



THE ROLE OF THE PANCASILA AND EDUCATION TEACHER CITIZENSHIP IN ESTABLISHMENT CHARACTER OF STUDENTS IN ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to determine the role of Pancasila and civic education (PPKn) teachers in shaping students at Takengon Elementary School, as well as the challenges and obstacles faced by PPKn teachers in shaping the character of Takengon Elementary School students. This study used qualitative research methods. The survey respondents were the Principals of Elementary Schools. Takengon, PPKn teacher homeroom teacher for class V parents, students and community data collection techniques through observation, interviews and documentation. Data analysis through data collection, data reduction, conclusion and verification. The results showed that the role of the Civic Education teacher is to show positive attitude values towards students, such as being polite, dressing on time according to school rules and providing guidance. challenges and challenges faced by PPKn teachers in shaping the character of Takengon Elementary School students are non-compliance with school regulations, tardiness, and truancy. Citizenship Education has an important role in building the character of students for the nation and the State to become better individuals. In Citizenship Education students can learn to become human beings with good character and be responsible as citizens. Citizenship Education must continue to exist in order to create and grow young generations with character in the life of the nation and state for the betterment of the nation and future generations. Keywords: Citizenship Education, Character, Elementary School. Citizenship Education is an educational program that trains students to think critically, be analytical, and act democratically. In Citizenship Education the role of the teacher is in forming characteristics, namely by being a role model and role model for students to emulate and the teacher must educate his students to have integrity and discipline in their daily lives.

Keywords : Education teacher, citizenship education, pancasila

Introduction

Education is an effort that is carried out consciously and has also been planned as a learning process so that every human being is ensured to become a person of good character, knowledge, noble character, logical thinking, creative and responsible. Education can also be said as one of the paths passed by some humans in determining the future. With education, the nation's children can determine the direction of life in the future, life will continue without knowing the time, children will also grow in development, and become ordinary human beings whose class can become great leaders and have high dignity in accordance with the education pursued. during school time. In education, character education can be said to be quite an important part because it is one of the things that is associated with personality and morals that must be instilled from childhood, so that children can grow and develop with good character. Education is a form of effort that is carried out so that a person is able to mature and humanize fellow human beings or even to every other living creature, character education also provides an important role for humans, because character can help the growth of children, especially at the elementary school level, so that they have the right traits. Caring for humans, having a sense of self, and also being able to be responsible. The role of teachers in schools is to always set an example for their students if they participate in society in their lives. The success of an education that involves educational institutions parents and society equally and shapes the learning

process for students who often violate values and norms can be controlled by these different components. The role of the teacher as a surrogate parent at school has a great responsibility, providing learning and instilling character values in students. In doing so, Teachers can become second fathers to their students at school, helping them feel comfortable and open with their teachers. The character itself is the value of human behavior based on religion, norms, culture, laws, customs, and aesthetics in social life in general already studied in the subject of Citizenship Education. This character education includes a system of instilling student behavioral values in the form of knowledge, awareness to do good things to God, fellow friends, fellow human beings, to the environment, to oneself so that they become human beings with good character and benefit their lives and the lives of others, as well as the environment. So that's why character education is very important, in learning Civics in Elementary School, character education must be instilled as much as possible for the sake of a golden generation with good character in the future. In citizenship education students are taught to be good individuals, able to socialize well in social life, to be critical citizens, and good citizens.

Pancasila and Citizenship Education (PPKn) is character education which has an important role in character building such as manners and norms (Wahab & Sapiya, 2011; Winataputra, 2015). PPKn as character education aims to create citizens who have morals, are virtuous, moral and obedient to the rules so that later children will have a quality personality as expected. Character development for students based on the second Pancasila, namely a just and civilized humanity has the understanding that as a good citizen must have awareness of moral attitudes and behavior as they should. Children's educational attainment requires shared responsibility between schools and parents. Parents cannot fully impose the educational process on their children at school. Therefore, deep parenting, a good relationship between school and parents is needed, and children can obtain strong character development (Sihombing, Hutagalung, & Lukitoyo, 2021). Zulfiati (2014) teachers do not only act as a conveyer of subject matter to students, but also act as educators. Saifuddin (2014) teachers have various roles and functions including, teachers as learning resources, facilitators, learning managers (learning managers), as demonstrators, as mentors, as motivators, as evaluators, and teachers as mediators. The teacher as a person who should be admired and imitated is required to be able to carry out his role and function properly, because all the actions and behavior of the teacher will become an example and role model for students to see. Teachers must be able to set an example and instill noble values and norms in students, create a comfortable, warm and conducive learning atmosphere. Thus a fun teaching and learning process will be created and the process of transforming knowledge will also take place well. But of course every profession has obstacles and obstacles that hinder it, so teachers must be able to think creatively and innovatively to be able to find solutions to each of these problems so that the goals of education are achieved, namely to educate the nation's life. To become a teacher, one must fulfill the requirements as a responsible human being in education. Teachers as educators are responsible for passing on values and norms to the next generation so that value conversion occurs, because it is through this educational process that new values are created.

