



INTEGRATION OF CITIZENSHIP VALUES IN PKN LEARNING TO IMPROVE THE CHARACTER OF PRIMARY STUDENTS

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Abstract

This research aims to integrate character values to develop attitudes and character in elementary school students, and so on special aim for (1) identify values character appropriately integrated into elementary civics subjects (2) integrating character values into elementary civics learning. This research uses a systematic literature review method, where the author collects, identifies, reviews, evaluates, and interprets all available data on the appropriate topic. Based on the results of the analysis, the research results were obtained, namely (1) Values character which in accordance integrated to in eye lesson Elementary Civics, that is: Care social, intelligent, Love land water, democratic, discipline, honest, hard working, respecting achievements, caring for the environment, curiosity, national spirit, responsibility and tolerance; (2) Integrating character values into elementary school Civics learning tools is carried out by understanding the substance of SK and KD. The conclusion that can be drawn from this research is that character values can help students develop positive attitudes towards themselves, other people and the surrounding environment. Through Civics learning, students can learn about moral and ethical values that are important in everyday life, the formation of civic values, Civics learning involves understanding the rights, obligations and responsibilities of being a good citizen.

Keywords : Civic Values, Education character, Education citizenship in school base

Introduction

Elementary school (SD) education as the most basic level of formal education has a big role in the continuity of the process. Elementary education is the starting point for formal education which has a big role as a foundation of knowledge for sustainable education. Education in elementary schools is expected to provide meaningful knowledge so that it can create a solid foundation for students. Therefore, teachers must be able to provide knowledge and skills about life values to their students so that students have an understanding of the noble values of the nation and morals to improve the quality of students in the nation and state society. One of the quality of subjects that needs to be improved is the Citizenship Education (PKN) subject because the benchmark for a nation's progress is seen from a person's attitude and character. Civics is one of the subjects that is considered to take part in shaping students' personalities. Susanto (2013:225) states that "Citizenship Education is a subject that is used as a vehicle for developing and preserving noble and moral values rooted in Indonesian culture". The aim of Civics is to improve the good behavior of students so that later students will be able to practice the values of Pancasila well in their daily lives. Dianti (2016) stated that: The problem found in the field is that educational practices in Civics learning that take place in the classroom at this time are only limited to education that is oriented towards achieving cognitive or knowledge goals only. Meanwhile, affective, things related to the process of forming students' character/attitudes tend to be ignored. One form of crisis experienced by students is: moral deviant behavior carried out by students, such as speeding on the road, drug use, and free sex which results in pregnancy out of wedlock. Not only that, after finishing the national exam, they poured out into the streets, paraded, scribbled wall, there

even is who was involved in a fight. This shows- It's true that there is no trace of what students learn at school to be implemented in their daily lives. It may be that what is tested has nothing to do with what happens in everyday life. The revival of character education indirectly gives the impression that Citizenship education which functions as moral education has been going on for a long time. This is considered a failure in creating human beings who are moral and have good character in accordance with their mission and goals. The widespread practices of collusion, corruption and a culture of nepotism during the New Order government until the current government have increasingly emphasized accusations of failure in civic education learning. Character education has the same essence and meaning as character education, namely forming children's personalities, so that they become good human beings, citizens and good citizens, so that they are able to anticipate symptoms of moral crisis and play a role in developing the younger generation. The importance of building character education seems to have received attention from the government, one of which can be seen from the speech of the minister of national education when commemorating HARDIK-NAS in 2010 with the theme "*Character Education to Build National Civilization*". In his speech, the Minister of Education stated that character education is a necessity, because education does not only make students intelligent, but also must have good character and manners, so that their existence as members of society becomes meaningful both for themselves and society in general." Furthermore, the Minister of National Education in a meeting with the leaders of Postgraduate Education Personnel Education Institutions (LPTK) throughout Indonesia at the Medan State University Auditorium said "Character education must start from elementary school because if character is not formed from an early age it will be difficult to change a person's character."

