International Journal of
Students Education

BERPUSI PUBLISHING

EFFORT DEVELOPMENT CHARACTER STUDENT THROUGH LEARNING PKN IN ELEMENTARY SCHOOLS IN THE ERA OF GLOBALIZATION

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Abstract

This research is based on the fact that demoralization has become so acute, school education so far can be said to have failed in terms of character. Schools are too fascinated with academic targets, and forget about character education. This research aims to determine various types of efforts to shape the responsible character of students. It is hoped that the results of this research will be useful in making readers aware of the importance of character education for students in facing globalization. This research uses a systematic literature review method obtained from various sources such as books and articles related to the material to be discussed. The literature study in this research was carried out by the author through the process of reading, concluding, then processing and developing the data obtained as material for the research carried out. The results show that Civics learning is very influential in developing students' responsible character. Because Civics learning gives more attention to students in the area of character. It can be seen from the comparison of students' characters before and after civics learning, that is, before learning, students lacked responsibility. However, after Civics learning was integrated, there were changes in the character of students' responsibilities. The character of responsibility possessed by students in this era of globalization is very good, students in School The basics were initially more or less affected by negative impacts brought by the flow of globalization, but after the character development process, student responsibility is integrated into learning, especially There have been very significant changes in citizenship education. solutions developed n in development efforts the responsible character of students is focused on developing more innovative media, methods and learning models.

Keywords : Citizenship Education, Student Character and Globalization

Introduction

The life of communities or nations throughout the world cannot be avoided by the term globalization, this is motivated by the problems that arise. Today's global issues are not just empty talk, but are actually happening, and without us realizing it, we have experienced or felt them. As good and intelligent citizens, of course it is our necessity and obligation to study and understand the issues happen so that we can prepare strategy For anticipate impact caused by the emergence of these sub-global issues in various dimensions of Indonesian society, especially the challenges and developments in the strategic environment, both national and international, in various field life Heavier. Development Science And technology, especially in the fields of information, communication and transportation which is very fast, the escalation of the free market between countries and nations which is increasing, the competition climate in various fields of life is getting tighter, and demands for democratization and human rights issues, are challenges in themselves that must be answered by the Indonesian people so that we can continue to live and survive in the global arena of life. Human life in the era of globalization has been carried away by a current that requires us to change the way we see ourselves and the way we see others. The view of a nation or country that turns away from the global view will only make that nation or country isolated. In the era of

globalization, there is not a single nation or country in the world that can hide or isolate itself from the influence of globalization. Azra (2006: 150-151), globalization is interpreted as the emergence of a hybrid culture that originates from and is dominated by foreign cultures resulting in local and national cultural crises. Hybrid culture also results in the disappearance of national and local cultural identities. In fact, national and local identity is very crucial for the social, cultural and political integration of society and the nation-state. This hybrid culture as a result of globalization shows the existence of "global product" pressures that are adapted or modified by and for local conditions. In this case, it is implied that local (original) culture is replaced by foreign (new) culture which then has an impact on the erosion of a nation's national identity. Hybrid culture as a result of globalization is also visible in cultural homogenization which is reflected in increasing westernization and the erosion of local cultures and identities.

Based on this opinion, globalization is a process of bringing the world under the same set of units without being limited by the geographical boundaries of a country. This has implications for openness between countries to allow various information to be distributed continuously through technology communication and information like internet and other electronic media, this will clearly greatly influence the lives of the Indonesian people And brought this nation into the association Which No in line with values contained in the Pancasila Ideology. The impact of globalization will eliminate the values of national identity and the national identity of the Indonesian people, and the existence of Pancasila will gradually decline. In line with the times and advances in technology, it is indicated that the noble values of Pancasila are beginning to be forgotten by Indonesian society. Many aspects of society's life are not in accordance with the noble values of Pancasila. As for behavior deviated from values Pancasila for example abuse drugs, deviation sexual (LGBT), criminal acts etc. These deviations are not in line with and even contradict the teachings contained in Pancasila. As a State Ideology, Pancasila actually regulates the principles of life management Indonesian society, in the form of noble Indonesian cultural values to achieve progress in national and state life. In this era of globalization, every country will feel free to influence other countries, various ideologies and ideologies have entered various countries, such as Indonesia. Various ideologies that have entered Indonesia can lead this nation towards changes for the better or worse. These various ideologies include: (1) individualism, (2) materialism, (3) secularism, and (4) hedonism. If these negative influences are simply accepted by the Indonesian people without filtering them out first, of course it could threaten the existence of the character and identity of the Indonesian nation. In this case, the resilience and toughness of the Indonesian nation is very necessary. With the capital of resilience and toughness, we will face the problems that arise as a result of globalization and with a wise attitude in sorting out foreign cultures so that these influences do not damage the identity of the Indonesian nation. Generational character young Already is at on that point very worrying. The morality of this nation Already free from norm, ethics religion, And noble culture. Sex free become a phenomenon that cannot be stopped in the slightest. Students are included in this negative, destructive culture. Students as the nation's next generation of young people play an important role in developing character as a national identity. One of the things that the younger generation can do to develop character is to make the best use of education, because education is one of the important things in terms of character development.

