



IMPLEMENTATION LEARNING CIVICS AS FORMATION CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Transnational crime, like an octopus with tentacles that reach various countries, has become a scourge in the era of globalization. This paper examines the complexity of law enforcement against transnational crime, starting from the definition, modus operandi, impact, to the legal framework that regulates it. The challenges and opportunities of law enforcement in the era of globalization have encouraged an increase in transnational crime, which is detrimental to the world community. This paper examines the dynamics of law enforcement against transnational crime in the era of globalization. This research uses a normative legal approach with doctrinal methods to analyze the definition, modus operandi, impact and legal framework related to transnational crime. The research results show that transnational crimes such as human trafficking, drugs, money laundering, terrorism and cybercrime cause financial losses, threaten security, violate human rights and damage the environment. Although international and national legal frameworks have attempted to address this, law enforcement faces challenges in the form of a lack of coordination between countries, weaknesses in national legal systems, limited resources, and rapid technological developments. However, opportunities to improve law enforcement remain through increasing the use of information and communication technology, strengthening cooperation between countries, improving the national legal system, and increasing public awareness. Transnational crime law enforcement requires strong global commitment, solid cooperation, and an adaptive legal system to create a safer and more just future.

Keywords : Learning Pkn; Character; School Base; Character building

Introduction

In essence, education is a conscious and planned effort to create a conducive learning atmosphere and learning process. Providing education to students in Indonesia with the aim of cultivating attitudes and personality values in accordance with the values contained in the principles of Pancasila. Within the scope of National Education, Citizenship Education is used as a forum for realizing the goals of National Education (Suyanto, 2009). Citizenship education is very important to implement to develop the potential of students' minds so that they become human beings who have faith and are devoted to god almighty based on the first principle of Pancasila, have noble character, are physically and spiritually healthy, knowledgeable, capable of creativity, independent, and become democratic citizens. and can be responsible (Syam, 2011). In line with the process of development of national and state life which is marked by increasingly rapid competitiveness between nations, the Indonesian nation is starting to enter an era of globalization in various fields of education towards a more democratic social life (Pertiwi, et al. 2021). In the process of the nation's journey going to public civilized, citizenship education as wrong one eye lesson in schooling need adapt with need And demands of society that is experiencing the process of globalization. Nowadays, the shift in life trends among students in Indonesia has become a very important problem for the world of education. There are various cases involving teenagers (often called juvenile delinquency) is starting to worry parents. This issue basically becomes the main responsibility for all parties in an educational institution (Hardini,

2015). It cannot be denied that Indonesian people today, especially teenagers, are faced with the problem of moral decline. This problem seems to complement problems that previously existed, such as weak law enforcement, increasingly widespread corruption, collusion and nepotism. In fact, political ethics among government officials and state administrators today also greatly disappoints the people. Breaking promises and not ignoring the people's voice is commonplace among state officials, from the central to regional levels. The task of citizenship education with its new paradigm is to develop democratic education with three main functions, namely developing citizen intelligence, training citizen skills and forming citizen personality. Furthermore, to develop a democratic society through citizenship education requires special learning missions and approaches that are in accordance with the new paradigm of citizenship education (Juliardi, 2015)