The importance of character education is proclaimed by Government through the Minister of National Education, it was realized from the start by the Founding *Fathers*. Since the proclamation of independence, the *founding fathers* have realized that in order to realize Indonesia's ideals, what is being built is not just a state (*staate*), but also a nation (*nation*). In fact, nation building has become more important and a major concern, because the country's progress is largely determined by the quality of the nation. Therefore, the *founding fathers* emphasized the importance of character development (Warsono, 2010). Based on this statement, it proves that the application of character education to learning seems to be a necessity, because it is considered capable of making students intelligent, but also capable of making students have good character and manners so that their existence as members of society becomes meaningful both for themselves and society at large. generally. Citizenship Education is an educational program that has a fairly broad scope and covers at least three domains in the character development process, namely (1) conceptually citizenship education plays a role in developing concepts and theories, (2) curricularly citizenship education develops a number of educational programs and implementation models in preparing students to become adult human beings with character. through educational institutions, and (3) socio-culturally, citizenship education carries out a learning process for the community to become good citizens. As part of the national education curriculum stated in Law no. 20 of 2003 concerning the National Education System, a citizenship education program based on Pancasila and the 1945 Constitution, functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty. One, noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. This shows that citizenship education has an important and strategic role in implementing character education. Implementation of character education into the learning process cannot be implemented if the teacher has not been able to integrate it into the learning tools . In integrating character values into learning tools , they cannot be integrated simply, but must first adapt the character values to competency standards and basic competencies. In creating learning tools, in this case the RPP, teachers must pay attention to character values that are in accordance with the learning objectives stated in the Competency Standards and basic competencies. The government through the ministry of education national And department Religions often hold activities in the form of seminars or training on character education whose participants are educators from elementary, middle and high schools. By holding seminars or training on character culture education, it is hoped that teachers will be able to implement and integrate character education in the learning process at school. However, the training or seminars that teachers have attended do not seem to have been optimally successful. It is often found that teachers are still confused about implementing character education into the learning process, especially in integrating character values into learning tools. In integrating character values into learning tools, they are often not relevant to competency standards and basic competencies and it seems forced.

Study General About Character building

Understanding education character

Law no. 20 of 2003 concerning the National Education System. Chapter 3 of the National Education System Law states "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen." The goals of national education are a formulation of the qualities of Indonesian human beings that must be developed by each educational unit. Therefore, the formulation of national education goals is the basis for developing character education. Character is character, morals, or also a person's personality which is formed from the internalization of various virtues that are believed to and underlie the person's perspective, thinking, attitude and way of acting. These virtues consist of a number of values, morals and norms such as honesty, courage to act, trustworthiness, respect for others (Ministry of National Education 2010). Some experts state that character values are related to moral values. As quoted by Warsono (2010), character is a person's attitudes and habits that enable and facilitate a person's actions. It was further explained that character is a person's quality, if someone has good morals then they will have good character which is manifested in attitudes and behavior in daily life, therefore character education is important and strategic in building the nation. Character education is the process of providing guidance to students to become complete human beings with character in the dimensions of heart, mind, body, as well as feelings and intentions. In other words, character is defined as good personal qualities, in the sense of knowing what is good, wanting to do good, and actually behaving well, which coherently emanates from thought, heart, exercise, and feeling and intention (Warsono 2010). Meanwhile, according to Sudrajat (2010) character education is a system of instilling character values in school citizens which includes components of knowledge, awareness or will, and actions to implement these values. these values, good towards God Almighty, oneself, others, the environment and nationality so that we become human beings. Based on the definitions above, it can be concluded that character education is a process of instilling values character to participant educate to become a complete human being with character in the dimensions of heart, mind, body, as well as feelings and intentions. In other words, character is interpreted as good personal qualities, in the sense of knowing what is good, wanting to do good, and actually behaving well.

Character Education Function

According to the Ministry of National Education (2010: 7) the functions of character education include:

- a. Development vehicle, namely: developing the potential of students to become good behavior for students who already have an attitude and behavior that reflects character.
- b. A vehicle for improvement, namely: strengthening the role of national education to be more responsible in developing the potential of students with more dignity.
- c. A filter tool, namely: to filter out the cultures of one's own nation and the cultures of other nations that are not in accordance with character values.

Character Education Objectives

According to the Ministry of National Education (2010: 7) the objectives of character education include:

- a. Developing the heart/conscience or affective potential of students as humans and citizens who have character values.
- b. Develop student habits and behavior that are commendable and in line with universal values and religious cultural traditions of the nation.
- c. Instilling a spirit of leadership and responsibility in students as the nation's next generation.
- d. Developing students' abilities to become independent, creative, national-minded humans.
- e. Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full of strength (*dignity*).

