



A STUDY OF PKN TEACHERS' EFFORTS IN DEVELOPING STUDENTS' MORAL INTELLIGENCE

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Abstract

It is important to pay attention to the morality of students, because it will determine their fate and future as well as the survival of the Indonesian nation in general. Moral strength is needed by students to maintain their manners in the face of moral decay that often occurs in this world. By increasing moral intelligence, it is hoped that students will not only think correctly but also act correctly and form strong characters. The problem formulation in this research is as follows: (1) What is the state of students' moral intelligence?, (2) What activity materials are provided by Civics teachers in implementing classroom learning to develop students' moral intelligence? (3) What is the methodology used by Civics teachers in the classroom in Civics learning to develop students' moral intelligence?, (4) What obstacles do Civics teachers face in developing students' moral intelligence?, (5) What are the efforts of Civics teachers to overcome obstacles in efforts to develop students' moral intelligence? The approach used in this research is qualitative, while the method used is analytical descriptive. research subjects are Civics teachers, Counseling Guidance (BK) teachers. The research results obtained are as follows: Civics teachers have an important role in efforts to develop students' moral intelligence which is carried out using various aspects, namely: (1) Material, namely by including aspects of moral formation into lesson plans and linking learning material by inserting examples of attitudes from the seven intelligences. moral, (2) approach, through implementing strict rules and giving educative or educational punishments, monitoring students, providing motivation, and providing examples of good behavior to students, (3) methods applied by Civics teachers in developing students' intelligence namely group discussions, questions and answers, sharing between teachers and students which can encourage students to apply the characteristics of moral intelligence. Based on the discussion, it can be concluded that the role of Civics teachers in developing students' moral intelligence is quite good, but not yet optimal due to the lack of cooperation between the school community and the students' parents. The suggestions that researchers can convey are collaboration between Civics teachers, other subject teachers, BK, parents and related parties outside the school, should further improve coordination and cooperation so that good communication can be established in an effort to develop students' moral intelligence intensively and maximum.

Keywords : Moral Intelligence, Citizenship Education, Teacher's Role

Introduction

The meaning of teacher in the National Education System Law Number 20 of 2003, Chapter, Article 1 paragraph 6 is educational personnel who have special skills as teachers, lecturers, counselors, learning caregivers, lecturers, tutors, instructors, facilitators and other designations. related to expertise in their field, and people who have contributed to implementing education. In a simple sense, a teacher is a person who provides education to his students. In society's view, a teacher is someone who provides education in certain places, not only in formal institutions, but also in places of worship, in mosques, at home and so on. A teacher can be defined as "a person who has a job or earns a living as a teacher". In simple terms, a teacher is a person who works in the community

and carries out research, especially for educators in universities, who always provide knowledge and knowledge to the children they teach. In RI Law no. 20 of 2003 concerning the national education system explains that educators are professional staff who have the task of planning and implementing the learning process, providing guidance, assessing learning outcomes, providing training, and providing service. Teachers' Main Duties according to Law no. 20 of 2003 and Law no. 14 of 2005 The main duties of teachers are; a) Teachers as Educators. b) Teacher as Teacher. c) Teacher as Guide. d) Teacher as Director. e) Teacher as Trainer. f) Teachers as assessors and evaluators of students. Mulyasa (2005) said that "teachers must also be creative, professional and fun, teachers must also be able to position themselves as parents at school. According to Surya (1997), the role of teachers in schools, families and communities is as learning designers, learning managers, assessors of student learning outcomes, learning directors and student mentors. As a person who has responsibilities as an educator and instructor, teachers have a very big role in addition to their duties as a source of knowledge for students, as provisions that will be used later in social life and provisions for the future. Not only as a source of knowledge, teachers must also be a source of moral knowledge for their students.

With the role of teachers as a source of moral knowledge for students, it is hoped that they can shape all students into human beings who have moral nobility, because in essence teachers can not only teach but also set an example by implementing the teachings and values of Pancasila and citizenship education well. In practice, moral character education is an effort to educate children so that they can make decisions wisely and practice them in everyday life, so that later students can provide a positive role to their environment (Ratna Megawagi, 2004: 95). If we look at the surrounding environment and daily life, such as the rampant fights between students, immoral acts and other promiscuity, we can say as a barometer that our moral education is still low in this era. From the author's observations, "the present is a time when humans are in a period of moral decline so that there is not only a monetary crisis but also a period of moral crisis. So that in the period of developing the moral intelligence of our students, it is not an easy challenge for educators, especially Civic Education teachers as the backbone of the nation's moral education. From what the author has observed, the challenges faced by teachers in imparting moral education are not easy, so many students do not realize that moral education is very important. Simple things that can be examples of low moral education in schools include, for example, students who still cheat a lot when doing their assignments, are still afraid to ask teachers about things they don't understand, don't do their homework and there are still many students who still don't respect teachers. in the classroom when the teaching and learning process takes place. So this lack of moral character education can have a direct impact on the quality of student learning at school. Thus, moral education in Pancasila and citizenship education lessons has a very important role in improving the quality of character and the quality of student learning, so that in the school, classroom and social environment students have a sense of self-confidence, discipline and a sense of responsibility so that it has a positive influence on the quality of learning. student.

