



MANAGEMENT OF PANCASILA AND CITIZENSHIP EDUCATION CLASSES IN IMPROVING LEARNING DISCIPLINE IN ELEMENTARY SCHOOLS

Amanda Aqhila Balqis Pulungan¹

¹Universitas Muhammadiyah Sumatera Utara

Email: qhilaapulungan@gmail.com

Abstract

The role of citizenship education teachers in developing moral intelligence is very important in training students with noble personalities, capable of creating civilization in accordance with the values and norms that apply in society. Thus, the aim of this research is to explain the role of Pancasila and Citizenship Education Teachers (PPKn) as class managers in improving students' academic discipline. This research uses qualitative methods combined with descriptive methods to clarify the current status of the role of citizenship education teachers in shaping elementary school student discipline. The results of the research show that these civic discipline skills have become the core and essential content in civic education subjects and are considered a development bridge to improve the learning discipline of elementary school students through the role of teachers. Citizenship education teaches students about values, norms and ethics. By practicing values, standards and ethics, discipline will be formed in students. The existence of discipline means that the educational process taking place at school will run well, because students do not violate school regulations. The conclusion of this research is that disciplinary standards for elementary school students are very necessary, because disciplinary standards are included in the process of forming the personality of elementary school students.

Keywords : Pancasila and citizenship education, students' disciplined character, teacher's role

Introduction

Education is an activity that can only be carried out by humans. The management of Pancasila and Citizenship Education classes focuses on fostering the behavior of diverse citizens so that they can carry out their rights and obligations as intelligent, capable and personable Indonesian citizens. Pancasila and Citizenship Education class management is a subject that focuses on character formation. For this reason, the role of citizenship education teachers is not only to convey material but also to provide the right approach to developing students' moral intelligence in everyday life at school, family and society, in accordance with applicable norms, morals, standards and regulations. Habibi,. (2022) Says that in general, parents of students really agree with the role of teachers in inserting education on values, ethics, morals and manners, of course parents of students will respond positively, meaning they completely agree. It can be understood that the behavior of human children is controlled by certain rules (regulated behavior). It can be said that the role of the teacher is very important in determining the extent to which students behave as part of society, whether it is in accordance with the norms that apply in society or not. In managing Pancasila classes and citizenship education, there are several challenges faced. Class management strategies and Pancasila citizenship education should integrate citizenship education with national education tools, strengthen effective citizenship education, and strengthen citizenship education to be able to produce intelligent and good elementary school students. Furthermore, responding to the explanation above, according to Firmansyah, et al (2020) regarding learning discipline which can influence the learning process as well as the importance of the role of teachers in improving student learning discipline, especially Pancasila and Citizenship Education teachers who in their learning teach more about values, ethics, manners and discipline. behavior that disrupts learning in class.

This classroom behavior gives rise to several disruptive behaviors such as talking, eating, leaving the chair in the classroom while the teacher is teaching, leaving the classroom without the teacher's knowledge, shouting, laughing and joking, which disrupts the classroom atmosphere. This behavior has several factors that cause disruptive behavior in the classroom. This is partly due to the school environment, for example students have different learning styles, lessons that students don't like, and are considered boring for students to learn. . Temporary observation results show that there are still students who do not go to class during class time, students who are not dressed neatly, and students who come to school late. From this, researchers can conclude that there is still a lack of student discipline behavior at school, especially in learning. Therefore, the role of teachers is needed to improve student learning discipline. Based on these problems, researchers conducted research on the role of civics and Pancasila education teachers as class managers in improving learning discipline.

Research Methodology

The method used is a qualitative method. Qualitative research methods are often also called naturalistic research methods. Naturalistic research methods are used to conduct research in natural locations, and this research does not provide treatment because the researcher collects emic data, meaning it is based on the data source's point of view, not the researcher's point of view because research data is more about interpreting data found in the field. Sugiyono, (in Arifin, 2020). Data collection techniques use observation, interviews and documentation. The data analysis technique is carried out in three stages of activities, namely, data reduction, data presentation and then drawing conclusions.

