



IMPLEMENTATION OF HONEST BEHAVIOR THROUGH LEARNING PKN IN ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to analyze the implementation of PKN learning on honest attitudes in elementary school children. Honesty in today's era is increasingly apprehensive. The act of cheating violates traffic rules, corrupt behavior, are some of the actions that occur because of the loss of the value of honesty. Lying became normal behavior. The method used in this study is qualitative and the analytical techniques used consist of descriptive analysis, conducting literature studies on the opinions of the figures and reviewing journals related to the material. The Pancasila values consist of divine values, human values, unity values, social values, and justice values. Even in a pyramidal hierarchy, these Pancasila values animate one another and are imbued among the precepts, such as the first precept animates the second precept, the second precept animates the third precept and is imbued with the first precept, and so on. Pancasila also contains material causal values, meaning that there is a causal relationship in the application of its values. For example, divine values regulate human relations with the creator, if the relationship with God is good, then the relationship with fellow human beings will also be good in this case regarding human values. This means that between divine values and human values have a reciprocal relationship. The results of the study explain that by paying attention to some of the material concepts studied in civics education lessons, teachers and students can apply honest and just living behavior in their school and social environment.

Keywords : Honesty, Learning, Citizenship Education

Introduction

Education is an effort to change personality and self-development to obtain quality education as expected. Education also plays a role in preparing a person to face and optimize their potential in the future. Therefore, the government made changes to the education system according to the needs. Based on article 3 of Law no. 20 of 2003, which states that national education functions to develop individual abilities and shape dignified national character and civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Education also has a major influence in shaping the character and character of children, as the government through the minister of education has attempted to improve education by applying the educator concept that frees educators to be able to shape the character of students in the academic and non-academic fields (Yunita, 2014). In order for education to create a quality generation, various factors are needed in the world of education, these factors include schools. School is a formal educational institution that helps informal educational tasks in the family environment. School can be said as a second home. At school, apart from getting academic education, children also get moral and spiritual education. That's why school is also one of the right places to instill an attitude of honesty. The application of honest living behavior can be done by studying civic education. In civic education, character education is applied as a form of implementing the learning. According to Halimah et al., (2021) by applying the values in Pancasila, an education that upholds honesty above all else will be created. The value of Pancasila is in the content of Civics in Elementary

School, for this reason students must interpret it as an effort to improve their quality by behaving honestly in everyday life. Pancasila education instills attitudes and behaviors in daily life that are based on Pancasila values (Irwan et al., 2021). The Pancasila values consist of divine values, human values, unity values, social values, and justice values. Even in a pyramidal hierarchy, these Pancasila values animate one another and are imbued among the precepts, such as the first precept animates the second precept, the second precept animates the third precept and is imbued with the first precept, and so on. Pancasila also contains material causal values, meaning that there is a causal relationship in the application of its values. For example, divine values regulate human relations with the creator, if the relationship with God is good, then the relationship with fellow human beings will also be good in this case regarding human values. This means that between divine values and human values have a reciprocal relationship.

Research Methodology

The research method used is qualitative which is more descriptive in nature. Yatim Riyanto defines descriptive research as research directed at providing symptoms, facts or events in a systematic and accurate manner, concerning the characteristics of a particular population or area. In descriptive research, it tends not to need to look for or explain interrelationships and test hypotheses. In qualitative research there are various techniques to facilitate research, one of which is the study of literature. According to Rahmat, (2009) it is the researcher who determines whether this study can be carried out, for this reason the researcher must analyze several opinions and draw conclusions. The study in this study compared several opinions from actual journal sources which were then developed, recorded, managed, and conclusions drawn.

Result & Discussion

The Essence of Honesty

In the opinion of Fadillah, (2012) the nature of being honest can be interpreted by conveying everything in accordance with the facts. The delivery is not only through words, but also through writing, gestures and actions. Honesty must cover all activities of every Muslim, starting from the intention to the implementation, whether in the form of words, writings, testimonies or other actions. Honesty or truth is one of the important joints in family and community life. The values and principles of honesty can also be instilled in students at the basic education level through the activity of cross-correcting test results in class. The role of the teacher is very important in observing the correction process with the aim of instilling honesty and responsibility in students. The teacher needs to re-correct the student's work one by one, the student's streaks and writings are listed on the answer sheet, the honesty of the student will be seen. The teacher then conveys the values of honesty and responsibility to students (Khotimah et al., 2020). From the explanation that has been described above, it can be concluded that what is called an honest attitude is an attitude that always tries to adjust between information and phenomena that occur, the meaning of being honest is priceless. Honesty is a person's attitude that is often expressed in words or actions spontaneously in accordance with the actual situation without any engineering from what is said and done.

