



INTEGRATION OF CHARACTER EDUCATION IN CIVILITY EDUCATION LEARNING TO BUILD THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

Sri Rezeki Padang¹, Selly Dinda Sartika²

^{1,2}Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹srypadang01@gmail.com, ²sdindasartika@gmail.com

Abstract

Citizenship education is one of the subjects that is the leading sector in developing student character. However, in reality PKN subjects have not succeeded enough in carrying out this role properly because the processes that occur in Civics learning are only oriented towards cognitive achievement while effective attainment or attitudes tend to be ignored. To overcome this, it is necessary to make modifications in Civics learning, one of which is by integrating the concept of character education in learning activities so that it can play a more role in developing student character. One of the themes that became the leading sector in the development of student character. Specifically, it aims to open brackets (1) identify character values that are appropriate to the Citizenship Education subject in elementary school (2) integrate it into learning Citizenship Education in elementary school. This study aims to integrate character education into PKN learning to develop attitudes and character in elementary school students. Developing attitudes and character, namely by using a qualitative approach. Then for the method used is the lateral study method in which the author collects data from reference articles and journals available on trusted websites. This is due to the current conditions, namely the covid 19 pandemic which limits everyone from doing activities outside the home. neglected point to overcome this it is necessary to examine modifications in educational learning, one of which is by integrating the concept of character into its development so that it is better able to develop and shape the character of elementary school students.

Keywords : Character Education, Citizenship Education, Elementary School Attitudes and Character

Introduction

The significance of character building looks prominent enough to be noticed and one of the public authorities can be seen from the preacher's discourse when recognizing the 2010 National Education Day with character education material to build the nation "Civilization point in his discourse school scholars state that character education is an absolute necessity, because research does not only make students to be intelligent, but also must have character and habits, so that their reality as citizens becomes significant for them and society as a whole. The Minister of National Education in a friendly meeting with the heads of postgraduate schools for education personnel education institutions (LPTK) throughout Indonesia in the Medan State University auditorium said, "character training must starting from elementary school because if character is not formed from an early age it will be difficult to change someone. The importance of character education proclaimed by the government through the National Education Center, has been recognized since the beginning of the country's Founding Fathers. Since the proclamation of independence, the early architects have understood that to understand the goals of Indonesia, (the state) is also (the state). The country's progress has even become more significant and is a significant concern, considering that the nation's progress is largely determined by the nature of the state. In this way the main architects emphasized the importance of developing the open bracket character (Warsono 2010). Based on this assertion, it shows that the use of character education in learning is nevertheless an absolute necessity, because it is considered capable of making students smart but also ready to make students have character and habits so that their reality as citizens becomes significant both for them and society as a whole. Furthermore, what is generally related

to this problem is the problem of schooling and promoting virtues that receive less attention. Until now, the current training and moral improvement is at the level of remembering, missing information at the level of daily relationships doing activities, at home, at school that function as well as in everyday cooperation. This is in accordance with the assessment of Liches Kona (1992) which states that the opening evidence is that there are 10 indications of human behavior that leads to the destruction of a country, more specifically: seeking brutality in the field of young people, social fraud, widespread concern for guardians and instructors. The impact of peer groups on demonstrations of cruelty: doubt and ridicule violate use of language measures hard work attitude lack of awareness of the expectations of others and of the population promotes useless behavior and undermines moral rules.

