the implementation of moral values and character education. In addition, inadequate learning media and facilities can also be an inhibiting factor in the implementation of moral values and character education (Kusumawati, 2017).

Conclusion

It can be concluded that education on moral values and character needs to be implemented at every level of education, especially in elementary schools (SD) because moral and character education has the goal of reviving the character or characteristics of citizens, especially in Indonesia, which are in line with existing values. in Pancasila, including the values of piety, faith, honesty, caring, and ethical values or courtesy. One of the appropriate subjects for applying the values of moral and character education is Citizenship Education (PKN). Civics learning is said to be appropriate because it contains learning that can produce students to become good citizens or society and have characters that are in harmony with the values contained in Pancasila. The application of moral values and character education is inseparable from the role of elementary school teachers. Teachers must include character targets in Civics subjects, so that in the learning process the teacher does not only focus on cognitive material, but on moral and character values that must be instilled in elementary school students. The role of the teacher who has academic competence, in which he can develop programs related to instilling moral and character education values for elementary school children. However, in instilling these values the most important thing is exemplary and parents provide examples of positive behavior to their children, and teachers also set an example to their students, meanwhile leaders provide examples of good morals and character to the community.

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