Education is a cultural subsystem that has a strategic role in developing human potential and talents. Sumantri (2003:14), explains that education is recognized as a vital thing both for individuals whose intellectual capacity and creativity increases, as well as for nations where they are the strength of trained human resources, in line with this statement Suryadi (2002: 1) put forward that education seen as catalyst main in human resource development , with the assumption that the more educated a person is, the higher the awareness of health, political participation and family planning. Apart from that, Sauri, (2010:1) believes that with education, human character as an individual and as a society can be formed and directed in accordance with ideal demands for the development process. Thus it can be concluded that education is an important thing and has noble value for the life of a nation to achieve the goals of education itself, especially in this era of globalization which is full of challenges. Education is a planned effort in the process of guidance and learning for individuals to develop and grow into human beings who are independent, responsible, creative, knowledgeable, healthy and have noble morals (character). Law No. 20 of 2003 concerning the National Education System (sisdiknas) emphasizes that 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, with the aim of developing the potential of students to become human beings who believe and are devoted to God. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic citizen and responsible. From explanation it appears that education National is developing a mission that is not easy, namely to build complete and perfect human beings who have great character values as well as having faith and devotion. That's why education is an agent of change that must be able to improve the nation's character. To develop humans who have great character as formulated in the national education goals, an education system is needed that has complete

material (kaffah), and is supported by correct management and implementation. In this regard, Civics has a goal in line with national education. In general, citizenship education carries out the main mission of humanizing humans, namely creating humans who are able to develop their potential so that they function optimally in accordance with rules outlined Allah SWT and Rasulullah SAW which will ultimately create a complete human being.

In this problem, the author tries to reveal the phenomenon of the decline in national character among students by using citizenship education subjects as an alternative solution to this problem, according to Allen (Wuryan, 2006: 76) explaining that: *"civic education, properly defined, as the product of the entire program of the school, certainly not simply of the social studies program, and certainly not only of course in civics. Butcivics has important function to perform. It confronts the young adolescent for the first time in his experience with a complete view of citizenship function as rights and responsibilities in a democratic context."* The definition above emphasizes that Citizenship Education develops the entire school program, where various experiences, interests and interests such as personal, community and state interests are manifested in a person's personal qualities. Basically, character is inherent in every individual, so Pkn has a function as a character builder for that individual. In Law no. 20 of 2003 (Article 37) paragraph 1 states that the school curriculum must include subjects that must be taught in schools, one of which is the Civics study area. Galston (1989), Cogan (1998) and Will Kymlika (2001), citizenship education is basically education to form a set of characteristics as citizens that are in line with and for the sake of the view of life of the political community concerned, not just learning facts about the institutions and procedures of political life, but it also includes learning a series of dispositions, virtues and loyalties. Civics is education to make people citizens in a community. Citizenship education focuses on the formation of individual character in relation to participation in the community, such as respect, responsibility, openness, attention, honesty, loyalty, commitment. Such character is part of good character. Civics is a multidimensional subject. Civics not only emphasizes cognitive aspects but also education of national character, moral values, love of the homeland, political education and legal awareness. Bearing this in mind, Civics needs to be taught from the basic education level to the highest level of education because it remembers that the mission and goal of Civics is to form the character of good citizens. Characters who should developed by nation Indonesia should be concepts, values and actions in accordance with applicable rules. Pancasila as the basis of the state will be the basis for various types of regulations or in the Civics program. Therefore, it can be stated that Civics is an important part of character education. Departing from these problems, the author wants to know and develop student character education in the era of globalization, which globalization can influence to some extent student character. The focus of this research problem is "What is the Role of Citizenship Education as a Vehicle for Student Character Development in the Era of Globalization". To be more focused, the focus of the problem above is detailed into several sub-problems which, at the same time, form the formulation of the research problem, namely as follows: (a) How character not quite enough answer participant educate in Globalization era ? (b) How solution Which developed Teacher Civics in order to development character of student responsibility in the Era of Globalization? (c) How is the analysis of internal and external factors in the development of students' responsible character at school?