The Purpose of Instilling Honest Behavior in Students

The formation of the honest character of students is the most valuable goal of implementing education. Honesty will be a key to achieving one's success. If in educational institutions, in this case schools, the values of honesty are no longer found embedded in students and teachers, then the nation Indonesia will experience destruction and mental decline (Faizah, 2022). Nowadays, honesty is something that is rare and difficult to find, so it has an impact on the convoluted government bureaucracy which in turn will lead to the practice of bribery to smooth out certain desires or ideals. If this is allowed to go unpunished, then the practice of KKN (Corruption, Collusion, Nepotism) will become increasingly rampant and considered normal, even though these methods are dirty practices that harm sportsmanship and honesty (Wijayanti, 2018). Educational institutions such as schools should not only prioritize cognitive aspects without paying attention to affective and psychomotor aspects. Education is only limited to the process of transforming knowledge without guiding students to have an honest character.

Honesty Character Education in PKN Learning

Suwito (2012) argues that in the form of honest behavior, citizenship education material contains a concept that is easily understood by students and is able to provide a stimulus to always behave honestly in the words and actions they have taken. Honest behavior is a form of implementing civic education learning that can be carried out properly. According to Arifudin (2015) applicability character Honest through learning, namely how the teacher shapes the character of children, so that children have good character, one of which is honest character. Therefore

in learning. In order to form an honest character, it is necessary to apply the character itself, in implementing honest character through Pkn learning it can be done with habituation, example and assignments. In the opinion of Dianti (2016) implementation character Honest through learning Pkn are as follows: (a) Habituation Habituation is something that is deliberately done repeatedly, with habituation it can teach students to get used to commendable behavior such as being honest (b) exemplary, the teacher's example has a great influence on the formation of student character. exemplary in this application so that students do not cheat so that this exemplary has a very important role and function in implementing the honest character of students with the aim of forming a commendable character in students. Exemplary can be done by setting a good example for others or conveying motivation to others about himself, so that someone's behavior can be emulated (c) Assignment, assignment is a process of applying honest character, that is, honest character, not cheating. Honest application through Civics learning can be done with assignments. In addition, assignments are also giving assignments to students independently. Citizenship education in elementary schools is an effort to create the next generation of the nation who upholds the value of honesty in their souls. According to Safitri et al., (2021) the material in learning citizenship education contains the concept of prioritizing moral behavior that is able to think logically. Citizenship education subjects are integrated with several other subjects, so that students are guided by teachers to understand how to avoid misconceptions about understanding honest living. Educators must be able to master learning methods in civics education. This method is needed to change the old paradigm regarding civics education subjects, into a new paradigm for the future. According to Bego (2016) the characteristics of the new paradigm of citizenship education subjects are (1) forming student Which can figure out the problem yourself, (2) Practice student analyze the problem (3) Help students find the right solution to a problem.

Teacher's Efforts in Improving Students' Honest Character

The efforts made by PPKN teachers in increasing honest attitudes towards students according to Larasati (2016) are as follows: (a) Motivating, motivation is given to students as a form of encouragement that can lead to the desire and courage to act honestly as before the teaching and learning process. The teacher guides students to pray so that they are motivated to start the lesson. That the teacher always motivates students to want to learn and gives directions about how important learning is for themselves and, also always provides motivation to always behave honestly both at school and anywhere (b) Using A number of Method/ Instructional Media. The method is a tool used to achieve all forms of educational quality goals by using relevant methods and learning media, so in improving the quality of education it is necessary to increase the use of these methods. What is meant by improving the method here, is not creating or creating new methods, but how to apply them in accordance with the material presented, so as to obtain satisfactory results in the teaching and learning process. Then the media is a tool used in learning to facilitate the learning process such as image infocus and others. Several methods can increase students' enthusiasm in learning, namely using media in learning, especially regarding honesty, such as playing Islamic videos or showing films of torment from hellfire which can increase honesty in students. By using media such as pictures or infrastructure provided in schools, it can make students fulfilled and make it easier for them to understand in lessons (c) Reduction in student scores if caught cheating on the results of a friend's test. In addition to reducing student scores, imposing sanctions, and giving directions to students, the teacher also scolds students who are dishonest and follows up on these dishonest students in the classroom as well as the teacher's efforts to increase honesty by giving violation point weights to students in accordance with the regulations which exists.

