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THE URGENCY OF VALUES AND MORALS IN EFFORTS TO IMPROVE EDUCATION CHARACTERISTICS THROUGH PKN LEARNING IN ELEMENTARY SCHOOLS

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Abstract

The importance of values and morals in improving character education through citizenship education in elementary schools. The primary school PKN curriculum should be prepared by considering the formation of attitudes and behavior that reflect moral values. The research method used is descriptive analysis which aims to understand the importance of moral education, the implementation of character education through citizenship education, and the role of education and cultural values in forming students' character. A qualitative approach can be used to create a learning environment that supports student character development. Data is obtained through collecting quantitative and qualitative data, for example from data sources such as newspapers, books and scientific works. The research results show that moral education is an important foundation for human development, while character education through citizenship education is regulated by law to form responsible and civilized citizens. The aim of this research is to guide people to become independent human beings with noble character, by paying attention to cultural values and local wisdom. In general, moral and character education has an important role in forming good personalities and active participants in society and the country.

Keywords : Moral education, citizenship education, student character, cultural values, manners, local wisdom, personality, active participants.

Introduction

The personality of students is a very urgent basis for special education in elementary schools. Values and morals are an important foundation for developing positive attitudes, behavior and contributions. The qualitative approach to the PKN curriculum allows teachers to provide in-depth experiences, strengthen attitudes and shape students' character. Effective learning strategies must be integrated into educational policies that support the introduction of values and morals in the elementary school environment. Teachers play an important role in shaping learning experiences that contribute significantly to student character development. The importance of values and morals in special primary school education is reflected in efforts to improve the quality of PKN education. By using a qualitative approach using keywords such as characteristics, values, morals, attitudes, behavior, input, learning strategies, activities and educational policies, a learning environment that supports student character development can be created. Teachers have a key role in curriculum implementation, namely prioritizing positive values so as to support students' positive contributions to society. The synergy of these aspects is the basis for building a strong moral foundation at the primary education level. The primary school PKN curriculum should be prepared by considering the formation of attitudes and behavior that reflect moral values. Teachers play an important role in encouraging students' social contributions, so learning strategies that involve students actively participating are very important. Learning effectiveness is measured by positive changes in attitudes and behavior. Educational policies must consider the importance of values and morals in the curriculum and support teachers in their effective implementation. Therefore, elementary school teacher education programs must integrate this aspect deeply into the curriculum and teacher education to create a learning environment that builds character. Character

education through PKN education in elementary schools is an urgent need to develop people with moral integrity. In these difficult times, values and morals are the most important foundation in forming positive attitudes and behavior in children. By using a qualitative approach, the PKN curriculum in elementary schools can be structured to prioritize qualities such as honesty, responsibility and tolerance. Teachers play an important role in implementing learning strategies that strengthen these values in students' daily lives. The effectiveness of this approach can be measured from students' contributions in practicing moral values in various situations. We also need support for educational policies that prioritize character development through PKN education in elementary schools.

Research Methodology

The preferred research method is qualitative. The following is a research method entitled "The urgency of values and morals in efforts to improve educational characteristics through Civics learning in elementary schools." To find out how important values and morals are. to improve character education through PKN education in elementary schools. A qualitative approach uses keywords such as characteristics, values, morals, attitudes, behavior, input, learning strategies, functions and educational policies. A qualitative approach can be used to create a learning environment that supports student character development. Data is obtained through collecting quantitative and qualitative data, for example from data sources such as newspapers, books and scientific works. Data will be collected and analyzed through data collection, data processing, and information exchange. Research findings show the urgent need for values and moral efforts to improve character education through PKN education in elementary schools. This study provides recommendations for integrating values and moral aspects into educational policies that support the development of students' character. Educational policy: This study shows the importance of educational policies that prioritize character development through PKN teaching in elementary schools. This study suggests that K-12 teacher education programs must deeply integrate these aspects into the curriculum and teacher education to create learning environments that build character.

Result & Discussion

The preferred research method is qualitative. The following is a research method entitled "The urgency of values and morals in efforts to improve educational characteristics through Civics learning in elementary schools." To find out how important values and morals are. to improve character education through PKN education in elementary schools. A qualitative approach uses keywords such as characteristics, values, morals, attitudes, behavior, input, learning strategies, functions and educational policies. A qualitative approach can be used to create a learning environment that supports student character development. Data is obtained through collecting quantitative and qualitative data, for example from data sources such as newspapers, books and scientific works. Data will be collected and analyzed through data collection, data processing, and information exchange. Research findings show the urgent need for values and moral efforts to improve character education through PKN education in elementary schools. This study provides recommendations for integrating values and moral aspects into educational policies that support the development of students' character. Educational policy: This study shows the importance of educational policies that prioritize character development through PKN teaching in elementary schools. This study suggests that K-12 teacher education programs must deeply integrate these aspects into the curriculum and teacher education to create learning environments that build character.