Research Methodology

A number of literatures show that there are two general, standard and common types of research, namely qualitative research (Mulyasa 2005) and quantitative research (Surya 1997). The type of research used by painters is literary study or qualitative research. Explaining a phenomenon in depth by collecting data in as much depth as possible. This research discusses improving student morale and the survival of the Indonesian nation in general.

Result & Discussion

The role of PPKn teachers in improving students' moral values is quite good. In carrying out their duties and roles, PPKn teachers cannot be separated from the quality teacher indicators that have been set by Madrasah Aliyah Syamsul Huda. There are several criteria for quality teachers according to the indicators set by MA Syamsul Huda: (1) Teachers as planners, (2) Teachers as initiators, (3) Teachers as motivators, (4) Teachers as observers, (5) Teachers as anticipators, (6) Teacher as a model, (7) Teacher as evaluator, (8) Teacher as friend to explore with students, and (9) Teacher as promoter so that children become true learners

1. As an initiator, how can teachers always give birth to new ideas for education in schools in order to improve the quality of teaching and learning activities. In giving birth to new ideas in moral education, PPKn teachers not only provide material in the form of lectures in the classroom, but PPKn teachers also implement the theories that have been distributed to students. PPKn teachers always accompany students in participating in religious routines and this is an opportunity for PPKn teachers to hone students' morality. The idea is to provide morality material not only in class but also by providing assistance in religious events. With that, all of us teachers at MA Syamsul Huda embrace each other in achieving the goals we want to achieve

2. In this case, the role of the teacher as a motivator is how teachers can develop students' learning skills. As a motivator teachers are required to be creative in increasing students' learning motivation so as to produce optimal learning quality. In the teaching and learning process, PPKn teachers will definitely encounter different types of students, for example, when a student is punished for breaking the rule of being late or not carrying out the Duha prayer at school, indirectly the student will feel devastated by the punishment, but here we are. As a Civic Education teacher, the function of motivating the student is that the punishment is given not by the teacher intending to be angry with the student, but because the behavior carried out by the student has violated norms and is contrary to applicable moral values. So, we as teachers always motivate students well when students experience difficulties in learning, even when students commit violations, that is precisely where students need a motivator
3. Teachers as observers, how can teachers monitor and carefully examine students, how they behave, learning progress, students' reactions and interactions
4. Teachers as anti-characters, teachers have a responsive attitude to the possibilities that exist in the learning process. For example, in the learning process the teacher finds a problem with students who are having difficulty understanding the material, then before the problem occurs the teacher must anticipate it by understanding the student's character and providing a varied learning model to make it easier for the student to understand the material
5. The teacher as a model, to express the truth, respect others, have a sense of responsibility, have honest behavior, and live a moral life must begin with the teacher as a model for students. Teachers act as shapers of student morality by helping students to know what values are, making students believe in values as part of their lives, and live their lives in accordance with these values
6. In the role of the teacher as an evaluator, how is a teacher able to monitor the development of students so that later an evaluation can be obtained in order to improve the quality of students in increasing the moral value of the student's education? With the evaluator function, teachers can produce materials to improve the quality of learning. The assessment must be carried out using clear procedures, which include three stages, namely preparation, implementation and follow-up. Assessment must be fair and objective
7. The teacher as a friend for exploration, as a friend for exploration, the teacher is a partner for students in searching for, exploring, knowledge that students did not know before.

Not only in the classroom, PPKn teachers also provide assistance to female students in taking part in spiritual studies that are routinely carried out at school. This aims to ensure that Civics teachers in an effort to improve students' moral values can freely supervise and guide students in improving students' moral development at school. There are several supporting and inhibiting factors for PPKn teachers in improving students' moral values:

a. Supporting factors:

(1) Facilities and infrastructure

Facilities and infrastructure are important in making it easier to carry out your role as a teacher and in efforts to improve students' moral values

(2) Rules for students and teachers

Rules or regulations for students and teachers are made so that students and teachers can carry out their rights and obligations in order to achieve the goals that the school will achieve.