Citizenship Education is an instructive project that has a broad degree and covers no less than three areas in the process of personal formation, namely (1) conceptually microtic which plays a role in the creation of ideas and aspects of quality (2) curricular exercises foster various instructive projects . As well as the implementation model in preparing students to become mature citizens with character through academic foundations, and (3) socially public schools complete learning interactions for the regions to make productive members of society as a feature of all international education programs as stipulated in Law number 20 of the year 2003 concerning the national education system, school program cities supported by Pancasila. Therefore the 1945 law seeks to foster strong personal and state capacities and structures in the context of educating the nation's life, with the hope that students will grow in the ability to be human, to accept and fear God, to have a great personality with a dignified comma, strong, capable. , creative, independent, and become residents who are supported by population and competence. This shows that metro teaching has a significant and vital task in completing character training. Amran, et al (2018) in his research stated that the function of character education in elementary schools is to foster the ability of students to be able to think intelligently, behave in a moral manner, and make something good for themselves, their families and society. Therefore, character education can possibly be integrated into any activity including learning and teaching activities. Judging from these goals, Civics learning tends to be regarded as an invention that requires character values. However, the problem experienced by experts in the field is that the current practice of Civics learning that occurs in the classroom is only limited to schools that are oriented toward achieving intellectual or informational goals. While emotional, things related to the most common way to shape the personality or perspective of students will generally be ignored. For this reason, it is necessary to increase Civics learning in creating students with character starting from compiling, implementing, and assessing. We must have a party to carry out the preparation, implementation and evaluation that can disguise the existing values because the development of character values is not enough just to be instructed but also to create. As expressed by Herman in (Budimansyah 2010: 68) that "award is not hacked or structured, it is learned". This is done so that as teachers we can create children who are intelligent as well as with character. Efforts to make members of society who are productive, have character and become individuals who have faith and information or ultimately become human beings entirely through citizenship education. The reason for the state creating Civics Citizenship Education is so that every resident turns into a productive member of society (to be a productive member of society), becomes a certain resident who has knowledge of society both mentally, spiritually, socially, and deeply who takes a sense of pride and obligation (metro obligation).) and having parties to take part in the existence of society and the state open column (city investment) close brackets to foster a sense of liking and love for the homeland (Wahab and Satria 2011. 99).

However, the problem is that the learning practices in Civics learning that occur in classrooms are currently only limited to schools that focus on training. While the emotional perspective related to character building programs or student perspectives will generally be ignored. Without us understanding it, this will give birth to or create children who are interested but have no one. One of the reasons for the lack of ideal human progress is the lack of citizenship education. The lack of Civics learning was also expressed by Suwarman (Budimansyah 2012: 450), specifically the lack of Civics learning in terms of character training is underlined in more detail, for example training focus on the instructor results are more grounded less on the process, material is introduced as data, students' situations are in conditions prepared for illustration, information is more down-to-earth than perspective and ability, use of techniques is limited to annoying and one-way learning situations (effect). Appreciation for someone who exists because of character development is sufficient not only to educate but also must be created by the preparation of implementation to assessment exercises. Based on the stages of the various problem descriptions above that we have put forward, we are motivated to research the integration of character education in learning Citizenship Education to develop attitudes and character in elementary school students. Law No. 20 of 2003 concerning the national education system. Article 3 of the National Education Constitution states that fostering the ability of the community to develop abilities and form a nation's personality and civilization in order to educate the life of the nation, with the hope that graduates will grow into citizens who are pious and have good personality,

strong, capable, skilled, imaginative, independent, and as a large and capable population, the understanding of the purpose of general education is the reason for the advancement of character education. Character training is the most common way to instruct students to become fully character-based individuals in the components of heart, mind, body, feelings and purpose. In the end, character is defined as a quality close to home, in the feeling of knowing good, needing to do good, and actually having the right behavior, which rationally comes from the mind, heart, practice, and sense and purpose. (Warsono 2010). Meanwhile, according to Sudrajat (2010) character education is a process of teaching character to school members which includes information, attention, or readiness, and activities to carry out these characteristics towards God, oneself, other people, climate, and identity with the aim that they become human. Considering some of the definitions above, it tends to be assumed that character education is a process of instilling character values in students so that they become individuals who are fully characterized in terms of the components of the heart, brain, growth and goals. Thus character is defined as a quality close to home, in a feeling of great awareness, ready to do great things and really act admirably.

Research Methodology

The approach that the author uses in the preparation of this article is a qualitative approach. Then the method used is the literature study method. Where the author collects data from reference articles and journals available on trusted websites. The writer's approach that the writer uses is a qualitative approach. The data taken is excerpts from more than 10 articles and journals accessed from Google Scholar. The selected article is an article that has a topic of discussion that is in line with the theme raised by the author in this article. With approximately 1 week, the author conducts research and journals from articles which are then reprocessed into information that is easy to understand and has use value, then then performs the preparation of articles to process data into information that is relevant to the theme of the article raised in this article (Newman: 2003).) the motivation behind this exploitation is to raise new points that are known to a wider local area, provide an overview of the underlying themes, encapsulate qualitative spec thoughts. Research knowledge in the composition of this logical article may be a technique of subjective involvement that makes a methodical description of the exact problem with a certain setting. Then at that time, the results were written as an examination of subjective information with the knowledge needed during this exploitation is the 2006 character and Civics textbook report on urban SK and KD training in elementary schools. basic open parentheses KD close brackets in the standard contents of the closed brackets then choose a character value that shows the relationship between SK and KD with values and dot markers therefore we will find community values covering elementary school civics training.