Teacher Obstacles in Improving Students' Honest Character

In the opinion of Erna Octavia (2017) obstacle Teacher in implementing honest character, namely: (a) Low interest in learning Great interest in students will have a great influence on student learning activities. This is because students who are truly interested in a subject will really follow the subject. Students who are interested in a subject will always understand and will apply it to their lives. When learning is being carried out, when the teacher leaves the class because there is a need, the teacher always gives assignment materials to students to work on and is given orders to collect them after class hours by doing their own assignments. So this is where students are tested for their honesty by doing the task individually without cooperating with other friends. Therefore, (b) Time, limited time is one of the obstacles in implementing the character of honesty through learning, because students don't do it all the time. are in school, then the limited time becomes one of the obstacles in implementing a character of honesty through learning (c) Student environment, not all students are in a good environment. Many students associate with friends who don't all have good family backgrounds. So students can be affected by the social environment of these students (d) Factors from the Environment, most students are influenced by factors from the student's environment, this is caused by one of the currents of globalization that affects students to be able to improve their honest attitude. One of the environmental factors is an obstacle for students to be able to instill an

honest attitude in themselves, because students are many or easily influenced by the environment, both in the family and community environment because of the large amount of time students spend in the environment rather than school. Teacher efforts need to be carried out continuously in schools, especially in PPKN lessons so that students can understand character values, especially having an honest attitude within themselves, if PPKn teachers are negligent in their duties to shape the character and character of students, (e) Different backgrounds of students. The different backgrounds of students become one of the obstacles in the implementation of honest character in students. The ways of parents in educating children are different, so it is from the upbringing of parents that the child's character will be formed. Therefore, the different backgrounds of students become one of the obstacles for teachers in applying honest character to students through learning (f) Different character of students. The character of students who are formed based on upbringing from the family becomes an inhibiting factor in the implementation of the character of honesty through Civics learning, with different characters so that the teacher has difficulty implementing honest character (g) Lack of shame culture. The lack of a culture of shame in children can encourage children to commit dishonest acts, therefore the lack of a culture of shame in children is an inhibiting factor in the process of implementing a character of honesty through PKN learning.

Solutions in Overcoming Obstacles to the Implementation of Internship Learning on Students' Honest Behavior

Puspa Dianti (2014) argues that the most effective way is through learning. This teaching is a basic thing that must be given to students. Basic learning content contains various concepts, processes, and activities to achieve real educational goals. Character education is one of the concrete manifestations of Civics subjects in elementary school. By studying this, it can overcome the problems that exist in the world of education. The benefits of teaching Civics in the opinion of Sri Rahuni Lukman Nadjamuddin (2018) are as follows:

Making students a good society

The main purpose of learning is to create students who have character. Students must always contribute to advancing their nation. In this lesson, students are introduced to how to be tolerant and tolerant of others and actively contribute to the progress of their nation.

Raising awareness of the importance of the rights and obligations of citizens

Learning has been carried out at various grade levels, for example respecting the rights of others, getting their rights, and having to carry out their obligations as citizens, both at home, school and in the community. This shows that students are expected after studying Civics in elementary schools to be able to carry out their rights and obligations correctly.

Forming a high spirit of nationalism and patriotism

The benefit of having citizenship education taught as early as possible is to foster a sense of nationalism. In essence, nationalism is a form of effective application of Civics learning. Civics learning by getting to know the Pancasila symbol and singing the national anthem can be done by teachers to foster a spirit of nationalism in early grade elementary schools.

Implement honest living behavior

The most pronounced benefit from the implementation of civics education learning in elementary schools is that students apply an honest life wherever and whenever. Character education which consists of the value of honesty can control students to be motivated to carry out these honest living behavior actions.

Conclusion

Based on the results of the research described above, it can be concluded that Civics learning plays a very important role in the formation of the honest character of students, in learning there are good moral values that students can emulate. Civics learning does have good moral lessons for the growth and development of students. Not only the character of honesty, there are many other good characters that can be grown through Civics learning, this is because the material in these subjects reflects good Pancasila values.

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