Research Methodology

This research uses a systematic literature review method. Literature review is a search and research of the literature by reading and reviewing various journals, books and various other published manuscripts related to the research topic to produce an article relating to a particular topic or issue (Marzali, 2016). The author obtained data from various relevant sources such as books, articles, journals, as well as descriptions of previous findings which can be used as examples for research studies in preparing discussions of the problem to be researched so that it can be used as a strong foundation. Then, after the data is obtained, an in-depth analysis is carried out to determine the relationship between the data and the problem to be studied. This research focuses on the importance of character education for students in facing globalization. This type of research is qualitative research, namely research that aims to explain a phenomenon in as much depth as possible.

Result & Discussion

Based on results supported interview with observation And documentation, the researcher will explain it according to the research problem formulation with the aim of facilitating the process of discussing the problem.

Table 1. Document Review

Writer	Title	Method Study	Findings
Widiatmaka P. (2016)	Citizenship Education In Era Globalization In Formation Student Character	Descriptive Qualitative	Education Citizenship Has a very important role especially to instill and develop patterns of thinking, attitudes and behavior of harmony, peace, and tolerance forget diversity Which to be given to the Indonesian nation." Can said bah walesson Which capable of achieving national goals is Citizenship Education alone. However, this happens if Citizenship Education itself is able to carry out its role, especially in the era of globalization, to achieve national goals, Citizenship Education learning must be implemented at all levels of education . from school primary, secondary and tertiary institutions.
Tanto (2019)	Cultivating an Attitude of Responsibility and Caring through Learning Civics at school Base in Globalization era	Literature Review	The cultivation of attitudes in the family environment must be instilled from an early age by parents. Because parents are education The first thing that influences the child's personality. Meanwhile, interactions that occur in the school environment are dominated by interactions between teachers and students. Where teachers are parents second for student after person old yan follow responsible for potential development child And grow child .
Rizky Agassy Sihombing & Pristi Suhendro Lukitoyo, (2021)	The Role of Citizenship Education in Overcoming It faded Values of Nationalism and Love N KRI in the Era of Globalization	Library Research	Education certainly has its own goals, so also with Citizenship Education which aims to make Indonesian citizens become citizens citizens who good, can maintain the unity and integrity of the nation, be able to take responsibility in instilling moral values and social skills so that they can understand and also solving problems that occur within a country in order to realize indonesia as a prosperous, strong and harmonious.

Character Participant Responsibilities Educate in Globalization era

Based on the results of interviews with Civics teachers regarding the character of students' responsibilities in the era of globalization, Nara a source with the initials EW explained that the flow of globalization has an influence that can be felt significantly, the character displayed by students in school relationships is basically quite good, but the development of technology and information makes students become more individualistic and tend to be more preoccupied with communication tools than they would otherwise be. socialize with other friends, but in terms of discipline they can still be said to be quite good. Furthermore, from the results of the interview, a picture of character was obtained before the Civics learning process by integrating the value of the student's character of responsibility, namely that the description of the student's responsibility was felt to be still lacking, but after the learning process was carried out the changes were very visible, this could be seen from the students' daily life at school, then Regarding the influence of globalization, students can be wiser in choosing and sorting out the impacts of globalization according to their position as students. In other words, they can be more responsible for themselves as students. The Civics learning process is felt to be quite successful in developing the responsible character of students, this can be seen from the changes experienced by students regarding responsibility itself, for example in working on and collecting assignments, they can be on time, in terms of discipline they become more disciplined, as can be seen from the reduction in the number of violations committed. happened at school. Information regarding the character of students' responsibilities was also obtained from the results of a questionnaire given to 30 students. Overall, the answer is that globalization has a very big influence on the character of students, this is because the negative influence brought by the flow of globalization, if it is not filtered first, can lead students down. Regarding students' responsibilities at school in terms of completing assignments, 27 people answered that they always did their assignments on time while 3 people did it at school. Apart from that, all students learn to be more disciplined at school by not committing violations of school rules, for example by not using communication tools during class hours, being responsible in carrying out picket schedules, according to them this is because Civics

teachers always instill character values. good towards them, even though they are in the midst of globalization, they try to be responsible for all their attitudes without being affected by the negative impacts of globalization itself.