Research Methodology

Researchers use a qualitative research method or a descriptive approach which is research with data results in the form of descriptions of the problems discussed by providing some descriptions that occur in everyday life (Miranti et al., 2021). Research using qualitative methods is a research method by conducting searches, so that writers can also understand and practice exploring what they read and then write in a scientific work. Qualitative research according to is a qualitative method is a concept on the problem to be faced. Research activities are carried out so that researchers can produce and also get theories for analysis (Qualitative, 2013). This research was carried out with the aim of obtaining valid information and data by focusing on literature review, to obtain data, sources, as well as supporting evidence related to the issues discussed. The technique used is literature study. Based on data obtained from previous research results from various research journals or referred to as secondary data, then used as supporting material to be studied and then analyzed. Researchers obtained references from scientific journals that were relevant and reputable and related to the issues discussed, namely Citizenship Education, Character, and Elementary Schools. After the data is obtained as well as from sources these relevant references, then it is concluded as an answer to the problems that have been discussed in the study.

Result & Discussion

Civic education

Citizenship education is education that reminds us of the importance of the values, rights and obligations of citizens. Everything that is done must be in accordance with the goals and ideals of the nation and not deviate from what is expected. Citizenship education is an educational program that has the core of political democracy expanded with other sources of knowledge, positive influences from school education, society and parents, all of

which are processed to train students to think critically, analytically, to behave and act democratically in carrying out a healthy life. based on Pancasila and the 1945 Constitution. According to Samsuri (2011) civics education is defined as preparing the younger generation to become citizens who have the knowledge, skills, and values needed to participate actively in society. Meanwhile, according to Godfrey Thomson (1997) education is the influence of the environment on the individual to produce permanent changes in his behavior habits, thoughts, and feelings. Basically civic education aims to prepare democratic citizens to support and develop democratic life. But in its implementation it is often piggybacked by certain political interests. According to Cholisin (2000) civics education in Indonesia in the past was more oriented towards the interests of the government than the interests of the citizens. Because of that the concept and material of civics education is very thick with the nuances of indoctrination, hegemony, legitimacy and political mobilization.

Character building

Character education is an educational process that teaches how to think, behave, help fellow human beings, help each other and work together, be it within the family, community, or state. With character education that is applied sustainably, students will have emotional intelligence (Setiawan 2015). Character education for students from the elementary school level is very important because character education is a system that teaches children habits to get used to thinking and behaving. Character education itself has several objectives, namely: (1) Develop the potential of students to become citizens with character values (2) Develop good and commendable student behavior and habits in accordance with the culture of the nation and state (3) Instilling the soul as a leader since childhood and training students to become individuals who are always responsible as the next generation of the nation (4) Develop students' abilities to become more independent individuals, have national insights, and also comply with applicable norms (5) Instill the character of being obedient, sopha, honest, and having a high sense of love for the motherland. Some of the functions of character education are: (a) As a place to develop students' potential to have good behavior (b) As a place to improve education so as to produce generations of character and responsibility (c) As a place to develop their own culture in accordance with character values. The teacher's role in character development is to be a role model for students to emulate, and the teacher must educate students about the disciplines of daily life (Cahyani & Dewi, 2021). The teacher's role in developing the character of the Inpres Hale Elementary School students can be seen in several of the teacher's efforts in character development. First, the teacher's role in implementing the value of a positive attitude towards students