Result & Discussion

Discipline is an attitude that is formed through the process of demonstrating the values of obedience, conformity, regularity and order. These values become the standards that determine student behavior. Because there is still a lack of normative discipline among students, especially in elementary schools, the lessons included in the school curriculum may discuss the students' normative disciplinary attitudes. In citizenship learning, there is documentation regarding standards and discipline. Thus, citizenship education can guide disciplinary standards for students, especially in elementary schools, where students are often expected to improve their own behavior, including the disciplinary standards that apply to children from the time they enter elementary school. Citizenship education plays a very important role in PKN learning in elementary schools, and normative discipline is very important and needs to be instilled from an early age. Because discipline is very useful as a guideline in life. In citizenship education classes, standards are explained, the contents of which include family life rules, school regulations, standards that apply in society, regional regulations, national and state living standards. Therefore, citizenship education plays an important role. Provide guidelines on disciplinary standards for elementary school students. Our country's education system focuses on training students who have national awareness, love of land, country and character by enforcing discipline according to applicable standards. According to Adisel et al., (2021) Norm discipline in elementary school students is very necessary, because norm discipline is part of character formation in children. If young people receive direction and are taught about norms and discipline, the children will grow into individuals who are in accordance with national identity. The behavior of students who lack academic discipline is certainly influenced by many factors. According to Pancasila and Citizenship Education teachers, the factors that influence students' academic indiscipline are internal factors, for example student psychology such as interest, motivation, talent and capacity. Then there are external factors such as the social environment of society and the social environment of the family. According to Darmadi (in Firmansyah et al., 2020) who believes that the role of the teacher as a class supervisor is as follows: "The role of the teacher as a class supervisor should be carried out in the form of managing the class as a learning environment. The learning environment is regulated and supervised so that learning activities are oriented towards predetermined educational goals". In this case the teacher must prepare all his needs, there are several factors that need to be prepared, namely from the teacher's personal perspective, both physical and mental. The next factor is administrative preparation which has been planned and arranged before entering the class with predetermined learning outcomes. If it has been determined then the teacher will prepare it. Then prepare environmental conditions in the classroom such as cleanliness and order in the room and prepare learning facilities to create a comfortable and enjoyable learning atmosphere.

Next, the teacher prepares conditions so that students can learn. Finally, the teacher implements a learning contract in the classroom that is adjusted and agreed between the teacher and students to know what can and cannot be done to prevent disruptive behavior of students in class. Sixth, by developing discipline and a positive attitude in communication, namely the teacher guarantees discipline by communicating kindly, gently, without harsh reprimands so that students do not feel pressured to study which actually eliminates motivation to learn. Solutions

that can be implemented by Pancasila and Citizenship Education (PPKn) teachers to overcome obstacles in classroom management include:

1. Providing good ethics: Civics teachers can instill good ethical behavior in students, such as discussing and maintaining good behavior, respecting each other, and being kind
2. Orderly classroom management: Civics teachers as class supervisors try to organize class order, enforce laws and regulations and punish students who are not disciplined in studying
3. Developing students' intellectual abilities: PPKn teachers have a role - Playing game models can be used to develop students' intellectual abilities
4. Develop teacher service knowledge and skills: PPKn teachers have sufficient service skills and knowledge to be able to guide students
5. Using democratic learning methods: Civics teachers can apply democratic learning methods so that students think more deeply and participate in the learning process
6. Developing emotions and personality values: Civics teachers can integrate citizenship education with national education tools, strengthen citizenship education, and strengthen effective citizenship education
7. Using innovative learning materials: Civics teachers can use innovative learning materials so that students are more reflective and more involved in the learning process
8. Developing teacher intellectual capacity: PPKn teachers can have good intellectual capacity, so they can develop students' intellectual capacity
9. Use of number of learning modules: PPKn teachers can use learning modules according to students' ability levels so that students do not get bored when participating in the civics education learning process.