3. Research Results

Moral Education

According to (Astuti F, R, F, et al) moral education is a prerequisite for the need for mastery and fulfillment in traditional philosophy or what is usually called "human development", namely moving from an undesirable situation to a better one. involving human development in the philosophical tradition is to discover, understand and then interpret the ideas of philosophers such as Buddha, Socrates, Plato and Kant related to their ideas or thoughts. self-identity \humanity, that is, gradual development, as the Buddha called it, starting with simple meditation and asceticism, acting without personal gain, creating good karma, resulting in a better future, and finally complete freedom from desire. Ideas of Socrates, Plato, and Aristotle comparing it, namely thinking with moral concepts and finally being linked to moral theory. In this case, Plato claims, that moral theory is an assessment of what should be done, based on moral principles that originate from noble values. According to Plato, virtue also has the status of eternal truth. In contrast to Plato, virtue according to Aristotle is related to choice, exists internally and is determined by intelligence and the way people with practical wisdom define it. By studying and comparing the ideas of several philosophers, he succeeded in placing the concept of virtue in the philosophical tradition and

anchoring moral theory in a way which is more practical. This anchor is strengthened by Sherman's description of Aristotle's practical wisdom which states that practical wisdom or phronesis is the basis for the cognitive development of moral psychology or Aristotelian social learning theory. Identifying Practical Wisdom Aristotle by Nancy Sherman states that practical wisdom has four domains, namely: observation, reflection (decision making), collaborative thinking, and habituation. According to Aristotle, perception is a moral sensibility that is educational, meaning that its existence in a person does not originate from innateness, but can be obtained through "uneducated". the author elaborates on Aristotle's definition of perception, describing it as a "moral response" rather than openness, citing Sherman "the pursuit of the goal of virtue begins not with making a choice, but with recognizing the circumstances relevant to achieving a specific goal Based on this author's description of perception, it seems that Aristotle agrees with Plato or uses Plato's idea that virtue is a state or ultimate truth.

Implementation of character education through citizenship education

According to (Juliardi, B.) The national commitment to the need for character education is contained in Law no. 20 Article 3 of the National Education System of 2003 states that "The mission of national education is to develop talents and form valuable national character and civilization in order to make people's lives more intelligent. As for the students, they said. As the next generation of the nation and as hypothetical citizens, namely citizens who are "not yet ready" because they still need to be raised into adult citizens who are aware of their rights and responsibilities. On the other hand, society really wants its young generation to be ready to become good citizens and be able to participate in social and state life, be responsible, have noble character, be civilized and respect other people. and others. character The most appropriate media for the revival of character citizenship education in the sense of character education values implemented in citizenship education through an integration process. Integrating personality education values. A system of introducing character values in citizenship schools which includes components of knowledge, awareness or will and action based on these values and to God Almighty (YME), to realize oneself, other people, the environment and the nation to become human. Meanwhile, several values that need to be developed in character education are the value of commitment, the value of trust, the value of honesty, the value of caring and the value of ethics or manners. Character education is carried out through citizenship education, so it can be said that Civics character values include the values of the main character and the values of the main character. The core values of citizenship education are to produce students who are religious, honest, intelligent, tough, democratic and caring. Meanwhile, the main character values of Civics are to form students who are: nationalistic, obedient to social rules, respect diversity, aware of the rights and obligations of themselves and others, responsible, think logically, critically, creatively and innovatively. . Sovereign These core character values can be developed further to strengthen the role of citizenship education and character education.

Education and cultural values of character

According to (Nurmiati) Education is a conscious and planned effort to guide and educate humans so that they grow and develop into independent, responsible, creative, knowledgeable, healthy and noble human beings (UU 20, 2003). Independence, responsibility, creativity, knowledge, health and morality (character) must be the guidelines in the implementation of education, so that its implementation is carried out in accordance with the cultural nature of the nation. Through education, a person learns and obtains knowledge\n which can later help attitudes and guide behavior , because education is related to the process of transferring knowledge. Everyone can be sure that they bring their own culture with them, both cultures that can be acquired. through family, school and society, wherever they acquire culture, the person concerned experiences acculturation and cultural transfer, which then changes the way the individual thinks, behaves and acts. In order for a society to continue to exist, its young members must pass on the values, knowledge and skills that each member possesses. Every society tries to pass on culture through a certain adaptation process according to the characteristics of the young generation of each era through education or especially through social interaction. Thus, education can be interpreted as a social process. Therefore, the lives of individuals, communities and nations are always based on religious teachings and beliefs. Politically, state life is based on values originating from religion. And another source is Pancasila, Pancasila: The unitary state of the Republic of Indonesia based on the principles of national and state life called Pancasila. Pancasila can be found in the preamble to the 1945 Constitution and in more detail in the articles of the 1945 Constitution. This means that the values contained in Pancasila are values that serve as guidelines for political, legal, economic, social, cultural and artistic life. Cultural and character education Bangsamask to prepare students\to become better citizens, namely\citizens. who are capable, taheb and apply Pancasilaoma values as citizens. Culture\as a truth that does not exist\people live in a society that is not aware of the cultural values recognized by society. These cultural values are used to create concepts and meaning in communication between members of society. the position of culture in

