



IMPLEMENTATION OF STUDENTS CHARACTER EDUCATION THROUGH CITIZENCY EDUCATION LEARNING IN PRIMARY SCHOOLS

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Abstract

This study aims to further study and analyze the relationship between the application of character education in Civics learning in elementary schools. In addition, this research analyzes all the efforts that have been made by teachers and basic education institutions in Indonesia to implement character education, especially in Civics learning in elementary schools. This research was conducted using descriptive qualitative methods. The theory or core of this discussion comes from literature or literature studies from various relevant sources, such as books, journals and articles. Studies show that planning and implementing learning determines the application of character education in citizenship education. The character values in the RPP are applied by the teacher in the planning process. The inhibiting factors for teachers in implementing character education are students' lack of self-awareness in obeying regulations, students' motivation to learn is lacking and awareness of those responsible for carrying out assignments is still lacking. Efforts that teachers must make in implementing character education are obeying the rules given and paying attention to students and giving warnings to students who violate school rules.

Keywords : Character education, citizenship

Introduction

Nowadays, a country's progress cannot be separated from character development, which is obtained through a long-term educational process in the world of education. Education is very important for everyone because the character and quality of an individual improves with better education. Law No. 20 of 2003 concerning the national education system which states "national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, the aim of national education is that every educational unit must develop the quality of Indonesian people, namely to become human who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, devout, and are democratic and responsible citizens. According to insiders (Yuwono, T., & Prastowo, 2022). According to (Dewi, 2017) Citizenship education is an important thing that must begin when children enter elementary school age. Because at elementary school age children really need to know new things, it is very important and appropriate to instill basic concepts about national insight and good and focused democratic behavior. If this knowledge and learning is embedded in this form, they will influence the thought patterns and behavior of others, which in turn can influence society. Citizenship education provides lessons to students who are expected to become individuals with characteristics that reflect the identity of the Indonesian nation (Putri, 2021). Instilling character values in citizenship education subjects aims to build abilities in developing critical, logical and creative thinking when facing problems related to citizenship. (Halimatun Sadia, 2022). Students are also expected to be active and responsible in social, national and state activities. This ability can be honed through a democratic

approach, so that they are able to adapt well and harmoniously with other nations, and are able to interact with other nations in the era of globalization by utilizing fast-paced advances in technology and information.(Jasrudin, 2020). Character Education is an educational system that instills character values in students which includes the components of knowledge, individual awareness, determination, as well as the will and action to implement good values towards God Almighty, oneself, fellow human beings, the environment. and nation, so that students with noble character will be created(Rohmah, 2021). Character education is a form of education that aims to instill moral values in a person and shape his personality. It can be measured by showing positive behavior in real life, such as behaving well, acting honestly, taking responsibility, working hard, and respecting the rights of others. Character education aims to build a nation that has strength, competitiveness, noble character, morality, tolerance, a spirit of cooperation, patriotism and dynamic progress. These various things are related to faith and devotion to God Almighty. The ultimate goal is to cultivate individuals who embody these qualities, contributing to the growth and progress of their nation(Diah Pebriyanti & Irwan Badilla, 2023).

Research Methodology

The author used descriptive qualitative research methods to conduct this research. Qualitative descriptive research is a type of research that aims to describe phenomena that occur in the field by considering the features, qualities and relationships between activities in the implementation of citizenship education.