Result & Discussion

Integrating character learning in Civics learning is completed in preparation, implementation and assessment exercises. Each stage and learning must have a choice to be able to investigate the values of the person to be achieved. in the early stages, especially preparing the perspective pick-up of the plan, both the prospectus of the sample plan, as well as the broadcast material which is planned in such a way that the substance and learning exercises work by having knowledge into character learning, one of the ways that can be done is to make schedules, sample plans, and display material character is to complete learning exercises in accordance with the recognition of character values. The learning prospectus contains KD basic competencies, learning materials for learning exercises, achievement instructions, time evaluation, and learning assets. As stated by Puspa in Yanti, the civics subject is indeed one of the themes that is rich in character. Therefore, character education in Indonesia must be carried out properly, bearing in mind that at every level of school, the subject of urban education is certain. In law number 20 of 2003 concerning the national education system it is also emphasized that the teaching of visiting citizenship is based on Pancasila and therefore the 1945 Constitution serves to build strength and shape the noble personality and civilization of the country in the framework of lifelong teaching. State to foster students' abilities to become self-reliable individuals. In addition, be pious, noble, educated, capable, innovative, independent and become a large and broad-minded citizen. Seeing this, it can be seen that Citizenship Education plays an important role in the implementation of character and moral development of the nation's children. And also shows that basically character education is often really recognized in learning in learning spaces on urban education subjects and requires better progress from instructors who will teach students. Civics is indeed one of the themes that is rich in character. Civics is one of the most studied areas of character. Therefore, individual goals set in PKR learning are true informative effects to be realized. Apart from being a backup effect, in general Civics is currently a topic that we don't consider because the Civics illustration is only limited to maintaining training material and is not able to display its capacity because it is the main field of learning. Practice instructions. At the preparatory stage what must be done is the preparation of the schedule and implementation plan for lesson plans. Therefore, in this study, we directed the study of prospectuses and sample plans prepared by educators to support character Civics learning

in the classroom. Preparing to know as stated in the plan drawings has a significant capacity in achieving character learning in learning.

Integration of Character Education Values in Learning

According to the Ministry of National Education (2010: 18) the quality of character education is included in each subject, each subject whose quality is remembered for the schedule modeled on the plan in the following way: 1) look at the SK open bracket competency standards and KD basic competencies in the content standards to decide whether noted social and public qualities are known for it 2) select people who show the relationship between SK and KD with grades and instructions for deciding which grades to make 3) put these respectable people on the schedule 4) put the noted qualities on the schedule into the illustration plan. Given this, it can be concluded that illustration plans play an important role in coordinating the values of people's learning into the learning system in schools. RPP is an illustration of the findings that will be completed in the learning system. Furthermore, Warsono (2010) explains commas regarding the ways that must be taken in compiling lesson plans as follows: 1 understand the substance of SK and KD both from an intellectual, emotional, and psychomotor level iqomah 2 Guidance depends on the side effects of understanding SK and KD the three assisted assessment tools 4 planning and teaching 5 selecting learning techniques. From the definitions above it is often clarified that in preparing the RPP what must be done is to know the substance of the SK and KD. It is very important in making markers that these markers will be a reference in ordering assessment tools and teaching materials from which to be displayed will lead to choosing learning strategies.

Appropriate Character Values Are Integrated Into Citizenship Education Subjects in Elementary Schools

Character values are the most important thing in the character training learning system in elementary schools, especially Civics subjects. Character appreciation training in Civics learning cannot be coordinated like that, but must be changed according to the objectives of Civics learning. Information about the appropriate characters for Civics learning in elementary schools was obtained by analyzing SK competency standards and KD basic competencies in the standard then at that time selecting character values that showed the relationship between SK and KD with values and markers. Judging from the examination between the SK KD and the instructions the person appreciates according to the objectives of Civics training in elementary schools.