Be Polite

Politeness is an attitude of manners in everyday life as a reflection of personality and noble character (Rachman, 2015; Zuriah & Yustianti, 2007). Regulation of the Minister of Education and Culture Number 21 of 2015 concerning the Character Cultivation Movement in Schools states that the development of polite character in speaking, acting and behaving must be prioritized in schools. Based on the laws and regulations mentioned above, SD Inpres Hale requires all school members, teachers, staff and students to use polite language in the school environment, attitude and language to speak politely. Civics teachers set an example to their students by behaving and speaking politely to older people and peers. If students are caught using offensive language or speaking impolitely to teachers or peers, Civics teachers usually rebuke and advise these students. Civics teachers are always polite to help their students grow into better human beings.

Arrive at School On Time

Regulation of the Minister of Education and Culture Number 21 of 2015 concerning the Character Cultivation Movement in Schools states that teachers and education staff arrive early to welcome students according to prevailing values. Based on Permendikbud No. 21 of 2015, SD Inpres Hale has issued a School Code of Ethics which states that all school members, teachers, staff and students must come to school on time in accordance with established regulations. Civics teachers always come to school on time and exemplify by coming to school in the morning, coming to school at 06.00 and arriving at the school environment at 06.30, KBM activities start at 07.30 to make sure the Civics teacher is not late. If you catch a student arriving late to school, they are usually punished. The teacher also reprimands and warns students to be more disciplined. In addition, students are also taught to practice discipline and obey the rules and regulations that apply at school.

Dress According to School Rules

Regulation of the Minister of Education and Culture Number 21 of 2015 concerning the Character Cultivation Movement in Schools requires school members to dress modestly in accordance with national norms and

cultural/regional regulations. With reference to the Laws and Regulations above, SD Inpres Hale requires all school members, including teachers, staff and students, to dress politely and neatly in accordance with the rules that apply at school. Including PPKn Teachers always dress neatly according to school rules. Character education through Citizenship Education is found in Permendiknas no 22. In 2006, namely citizenship education is one of the subjects that focuses on efforts to build the character of citizens so that they are able to carry out their rights and obligations so that they become good citizens, smart, creative, responsible, trustworthy, (Indrawati, 2015) and has a character in accordance with the basis of the State, namely Pancasila and the opening of the 1945 Constitution (Kurniawan, 2013). Citizenship education has a role to provide provision for students with valuable character noble character and basic skills regarding the life of the state as well as preliminary education so that they become citizens and individuals who have good character and have tolerance for each other. Because in its teachings civics education teaches mutual tolerance towards others, in this case students will learn how important the character of tolerance is such as respecting friends of different religions.

Pancasila Education

Pancasila education is an integral part of the country's education system, and the civics education process comprises a school-based curriculum and learning. Political education must be designed, developed, implemented and evaluated in the context of realizing national education goals, in order to guarantee its function and role in achieving national education goals. These three things provide a foundation and framework for understanding the profile of Pancasila students. As well as globalization. Therefore, citizens may have an obligation to master civics education and be able to develop as follows: (1) Thinking critically, rationally and creatively in solving citizenship problems is a problem of globalization (2) Participate actively, responsibly and act intelligently in community, national and state activities (3) Positive democratic development to shape yourself based on the character of the Indonesian nation so that you can live side by side with your colleagues (4) Interact with other countries in the global online arena directly or indirectly using information technology and communicate without leaving national identity. Regarding the concept of civics education as an educational program, at its core is an open political democracy with other sources of knowledge, the positive influence of school education, society, parents, all of which are transformed to train students as young people to think critically, analyze, behave and act democratically in preparing for democratic life based on Pancasila and the 1945 Constitution. Citizenship education is defined as a discipline of study of civil policy and culture, using the principles of education and political science as the main scientific framework and other sciences