Solution which Developed Teacher Civics in Frame Development Character of Student Responsibility in the Era of Globalization

Based on the results of the interview, it can be concluded that there are several solutions implemented by Civics teachers in elementary schools to support the Civics learning process in order to develop character responsibilities of students in the era of globalization, namely from in terms of methods, media, learning resources and learning models. The solutions developed all refer to utilizing the impacts brought by globalization, that is because progress in various aspects of life is felt to make things easier for teachers Civics to develop various solutions to achieve the goals of developing responsible character in the era of globalization.

Internal and External School Factors in Developing Students' Responsible Character

Based on the research results, it was found that in developing responsible character there are several factors that influence it, both internal and external factors from school. Internal factors can be seen from vision and mission which are owned by the school concerned, while external factors are seen from the role of the surrounding community, donors, government and other community organizations.

Character Not quite enough answer Learners In Globalization era

Character development is an important goal in an education system. In article 3 of the National Education System Law, it is stated that the function of national education is to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The provisions regarding the function and objectives of national education are in line with Ellen G. White's statement (Hidayatullah, 2011) which states that character development is the most important effort ever given to humans. Character building is the outstanding goal of a true education system. Based on the results of the interview, it is also known that globalization has brought changes that are felt by Civics teachers in elementary schools, the character of students before the Civics learning process. is that most students are influenced by the flow of globalization, but it is still within a reasonable level. An example is in terms of the use of communication tools, students make communication tools the main item that must be owned nowadays, apart from that, internet media has quite a significant influence, for example, it can be seen from the information they access. Based on the results of subsequent interviews conducted with PKN teachers, it can be seen that the character of responsibility displayed by students in this era of globalization is still at a reasonable level. Lazy and irresponsible attitudes from students are still visible. For example, when given an assignment, there are still those who do not do it for various reasons, it can be concluded that there is still a lack of sense of responsibility that students have for the assignment that has been given to them. Furthermore, he said that the responsible character displayed by his students was still is inside level reasonableness, influence from development era felt It really has an effect that can influence the character of students. For example, communication media such as communication tools are still widely used during lessons. This shows a lack of awareness and responsibility of students as they should be. If a student has awareness and responsibility, then they will not use communication tools during the learning process. So it is not impossible that if awareness and responsibility are ingrained in students, they will be responsible for themselves as students who have an obligation to follow the learning process well. Owned character by many students are affected by current of globalization, therefore it is necessary to develop character. Because basically it is hoped that the character we have can prevent students from the negative influences caused by the flow of globalization. According to Lickona (1992:22), character is a person's natural nature in responding to situations morally. This natural characteristic is manifested in real actions through good, honest, responsible and respectful behavior other people and other noble characters.

Based on the statement above, it can be concluded that the character possessed by students before The learning process of character development is still there fairness process, this is because there are no significant deviations made by students in elementary schools related to the character of responsibility that students have in the era of globalization. The process of developing the character of integrated student responsibility It is felt that the Civics learning material has had a very good impact. This can be seen from the daily behavior of students both in the classroom and at home outside of the classroom. In general after character development responsibilities of students who are integrated into Civics or other subjects, students in elementary schools look better even though the flow of

globalization is increasingly coming in and influencing them, but more or less students in this school are able to filter the positive and negative impacts produced by the era of globalization the. The goal of civic education for global understanding can be described; First, is renewal interest inhabitant And enhancement participation inhabitant state in national affairs and society, increasing understanding native citizens from understanding an in-depth understanding of the fundamental functions and structure of government systems and the ability to make reflective and rational decisions about public policy issues. Second, is the increasing recognition by the people that their civic obligations transcend national boundaries; that all nations/people have a common identity as members of humanity; and that conditions that were previously categorized as national problems will now soon become so transnational problems that require a commitment to a "civic culture of globalibility," if they are to be resolved (Boulding in Branson, 1998 : 112). The development of Citizenship Education cannot be separated from the globalization trend that affects human life. In facing this globalization trend, Citizenship Education in Indonesia is placed as one of the fields of study that carries out the national mission to make the life of the Indonesian nation smarter through *"value-based education"* . Apart from that, in the global era, Citizenship Education in Indonesia carries out its mission as democratic education. Therefore, Citizenship Education should study the big concepts brought by globalization, namely democracy and rights basic humans, and put law in on everything that based on the foundation of the ten pillars of democracy which are the basis for the development of new civic education.