In the role of class manager, the teacher must be able to manage the class and maintain the class in such a way that it is beneficial for the students' teaching and learning process and can create a learning environment that allows students to learn comfortably. Teachers as class leaders should provide and utilize classroom facilities for teaching and learning activities in order to achieve good results. The teacher's responsibility is to maintain the classroom environment so that the learning process is always enjoyable and the teacher is able to direct or guide the intellectual and social processes in the class. In this case, the teacher can develop effective learning habits for students according to their potential and abilities. Teachers also play a role in maintaining/developing students' skills and knowledge. Therefore, teachers must be able to motivate students to participate in classroom learning. Management of Pancasila and Citizenship Education classes in improving learning discipline in elementary schools, the role of teachers in directing and guiding students during the learning process and exemplary factors can have a positive influence on students (Zulyan et al., 2014; Wijaya et al., 2020; Firmansyah et al., 2020). Theories that suggest the role of teachers as classroom managers are found in research:

1. Article by Firmansyah et al., (2020) This research uses qualitative methods with a descriptive approach. The subjects of this research were Pancasila and Citizenship Education teachers and 3 Class VIII students at SMPN 1 Telagasari. The research results show that the role of the teacher as a class leader is to be able to manage the class effectively and orderly and create a comfortable and enjoyable learning atmosphere in learning. Students are disciplined in every learning activity. The role of Pancasila and Citizenship Education teachers as class managers in improving students' academic discipline by holding good and orderly classes, implementing a disciplined learning code of ethics in class and punishing students who are not disciplined in class.
2. The article by Hasanah (2021) uses a qualitative descriptive research method. This research interprets and describes data related to the current situation, as well as the views that occur. Showing that teachers are the determinants of the high and low quality of education and the component that most influences the creation of quality educational processes and results. A teacher not only teaches, but also educates and trains students to achieve the expected learning goals. The role of teachers in forming attitudes.
3. The article by Adisel et al., (2021) uses a qualitative method. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings). Citizenship education can act as a medium in developing norm discipline in students in elementary schools. This causes citizenship education to become very important in the development process of the nation's next generation. Therefore, successful citizenship education will be very necessary. This success will of course be achieved with various efforts and innovations in implementing Civics learning.

Teachers as teachers and educators are interrelated, especially when teachers become teachers, teachers can develop learning strategies and methods according to students' abilities. When a teacher becomes an educator, the teacher must have good strategies, attitudes and character throughout the learning process to achieve maximum

good character results for his number of students. The teacher's role as an educator includes the task of helping and encouraging students as well as disciplining them so that students become children who obey school rules.

Conclusion

The main aim of citizenship education is to foster national insight and awareness, patriotic attitudes and behavior based on national culture, knowledge of the archipelago and ethnic resilience in elementary school students who are the successors of the nation who study and master knowledge, skills, technology and art. Apart from that, it also aims to improve the quality of Indonesian people who are ethical, kind, independent, progressive, tough, professional, responsible and productive as well as physically and mentally healthy. The classroom management strategy for Pancasila and citizenship education teachers is very well planned and pays close attention to various aspects including management, self-preparation, classroom environmental conditions and how to manage students' disruptive behavior in class seriously and seriously, although we still see a lot of this behavior. It's disturbing and there will always be behavior like this. At least strategies, ways of handling and dealing with behavior that disturbs students, create a good impression on students, and learning Pancasila and citizenship education becomes a bridge to inspire students to improve their discipline. In addition, it is necessary to strengthen teacher service skills and knowledge, because teachers must have adequate service skills and knowledge to be able to guide students and strengthen effective citizen education services, while strengthening citizenship education can create intelligent intelligence and good citizens.

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