cultural education and national character. Strategy for implementing character education. The main strategy for character education is a character education strategy using a multiple talent approach (Multiple Skillful). The aim of this character education strategy is to develop the potential of all students, the form of potential development giving birth to a self-concept that supports mental health. This concept provides opportunities for students to develop their golden talents according to their needs. and interests. There are many ways to become\smart, and these ways are usually characterized by academic success in school and students taking IQ tests. These methods include the use of words, numbers, music, pictures, physical activity or motor skills, or socio-emotional methods. According to (Fitriani, NA, et al) the importance of citizenship education is explained in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter 10 concerning Curriculum, Article 37 Paragraphs 1 and 2 which explains that citizenship education is one of the mandatory lessons. primary and secondary higher education curriculum (RI Law No. 20 of 2003).

The presence of integrity citizenship education in the national education system law as a mandatory subject at the primary, secondary and higher education levels shows that this education has an important role in achieving the national education goals of Indonesia. (RI Law No. 20 of 2003) national-based education aims to develop skills and shape character for fostering national life, which leads to the goal of developing students' abilities to become human beings with character and character. to be a good citizen. It can be said that essentially the aim of national education is to improve cognitive, affective and competitive abilities. Meanwhile, affective skills refer to the ability to behave according to applicable values and norms. This is one of the guidelines for forming a person's character. Character is a separate system that grows because of the habits of the surrounding environment. Meanwhile, according to the Director General of Islamic Religious Education, Ministry of Religion of the Republic of Indonesia, character is defined as maximizing inherent and unique personal traits (Ainiyah, N. Dan Wibawa, NHHP: 2013). This explanation provides an understanding that each person has different behavioral tendencies. Another understanding put forward by Heraclitus explains character as something that shapes a person's destiny (Fahrurrozi, M.: 2020). From the previous definition it can be concluded that character is unique because it is formed through different processes so that it has a different influence on the identity of each individual. Formed naturally through a process that makes it an important part of the individual because it influences the future life of each individual, group in the surrounding environment. Therefore, this is an important discussion about how everyone can develop character. in accordance with values and standards and can be applied in everyday life. To overcome this, character development needs to be carried out continuously, one of which is by implementing citizenship education. This is reinforced by the explanation (Erpina et al: 2014) which explains that citizenship education is one of the fields of basic education, this study is one of the fields of study that teaches students' character in a way that does not decline. in the current system of values and standards. Civics is an abbreviation of citizenship education. The word citizenship in Latin comes from the word civic which means citizen. From the word "citizenship" it also extends to nationality, nationality, nationality and nationality. According to (Samsuri: 2011, Damri: 2020), the meaning of civic skills is defined as preparing the young generation to become citizens with the knowledge, skills and values needed for active social participation. According to Jad, a new understanding can be drawn from the meaning of citizenship, namely that Civics prepares a young generation of citizens who are ready to face various shocks while maintaining the existing value system in their social activities and according to (Herdiansyah, RF P , et al.) Basically, Civics trains the younger generation who have sufficient skills to face imperfect human life. Critical thinking, responsibility, democratic attitudes and the ability to act support the media in building national character.

Conclusion

The conclusions from this presentation are: (1) Moral education is an important foundation for human development and includes understanding and applying the ideas of philosophers such as Buddha, Socrates, Plato, and Kant regarding morality and human identity (2) Carrying out character education through citizenship education is regulated by law, and the aim is to form the nation's descendants who are responsible, civilized and understand civic values (3) Character and cultural values education is a conscious effort to guide people to develop into independent, responsible and noble human beings, by paying attention to cultural values and local wisdom. Therefore, citizenship and character education plays an important role in the formation of cultural values. Individuals become good citizens, have character and can participate actively in social and state life. The importance of moral education. Moral education is a prerequisite for the need for mastery and self-realization in traditional philosophy, which is called "human development". Moral education helps children to avoid negative things that can disrupt relationships between individual groups in order to protect themselves. Respecting and respecting other people is a human obligation. Moral education also functions as a solution in modern life.

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