Responsibility is a person's awareness of his or her intentional or intentional behavior or actions which no intentional. Responsibility also means act as manifestation of awareness of his obligations. Responsibility is natural, meaning that it has become part of human life, that every human being must be burdened with responsibility. If he does not want to take responsibility, then there is another party who will impose that responsibility. In this way, responsibility can be seen from two sides, namely from the side of the party doing the action and from the side of the interests of the other party and side the maker must be aware of the consequences of his actions, so he himself must restore them to good condition and on the other hand, if the maker does not want to take responsibility, the other party will recover either individually or socially. Based on the explanation above, it can be concluded that the character of responsibility is owned by students in the era of globalization this very well, students in elementary schools were initially more or less affected by the negative impacts brought by the current of globalization, but after the process of developing students' responsible character was integrated into learning, especially Citizenship Education, there were very significant changes, this can be seen from the comparison. the character possessed by students before and after the learning process which contains the development of the character itself, for example, before the learning process students feel they have the freedom to access various information that is not in accordance with their status as students regarding information sources originating from the negative impact of globalization. If compared to with after process learning which integrate Character development is carried out, especially the development of the character of responsibility, which students in elementary schools can protect himself from negative influences brought by the era of globalization with how to filter all the things that are good for themselves and can be held accountable by them as students.

Solution which Developed Teacher Civics In Frame Development Character of Student Responsibility in the Era of Globalization

The solution developed in order to develop the responsible character of students in the era of globalization is one of the things that must be done by teachers. Teachers are required to be able to handle the complexity of problems that exist in the lives of their students, this is because with the rapid development of the times there will be more and more influences. which can enter students if they are not dealt with quickly. Teaching is a profession that has a big responsibility, namely making its students successful in academic and non-academic fields, and becoming role models for society in general. Apart from providing knowledge and education as a provision for students to socialize in society and provisions for the future, teachers are also expected to play a role as second parents for students while they are at school. The skills that teachers must have are not only abilities in terms of knowledge as provisions to be given to students, teachers must also be able to reflect their profession as a teacher through their daily behavior and appearance both at school and outside school. That way teachers can be responsible for their profession properly. Civics teachers have a very important role in developing the responsible character of students in this era of globalization because essentially the role of Civics teachers is how to transform life values to students. Citizenship Education (PKn) is a subject that functions as a vehicle for developing and preserving noble and moral values rooted in Indonesian national culture which can be realized in students' understanding, awareness and daily behavior as good citizens. Another aim is to grow the potential of students to have *"civic intelligence"* and *"civic participation"* as well as *"civic responsibility"* as Indonesian citizens in the context of the character and civilization of the Indonesian nation which adheres to Pancasila (Winataputra, 2001,

2006).

The methods used in developing students' responsible character in the era of globalization are basically no very exclusive methods, as with other schools in general, the methods used are limited to lectures, group study and discussions, but the learning process is always integrated with values. -character values, such as the character value of responsibility. In teaching and learning activities in the classroom, value/character development is carried out using an integrated approach in all subjects (embedded approach). Especially for the subjects of Religious Education and Citizenship Education, because the mission is to develop values and attitudes, the development of special values/character is the main focus which can use various strategies/methods of values education (value/character education). For these two subjects, values/character are developed as learning impacts (instructional effects) and also accompanying impacts (nurturant effects) (Budimansyah, 2010: 58). There are two ways to develop students' responsible character in the era of globalization, namely by approaching students and implementing learning methods that can support the development of this responsible character. The method used is by implementing strict rules in the classroom during Civics learning, so that students can learn to discipline towards applicable regulations both implemented by teachers and schools. Apart from implementing strict rules, we also provide punishments, creating good communication between students and teachers both in class and outside of class. This method is used so that students feel that teachers at school can also be used as friends to talk to, and provide examples and role models regarding values, morals and norms so that what is taught to students can indirectly see the reality of the teacher.

Based on exposure in on the author tries to conclude that solution efforts are made to develop the responsible character of students in the era of globalization in terms of the methods above, namely that students at least become more disciplined in learning Civics even though still there is part students who no or not yet discipline in the process Civics learning in class. Civics teachers realize that their job is not just to provide material but also have the responsibility to guide and guide students' behavior in a better direction. Guidance and coaching character to student on basically it is efforts made planned and regularly to improve students' knowledge, attitudes and skills by controlling and developing character in a more positive direction. Next, the Civics teacher explains the solutions that can be developed for the successful development of students' responsible character through the learning media used. According to EW, the success of a learning process can be supported by the learning media used. With more creative and varied learning media, it is hoped that the goals of the learning process can be achieved. The use of more sophisticated media in the classroom learning process is one of the impacts caused by globalization in the field of education. It cannot be denied that technological advances have made human work easier, especially in terms of access information. Internet now Already become need separately. With Internet, the public can access information in time Which very short. Information Which accessed not limited to within the country, but from all over the world can be obtained via the internet. For students, of course this makes it very easy for them to obtain other learning resources, apart from books and teacher explanations. This is in line with Firman's (2009:95) view that changes in learning paradigms and developments in information technology have led to changes in the role that teachers must carry out in dealing with students during the learning process. Teachers are expected to clearly understand and know the direction of students' development, so that Teachers can choose fun and innovative approaches to learning.