Result & Discussion

According to Soemantri in(Dewi DF, 2021)stated that the Civics subject is an educational program that has political democracy at its core which is expanded with other sources of knowledge, the positive influence of education in schools, society and parents: education teaches students to think critically, think critically, behave and act democratically to prepare them for democratic life based on the 1945 Constitution and Pancasila. Citizenship education is a field that has many character values. However, Civics is considered less important because it is considered to have a lot of memorized material and cannot do its job as the main area of character education. However, basic character values and main character values are two important values in this hard learning. The main values aim to produce students who are religious, honest, intelligent, tough, democratic and caring. Civics goals can be achieved through the expectations provided by the Civics process. The hope is that the next generation will have behavior that is in line with the goals of Civics. Civics education provides good provision in the types of lessons students study, which allows new hopes for nation building to be realized. Cognitive skills learning is not the same as other education which requires precision. This is due to the fact that social skills learning (PKn) is more related to social problems that are difficult to understand. The basic ideas of Civics can build citizens who are in accordance with the principles of citizenship: people who believe and are devoted to God Almighty, have good character, are knowledgeable, and are able to solve social problems. Character education consists of two words: education and character. Character education is an effort to improve a person's character and thoughts in order to develop a life in harmony with nature and society is an effort made by someone to gain knowledge as a provision to achieve something extraordinary in the future. This can include the process of learning and then applying it in life to live a productive life. Researchers state that character education is an effort made consciously, without force, and with well-planned impulses to create an environment and activities to improve abilities. Apart from that, character development is an effort given to students to be polite, courteous, responsible, democratic, disciplined, mutually respectful and collaborative. Undoubtedly, there are several obstacles faced by school principals and teachers in implementing character education for their students at school. Some of them are the lack of school programs regarding discipline, good manners, worship according to time, and other things. Character education is an important part of the educational process. This is a systematic approach to instilling character values among members of the school community through developing knowledge, awareness, and desire, as well as encouraging action to realize these values in relationships with God, oneself, others, the environment, and the nation. The main aim of character education is to develop individuals who have superior character. Moral knowledge, or moral knowledge, moral feelings, and moral behavior form character. Character education basically consists of knowledge about goodness, the desire to do good, and good actions. Character education is more important than just moral education because it discusses what is right and wrong and how to instill good habits in students' lives so that they become aware of and understand good things and are committed to good things. Implementation of Student Character Education through Citizenship Education Learning in Elementary Schools.

Planning

The use of character education values must be carried out in accordance with the Ministry of Education and Culture's design. Basic competencies and indicators are central to implementation. Educators must consider learning achievement indicators when creating syllabi and lesson plans because these indicators will contain character education values that will be applied during the learning process. Thus, indicators of learning achievement must be considered when creating a syllabus and lesson plans because these indicators will determine which character values must be applied during the learning process in class. Implementation At the implementation stage, teachers have used various approaches that have been planned previously. Joint conferences with education parties, instructors use training methods, provide illustrations and use media resources, implementation has been measured and occurred well in accordance with the preparations that have been made previously. Several activities, such as routines, role models, spontaneous activities, and conditioning, demonstrate the implementation of character education in citizenship education. In routine activities, teachers ask students to pray before and after class to instill religious values. After the prayer, the teacher directs the students to sing one of the national and regional songs. The aim is to instill patriotism and a sense of nationalism among students. And according to Karimah in (Amalia Dwi Pertiwi, 2021) stated that implementing the value of character education in the learning process can be done through the following learning strategies, including (a) presentations, (b) demonstrations, (c) conversations, (d) simulations, and (e) practical field learning experiences. Media selection learning can also influence the learning process in addition to using the strategies mentioned above. Therefore, selecting appropriate learning media that suits students' needs is necessary so that learning objectives can be achieved well. If learning is carried out in class without the help of learning media, it is likely that students will have difficulty understanding the material. However, if learning media is used, students are expected to be more active and learn more easily. However, there are several factors that support and hinder the implementation of character education values in schools; The first is the quality of the instructor or teacher, including the teacher's understanding of character education. Every student must understand the values of character education and be able to apply them in everyday life. The second supporting factor is students who understand and comply with the learning material, including the teacher's explanation regarding implementation. Apart from supporting factors, there are also inhibiting factors. They must be between educators and students if they do not want to do more to implement character education. Not only that, inadequate learning media and inadequate facilities can also be an inhibiting factor in implementing character education. Therefore, citizenship education is intended to prepare students to become moral, intelligent, participating and responsible citizens.

Conclusion

It can be concluded that character education aims to revive the characteristics or characteristics of citizens that are in accordance with Pancasila values, such as devotion, faith, honesty, caring, and ethics or manners. Character education must be implemented at every level of education, especially in elementary schools. Citizenship education is the most suitable field for implementing character education values because it includes material that can help students become good citizens or citizens and have characteristics that are in line with the values contained in Pancasila.

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