(3) Teacher

In the teaching and learning process, teachers are a milestone in achieving the goals that the school will achieve. Where it is not only PPKn teachers who have the responsibility to develop students and girls to have noble morals and character, but other teachers also have responsibilities and work together with each other in improving the moral quality of students

(4) School spirituality program

Supporting factors for teachers in increasing morale are spiritual programs programmed by schools, such as carrying out religious services at school, the obligation for students around the school to carry out mandatory prayers in congregation at school, and the many other spiritual studies at school. With this program, students' character and morals are formed through spiritual studies. In handling the development of student morality, PPKn teachers are greatly helped by the existence of a spiritual program.

b. Inhibiting factors:

In carrying out their duties and obligations, apart from supporting factors, there are also inhibiting factors for PPKn teachers in improving students' moral values. Based on the results of the analysis and the data that the author obtained, there are several inhibiting factors for PPKn teachers in improving students' moral values at MA Syamsul Huda, including:

1. Student conditions. The non-uniform character of students is one of the reasons why PPKn teachers are hindering them from improving students' moral values. There are several types of students who are easy to manage, understand the material easily, are disciplined and obey the rules and teachers. However, there are also some students who have the opposite character, who are not easy to manage, are slow in understanding the material, lack discipline and often violate school rules. Inconsistencies where there are still many students who violate existing regulations so this becomes an evaluation for teachers, especially Civic Education teachers, in developing and becoming parents of students at school
2. Networked Learning (BDR) Apart from having positive things, the BDR system also has negative sides. The BDR system is very different from face-to-face learning, where teachers and students cannot build direct emotional relationships with students so that teachers have less freedom to supervise students in their moral development. Teachers lack the freedom to see the development of their behavior in socializing with their friends, how their manners are towards fellow friends and the people around them.

Several solutions to deal with this problem: (1) Remain consistent in carrying out their duties as teachers. In overcoming existing problems and obstacles, PPKn teachers continue to try to be consistent in carrying out their duties as parents of students at school, as motivators, as initiators, as informants, as planners, as initiators, anticipators, as teachers model, teacher as evaluator, teacher as friend to explore with students and teacher as promoter so that children become true learners (2) Implement problem solving methods according to those set by the school. Every time there is a problem, there is a procedure for solving it. When a student has a problem, be it a problem in the teaching and learning process or a problem violating ethics, the first step is to provide guidance to the child concerned, in the form of a verbal warning. If guidance efforts do not produce results, then the step taken is a joint problem solving method where the students, parents and teachers concerned will be.

Conclusion

There are several criteria for quality teachers according to the indicators set by MA Syamsul Huda: (1) Teacher as planner, (2) Teacher as initiator, (3) Teacher as motivator, (4) Teacher as observer, (5) Teacher as anticipator, (6) Teacher as model, (7) Teacher as evaluator, (8) Teacher as friends to explore with students, and (9) Teachers as promoters so that children become true learners. There are several supporting and inhibiting factors for PPKn teachers in improving students' moral values.

a. Supporting factors :

1. Facilities and infrastructure: Several supporting facilities at MA Syasul Huda, such as prayer rooms (places of worship), libraries and other facilities and infrastructure.
2. Student and teacher rules and regulations Student and teacher rules or regulations are made so that students and teachers can carry out their rights and obligations in order to achieve the goals that the school will achieve
3. Teachers In the teaching and learning process, teachers are a milestone in achieving the goals that the school will achieve
4. School chaplaincy program. Supporting factors for teachers in improving morale are spiritual programs programmed by schools such as carrying out religious services at school, the obligation for students around the school to carry out mandatory prayers in congregation at school,

Based on the results of the analysis and data that the author obtained, there are several inhibiting factors for PPKn teachers in improving students' moral values, including: (1) Student conditions. The non-uniform character of students is one of the reasons why PPKn teachers are hindering them from improving students' moral values (2) Networked Learning (BDR) Apart from having positive things, the BDR system also has negative sides. The BDR system is very different from face-to-face learning, where teachers and students cannot build direct emotional relationships with students so that teachers have less freedom to supervise students in their moral development.

b. Obstacle factor

Based on the results of the analysis and data that the author obtained, there are several inhibiting factors for PPKn teachers in improving moral values, including:

1. Student conditions. The non-uniform character of students is one of the reasons why PPKn teachers are hindering them from improving students' moral values
2. Networked Learning (BDR) Apart from having positive things, the BDR system also has negative sides. The BDR system is very different from face-to-face learning, where teachers and students cannot build direct emotional relationships with students so that teachers have less freedom to supervise students in their moral development.

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