Citizenship Education Teachers in Shaping Student Character

In connection with its role as forming the character of children at school, teachers are required to really carry out this role, because wrongly forming a child's character will be fatal to a child's life. Therefore the teacher has an important and strategic role for every educational reform, this requires the teacher to have a way of acting to instill character education. A teacher must be a caregiver for students, be a role model and role model for students to emulate, the teacher must also be a guide to guide their students who have integrity and discipline in everyday life. However, the effort to build children's character is something that is not easy for a teacher to carry out. Teachers will have difficulty in shaping children's character, if there is no support from family and society in the environment of students. Character building is a shared responsibility between teachers, families and society. So a teacher must be able to become a second parent for students at school, so that students feel comfortable and open to teachers at school. So that later the teacher can instill character values in students, and can direct them in a better direction in finding their identity with noble character. And as a Citizenship Education teacher, character building cannot be separated from the values contained in Pancasila. Here Pancasila education can be used as a tool in the formation of the character of students, because Pancasila contains life values that can be used as guidelines in carrying out the life of the nation and state. Students who are essentially Indonesian citizens. So of course the Citizenship Education teacher in shaping the character of students has a very important role. Because Citizenship Education is a lesson that aims to form good citizens in everyday life or in the life of the nation and state. Thus, students are expected to have a personality that is in accordance with the values of Pancasila so as to create a generation of intelligent and moral people. The Minister of Education and Culture of Indonesia (Mendikbud) has a concept that is 'Freedom to Learn' which is a problem solver for the education system in Indonesia. Merdeka Learning has the goal of instilling students who are brave, independent, think critically, polite, civilized and have noble character. The concept of Freedom of Learning has several differences from the previous concept of education, for example educators in the previous concept tend to be passive while in the concept of Freedom of Learning educators tend to be active which is called the Driving Teacher. The system of this concept overhauls

teaching and learning activities which are usually fixated in texts, now they can experience new things outside the classroom as a learning strategy used by Activist Teachers.

Improving the quality of students accompanied by educators in accordance with the concept of Freedom to Learn, teachers are required to take the initiative as a provider of material and examples for students. According to the Ministry of Education and Culture, learning will never occur if in the process there is no translation process of the basic competencies and the existing curriculum by teachers in competencies at any level. There are six aspects of the Pancasila Student Profile formulated by the Ministry of Education and Culture, namely: 1) Faithful, devoted to God Almighty and noble, 2) Creative, 3) Mutual Cooperation, 4) Global Diversity, 5) Critical Reasoning, 6) Independent. According to Nazir (1998: 145) the supporting factors for the formation of the Pancasila Student profile are divided into internal and external indicators as follows: 1) Innate (internal). Human nature possessed since he was born in the world. The characteristics that are the supporting factors are reducing juvenile delinquency, worshiping Allah obediently, not only caring about the world, focusing on ideals. 2) Personality (internal). Personality development is experienced when humans have experienced an event or incident that has been passed. A person's ability to understand religious issues or religious teachings is greatly influenced by the intelligence of the person himself in understanding Islamic teachings. Personality with supporting factors for example polite, diligent, disciplined and diligent. 3) Family (external) an example of family as a driving factor, namely: paying attention to children about their education, always supporting children's decisions if it is good for them. 4) Teachers/educators (external). Teachers must be able to demonstrate good morals in everyday life, because the role and influence of an educator on students is very strong. 5) Environmental (external) supporting factors in the environment, if the environment occupied is positive, directing children to have characteristics such as Pancasila values. Teachers are able to improve student achievement, teach creatively and innovatively, and develop their own competence. The role of the Mobilizing Teacher is not only limited to being successful in managing the class they are in charge of. Apart from being a good teacher, a Mobilizing Teacher must also have the will to lead, innovate, make changes. The Pancasila Student Profile is in accordance with the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research, and Technology) as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, that "Students Pancasila is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative".

Conclusion

It can be concluded that the role of the teacher in providing material in the classroom is expected to refer to and emphasize learning objectives regarding their implications in everyday life. So of course the Citizenship Education teacher in shaping the character of students has a very important role. Because Citizenship Education is a lesson that aims to form good citizens in everyday life or in the life of the nation and state. Thus students are expected to have a personality that is in accordance with the values of Pancasila so as to create an intelligent and moral generation of the nation. This great work of the nation, Indonesia must return to the character of the Indonesian nation to be better. It can be started by providing good learning about civics education to increase character values for all the people. Education starts from the process of Education as well as solutions from many different ideas. At that time the Indonesian nation was experiencing a moral decline and the spirit of the original ideology of the Indonesian nation. Therefore, character education is appropriate to restore the personality values of each citizen, but must be appreciated by all parties, even though the results will be achieved after one generation of the Indonesian nation.

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