Values in Character Education

Values which developed in character education identified from various sources as follows:

- a. Religion
Indonesian society is a religious society. Therefore, the lives of individuals, communities and nations are always based on religious teachings and beliefs. Politically, state life is also based on values originating from religion. Based on these considerations, character education values must be based on values and rules

- originating from religion .
- b. Pancasila

The Unitary State of the Republic of Indonesia is founded on the principles of national and state life called Pancasila. Pancasila is contained in the Preamble to the 1945 Constitution and is further explained in the articles contained in the 1945 Constitution. This means that the values contained in Pancasila are the values that regulate political, legal, economic, social, cultural and artistic life as regulated in the articles of the 1945 Constitution. Character education aims to prepare students to become better citizens, namely citizens who have the ability, will and apply the values of Pancasila in their lives as citizens.

- c. Culture

It is a truth that no human being lives in a society that is not based on cultural values recognized by the community. These cultural values are used as the basis for giving meaning to a concept and meaning in communication between members of the community. The important position of culture in people's lives requires culture to be a source of values for character education.

Objective Education National

National education goals reflect the qualities that every Indonesian citizen must possess, developed by various educational units at various levels and pathways. In the goals of national education, there are various human values that an Indonesian citizen must possess. Therefore, national education goals are the most operational source in developing character education compared to the three sources mentioned above (Ministry of National Education 2010: 7). Based on these four sources of values, a number of values for character education were identified.

Education Citizenship in Elementary School

Citizenship education in elementary schools is outlined in the attachment to Minister of National Education Regulation No. 22 of 2006, in the attachment it is stated that "Citizenship education subjects are subjects that focus on forming citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution" while the objectives are clearly outlined as follows: so that students have the following abilities: (1) Think critically, rationally and creatively in responding to citizenship issues (2) Participate actively and responsibly, and act intelligently in social, national and state activities as well as anti-corruption (3) positively and democratically to shape yourself based on characters Indonesian society (4) Interact with other nations in world regulations directly or indirectly by utilizing information and communication technology .

Civic Values

Value is something that is valuable, useful, beautiful, and enriching the mind. Values originate from the mind which functions to encourage, direct human attitudes and behavior. Values as a system (value system) are a form of culture, in addition to social and work systems. The values of Pancasila as the nation's philosophy of life need to be implemented to revive the nation's declining character. The values of national character which originate from and are rooted in Indonesian national culture, in social, national and state life take the form or manifest themselves statically and become the basis of the state, national ideology and national identity, while dynamically they become the national spirit. As the basis of the state, the values of national character underlie all state government activities, both in managing state government and in building relations with other countries. In this case, the values of national character also become ethics for state administrators. As national identity, these values take the form of attitudes and behavior that are visible to or demonstrated by the Indonesian people in their social, national and state life. For example, how an Indonesian person must behave and behave together as a member of society, how he must behave and behave as a component of the nation, and how he must behave and behave as an Indonesian citizen. The values developed in national character education have identified a number of values as follows.

- a) Religious: Attitudes and behavior that are obedient in implementing the teachings of the religion one adheres to, tolerant towards the implementation of worship of other religions, and living in harmony with followers of other religions
- b) Honesty: Behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work
- c) Tolerance: Attitudes and actions that respect differences in religion, ethnicity, attitudes, opinions and actions of other people who are different from them
- d) Discipline: Actions that demonstrate orderly behavior and compliance with various rules and regulations.
- e) Hard work: Behavior that shows serious effort in overcoming various obstacles to learning and

assignments, as well as completing assignments as well as possible

- f) Creative: Thinking and doing something to produce a new way or result from something you already have
- g) Independent: Attitudes and behavior that do not easily depend on others to complete tasks
- h) Democracy: A way of thinking, behaving and acting that values the rights and obligations of oneself and others equally
- i) Curiosity: Attitudes and actions that always seek to know more deeply and broadly about something that is learned, seen and heard
- j) National spirit: A way of thinking, acting and insight that places the interests of the nation above the interests of groups or individuals
- k) Love for one's country: A way of thinking, behaving and acting that shows loyalty, concern and high appreciation for the nation's language, physical, social, cultural, economic and political environment.
- l) Responsibility: A person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty.