Apart from learning media, there are also solutions that can be developed to support the successful development of students' character in the era of globalization, namely in terms of learning models. Learning models are very important in the learning process in the classroom. One learning model that is often used is the group learning model and discussion in class. With this model, it is hoped that students will be more creative and independent in learning in elementary school. Learning models are a conceptual framework, while strategies emphasize their application in the classroom so that learning models can be used as a reference for systematic design activities in communicating lesson content to students so they can understand the content of the material being studied. Based on this explanation, it is very clear that Civics teachers in elementary schools have used learning models that are in accordance with curriculum demands. However, many other learning models are needed that must be used by a teacher so that the learning process is more varied so that the learning objectives can be achieved. Based on the results of interviews with Civics teachers in elementary schools, it can be concluded that the solution that can be used to support the process of developing students' responsible character, seen from various aspects such as the use of methods, models and learning media, is by utilizing the positive influence of globalization itself, for example The very fast development of the flow of information can be used by teachers as a learning resource to support the learning process to be better, apart from that the influence brought by globalization in terms of technology can be used by teachers as a support for the implementation of learning models and methods carried out in the classroom. Furthermore, it can be concluded that there needs to be an appropriate solution in

order to develop the responsible character of students in the era of globalization. This solution can be developed in terms of methods, models and learning media. Just like what Civics teachers do in elementary schools. The solution developed in terms of method is by not only using the lecture method, but teachers are more creative and innovative by using the lecture method in collaboration with problem solving through discussion, while in terms of learning models and media, the solution developed is by taking advantage of the positive influence brought by the current of globalization itself.

Analysis of Internal and External School Factors in Developing Students' Responsible Character

Here is the analysis SWOT Which the author did to factors external and internal from elementary schools:

1. Strength (Strength)
   a) The motivation of teachers and students is high enough so that they are able to develop effective learning methods and are accompanied by the application of faith and piety so that students are quite enthusiastic in responding to each lesson
   b) Good relationship between Teacher with Teacher or punguru with student very conducive both in extracurricular activities and learning to form students' responsible character
   c) In terms of approach, teachers use varied learning methods so that students can develop themselves in line with the development of science and technology
   d) Judging from the quality of students, students at this school have strong motivation to learn and develop attitudinally, thus in general this influences the results. or performance Study participant educate so that can make the school's name even better
   e) It has a very strategic geographical location and quite extensive land and is based on a very positive supporting capacity from the community so that it can improve cooperative relations between schools, committees, parents and the community
   f) The teaching staff are relatively young so they have high performance and enthusiasm and educationally improve their performance to make students more experienced and gain knowledge appropriate to their level.
2. Weakness
   a) In facet mastery technology Teacher Still not enough compared to with participant educate.
   b) A number of building Which owned by school stated not good
   c) Not yet can facilitate means and infrastructure that supports learning , especially in libraries and laboratories , is less conducive in completeness of books and also practical tools used by students to support learning.
3. *Opportunity* (Opportunity)
   a) Regional government support in completing school facilities and infrastructure by sending children to elementary school is necessary to complete school facilities and infrastructure.
   b) Facilities and infrastructure are strengths that already exist so that they can be used and their utilization must continue to be developed
   c) Community support who want to make students become quality in society and want them to be better after graduating from elementary school
   d) Power support person old tall And proven with register his son in Elementary school
4. Threat (Threat)
   a) The distance is so close between educational institutions of the same level and other elementary schools which are far superior.

Conclusion

The character of responsibility possessed by students in this era of globalization is very good, students in elementary schools were initially more or less affected by the negative impacts brought by the flow of globalization, but after the process of developing the character of student responsibility was integrated into learning, especially education. There has been a very significant change in citizenship, this can be seen from the comparison of the character that students have before and after Civics learning is carried out in class, that is, before the learning, students lacked responsibility.

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