Integration of Character Education Values into Elementary Civics Learning

This study makes capital a rule for incorporating character training into PKN learning in elementary schools. The discussion about the consequences of the readiness of the model for integrating character training into learning Civics in Elementary Schools is described as follows.

Elementary School Civics Character Values

Character values in accordance with essential Civics learning during this review were added to 13 character values. Character value data according to elementary school community learning is obtained by utilizing test information by analyzing SK potential and KD basic competencies.

Integration of Character Education into Civics Learning in Elementary Schools

Integration of character education into learning Civics in Elementary Schools must be made possible by incorporating character values into the structure and planning examples by incorporating character awards into prostitutes and examples of the design methods taken are: a. understand the substance of SK and KB both from an intellectual, emotional and psychomotor point of view; b. develop markers depending on side effects c determine character values that indicate the relationship between SK and KB e develop assessment tools e prepare teaching materials f select learning strategies.

Conclusion

Integration of character education in Civics learning is a solution that will revive Civics tasks as a topic which is the main field in advancing the main character. Civics may be a Civics subject whose substance is currently rich in character values that would be more useful for coordinating character building thoughts. Improving student character does not only develop through the substance of Civics material, but student personality is often grown indirectly through stages in learning practice problems. Then at that time it can also be upheld by the use of media strategies and learning effects. The integration of character values into Civics learning in Elementary Schools must be made possible by incorporating moral values into the procedure from the sample plan. In entering character appreciation into schedules and examples of style what must be done is to know the substance of SK and KD

intellectually what ideas are in SK and KD understand the ideas and practices expected In SK and KD, it is very important in making markers, where are these markers will be a reference in preparing assessment tools and teaching materials from what is displayed will direct in choosing learning strategies.

References

- Anatasya, Ervina, and Dinie Anggareni Dewi. 2021. "Citizenship Education Subject as Character Education for Elementary School Students." *Journal of Citizenship Education Undiksha* 9 (2): 291–304. <https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/34133>.
- Amran, M., Erna S., & Muslimin. (2018, April). The role of character education in elementary schools. Proceedings of the national seminar on education administration and education management.
- Dianti, Puspa. 2016. "Integration of Character Education in Citizenship Education Learning to Develop Student Character." *Journal of Social Sciences Education* 23 (1): 1–8. <https://doi.org/10.17509/jpis.v23i1.2062>.
- Galuh Nur Insani, DinieAnggraeni Dewi, Yayang Furi Furnamasari. 2021. "Integration of Character Education in Citizenship Education Learning to Develop the Character of Elementary School Students." *Journal of Tambusai Education* Volume 5No: 8154.
- Journal, Nubin Smart. 2022. "Integration of Character Education in the Digital Era Through" 2 (4): 143–57.
- Nugraha, D. M. D. P. 2020. "Integration of Character Education in the Application of Blended Learning in Elementary Schools." *Cetta: Journal of Educational Sciences* 3 (3): 472–84. <http://jayapanguspress.penerbit.org/index.php/cetta>.
- Onde, Mitrakasih La ode, Hijrawatil Aswat, Fitriani B, and Eka Rosmitha Sari. 2020. "Integration of Strengthening Character Education (Ppk) Era 4.0 in Integrative Thematic-Based Learning in Elementary Schools." *Basicedu Journal* 4 (2): 268–79. <https://doi.org/10.31004/basicdu.v4i2.321>.
- Puspa Dianti. 2014. "Integration of Character Education in Citizenship Education to Develop Student Character." *JPIS: Journal of Social Sciences Education* 23 (1): 11.
- Sari, Nurratri Kurnia, and Linda Dian Puspita. 2019. "Implementation of Character Education in Elementary Schools." *Journal of Basic Education Bantara* 2 (1). <https://doi.org/10.32585/jdb.v2i1.182>.
- Wahab & Sapriya. 2011. *Theory and Foundation of Citizenship Education*. Bandung: Alfabet.