Integration Values Internal Character Education Learning

According to the Ministry of National Education (2010: 18), character education values are integrated into every subject of every subject. These values are included in the syllabus and lesson plans in the following ways:

- a. Reviewing Competency Standards (SK) and Basic Competencies (KD) in Standards Contents (SI) to determine whether the cultural values and national character listed are included in it.
- b. Choose characters that show the relationship between SK and KD with values and indicators to determine the values to be developed.
- c. Include these character values in the syllabus.
- d. Include the values stated in the syllabus in the RPP.

Based on this, it can be concluded that RPP has an important role in integrating character education values into the learning process at school. The lesson plan is a description of the learning that will be carried out in the learning process. Warsono (2010) further explained that the steps that must be taken in preparing the RPP are as follows: (1) Understand the substance of SK and KD, both from the cognitive, affective and psychomotor domains (if any) (2) Develop indicators based on the results of understanding SK and KD (3) Compile tool evaluation (4) Compile material teach (5) Choose a learning method. Based on the steps above, it can be explained that in preparing the RPP, what needs to be done is to understand the substance of the SK and KD. Cognitively, what concepts are in SK and KD. Understanding the concepts and behavior expected in the SK and KD is key in developing indicators. These indicators will become a reference in preparing evaluation tools and teaching materials. The teaching materials will guide you in choosing learning methods.

Research Methodology

Overall, this research uses the *Systematic Literature Review (SLR) method*. This SLR method is used to identify, review, evaluate, and interpret all available research in a topic area of interest, with certain relevant research questions. This research is exploratory research, namely social research whose aim is to provide a definition or explanation of the concepts or patterns used in the research. (Neuman: 2003). The aim of this research is to make a new topic better known to the wider community, provide a basic overview of the topic of discussion, generalize ideas and develop tentative theories. The data needed in this research are documents about character education books and the 2006 Civics content standards regarding SK and KD for citizenship education in elementary schools. The collected data is then analyzed by reviewing the Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI), then selecting character values that show the relationship between SK and KD with values and indicators. In this way we can find out the character values that are in accordance with elementary school citizenship education.

Result & Discussion

From the results of keyword searches and collection of published references, the following conclusions are obtained in table 1.

Tabel 1. Review Documents

Writer	Title	Research methods	Findings
Marzuki (2011), Zuchdi, 2009	Integration of Character Education in Citizenship Education Learning to Develop Character Student School Base	Descriptive Qualitative	Character education contains three main elements, namely knowing the good and loving the good (loving the good), and doing good (doing the good). Character education does not just teach students what is right and wrong, but more than that, character education instills good habits (habituation) so that students understand, are able to feel, and want to do good. So, character education carries the same mission as Moral Education or Moral Education. Explaining what is an important issue here is how this noble character or morals can become a culture, especially for students. It means, all must applied with Good.
Komalasari, (2010)	Integration of Citizenship Education to Develop Elementary School Student Characters	Literature Review	Education citizenship (civic education) is one of the studies that develops the national mission to educate the lives of the Indonesian people through the corridor of "value based education" with a systematic curricular, theoretical and programmatic framework. The three systematics of citizenship education explain that citizenship education is a subject that carries out the mission of values education. This is also clearly reflected in the aims and functions of Citizenship Education.
Sudrajat (2010)	Integration of Character Education in Learning Citizenship Education to Develop the Character of Elementary School Students	Literature Review	Character education is a process of teaching morals to school members which includes information, attention or readiness, and activities to implement these qualities, whether towards God, oneself, person other, climate, And identity with objective so that they become human.
Jumsai (2008)	Integration Education Mark Human Values Into Learning Citizenship in Primary Schools	Descriptive Qualitative	Character education is Human values lie an integral part of all subjects and all activities at school And in House. Even values Humanity is an integrated part of human life.

The result achieved in this research is the availability of a prototype in the form of guidelines for integrating character education into elementary school Civics learning. The prototype for integrating character education into learning can be used as a guide for teachers in implementing character education into the Civics learning process in elementary schools. In this chapter, matters related to research results will be discussed, both related to the

selection of character values and the integration of character values into learning tools. Meanwhile, according to Jumsai (2008), human values consist of five pillars, namely Truth, Virtue, Peace, Compassion and Non-Violence. Thus, if we look at the five pillars of human values, these are very relevant to the character values described above. So that these human values can be integrated. Furthermore, Jumsai (2008) believes that there are several basic principles in learning Human Values in an integrated manner as follows:

1. Human values are an integral part of all subjects and all activities at school and at home. In fact, human values are an integrated part of human life.
2. The five human values, namely Truth, Virtue, Peace, Compassion and Non-Violence, are a unity that cannot be separated from one another. If one value is lost then all other values are lost. For example: if there is no love and compassion, then the person does not consider others first but is more concerned with himself, then virtue will disappear. That person will not feel peace if there is no love. If there is no peace, then consciousness cannot be raised to super consciousness so the value of truth will be lost. Without peace, compassion, truth and virtue, violence will occur.
3. Human values cannot be taught, they must be awakened within students. A person's transformation cannot occur only through teaching, but can be achieved through efforts to raise self-awareness (self-realization), namely when these values emerge from within the student.
4. In real life, everything is interconnected. Therefore a good learning experience is an integrated approach. In our daily lives, we don't just have one value throughout the day. For example, virtue cannot exist alone but it is found that the five human values are interrelated and present at the same time. Therefore, it would be a mistake if we only taught one human value at a certain time.
5. Integrated learning of Human Values gives students the ability to solve problems from various perspectives by providing a variety of interrelated experiences.
6. Integrated learning of Human Values opens up insight into a wider world for teachers and students, making the learning process much more interesting.

Citizenship Education in Elementary Schools

Character values are the most important thing in the character education learning process in elementary schools, especially Civics subjects. The selection of character values into elementary school Civics learning cannot be simply integrated, but must be adjusted to the objectives of Civics learning. Data on character values that are appropriate to Civics learning in elementary school are obtained by reviewing the Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI), then selecting character values that show the relationship between SK and KD with values and indicators. Based on analysis between SK, KD and indicator, so mark character Which in accordance with the objectives of elementary school Civics learning.

Integration of character education values into the learning Elementary Civics

This research produced a prototype in the form of guidelines for integrating character education into elementary school Civics learning. The discussion on the results of preparing a prototype regarding the integration of character education into Civics learning in elementary schools is described as follows.

Civics character values elementary school

The character values that are appropriate to elementary school Civics learning in this research are 13 character values. Data on character values that are in accordance with citizenship education in elementary schools were obtained using data analysis, in this way review the Standards Competency (SK) and Basic Competencies (KD) in the elementary school Civics Content Standards (SI) to determine whether the character values listed are included in it, then choose a character value that shows the relationship between the SK and KD for elementary school Civics with character values and indicators. In determining character values, the determiner must adjust the SK/KD and indicators to the character values contained in the learning objectives.

Integration of character education into Civics learning in elementary schools

The integration values of character education in elementary school Civics learning can be done by including character values in the syllabus and lesson plans. In including character values in the Syllabus and RPP, the steps taken are:

- 1) Understand the substance of SK and KD, both from the cognitive, affective and psycho-motor domains (if any).
- 2) Develop indicators based on the results of understanding SK and KD.

- 3) Determine the character value that shows the relationship between SK and KD with the character and indicator values.
- 4) Compile tool evaluation.
- 5) Compile material teach.
- 6) Choose a learning method.

In include character values into the Syllabus and RPP. What needs to be done is understanding the substance of the SK and KD. Cognitively, what concepts are in SK and KD. Then understanding the concepts and behavior expected in the SK and KD is the key in preparing indicators. These indicators will become a reference in preparing evaluation tools and teaching materials. The teaching materials will guide you in choosing learning methods.

Conclusion

With notice process integration of character education values and research results, can concluded things as follows.

1. Character values can help students develop positive attitudes towards themselves, other people and the surrounding environment. Through Civics learning, students can learn about moral and ethical values that are important in everyday life, the formation of civic values, Civics learning involves understanding the rights, obligations and responsibilities of being a good citizen.
2. Appropriate character values are integrated into Civics subjects in elementary school, namely: Social care, intelligence, patriotism, democracy, discipline, honesty, work hard, appreciate performance, care environment, curiosity, national spirit, responsibility, and tolerance
3. Integrating character education values into elementary school Civics learning can be done by including character values in the syllabus and lesson plans. In including character values in the Syllabus and What needs to be done in the RPP is to understand the substance of the SK and KD. Cognitively, what concepts are inside SK and KD. Understand concepts and The expected behavior in the SK and KD is the key in developing indicators. These indicators will become a reference in preparing evaluation tools and teaching materials. The teaching materials will guide you in choosing learning methods.

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