Based on the opinion above, it can be analyzed that Civics is a learning program that is not only a teaching and learning pattern program that refers to cognitive aspects only, but also as a whole and comprehensive, namely including affective and psychomotor aspects. Apart from these aspects, Civics also develops values and moral education. Where the moral education currently taking place in elementary school students has begun to deviate somewhat from the 1945 Constitution and is even more surprising. The importance of citizenship education lessons is a very important basis for elementary school students. But in reality, awareness of the state and morals in Indonesia is very worrying, and generally this happens to school children who are taught citizenship lessons. Awareness in children must be the main provision for providing this education. For this reason, as prospective elementary school teachers, we should also participate in improving the development of the quality of education in Indonesia. Moreover, we have to be professional teachers which can provide good character education to elementary school students. Train students to be active in the learning process teaching, responsive to the material taught. If based on the reality above, it is very ironic. Who else should the younger generation imitate, while the generation above them who are supposed to be role models have not been able to show attitudes that are worthy of emulation? This is what is called a moral crisis. Morals seem to no longer exist. Morals are no longer glorified. What is needed in conditions like this? The answer is character education. So, based on the reality of national and state life today, which is plagued by various moral crises, it is very important to realize the development of national character through the educational process. In this case, it is hoped that Citizenship Education (PKN) can become a vehicle for rebuilding the nation's character which is starting to erode. Therefore, citizenship education lessons in schools, especially at the elementary school level, need to adapt and improve to the demands of the outside community. With the development of increasingly sophisticated and increasingly developing times Science, we are Indonesian citizens need to increase their power competitive both in knowledge, attitudes, and in increasing worship of god almighty.

Research Methodology

This research discusses the implementation of PKN learning as character formation for elementary school students. The types of this research are: studies literature. Zed in Rahayu's research (2018) say that study methods Literature is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials. Rahayu added that literature studies are carried out by each researcher with the main aim of finding a basis/foundation for obtaining and building a theoretical basis, framework of thinking, and determining temporary assumptions or also known as research hypotheses. So that researchers can group, allocate, organize and use a variety of libraries in their field.

Result & Discussion

Discussion of character is very important and basic. Character is formed through a process and is an urgent matter that will greatly influence a person's future life. Not only that, the character a person has will also have a tremendous influence on the group they are in he is in, whether it is a small group such as a family, to a large group such as a community, nation, even state (Dianti, 2014). This clearly shows that it is the collection of characters of individuals that will influence the welfare of a nation. Character is strength and then what will control a person's life nation so as not to be swayed. If a citizen country own good character then the future of the country is likely to be good. The moral development of children in Indonesia today is very minimal. From lower class children as well as upper class children their attitudes towards the state does not participate enough in maintaining the integrity of the country. Elementary school education is the foundation for the formation of good and useful national character (Pertiwi, et al. 2021). With this Citizenship Education, it is hoped that children in Indonesia can improve their morals through self-awareness. Even so, parents and the government must also participate in supporting the moral improvement of Indonesian children. Character problems occur in almost every element, starting from family environment, schools, the general public, even officials who are people's representatives in

government. We can see the character problems that appear in the bad behavior of our citizens from the news in various mass media, both print and electronic (Syam, 2011). Almost every day, the mass media seems to never stop reporting about crimes committed by our citizens, both ordinary crimes and extraordinary crimes which are actually very difficult to tolerate. So far, discussing solutions to every existing character problem, education is still the most effective and efficient field in efforts to build good character in the younger generation (students).

The development of national character is made the main stream in national development. This shows that every development effort must always be directed at having a positive impact on character development. In fact, this is constitutionally reflected in the national development mission (Hardini, 2015). Furthermore, government attention about character problems Also can seen from the preparation of a grand design for character education in 2010. In this grand design the government outlined: values character that students must have and strategies for implementing character education. In the 2010 character education grand design, it was explained that in the school environment there are four pillars that can be used as a forum for instilling character values, namely teaching and learning activities in the classroom that are integrated in each subject, daily activities in the form of educational unit culture (school culture), co-curricular and/or extracurricular activities, as well as daily activities at home and in the community. Teaching and learning activities in each subject can integrate the character values to be achieved at each stage, namely planning, implementation and evaluation, including in Civics learning. Moreover, in this case, the role of Civics subjects as the leading sector of character education clearly must integrate values character in teaching and learning activities because this is clearly outlined in the Civics learning objectives (Pertiwi, et al. 2021). Darmadi (2010) explains that fostering morals that are expected to be realized in everyday life, namely behavior that radiates faith and piety towards God Almighty in a society consisting of various religious groups, behavior that is humane in a just and civilized manner, behavior that is supporting national unity in a society with diverse interests, behavior that supports the people who prioritize common interests above personal interests individual And group so that difference thinking, income, or the above interests through deliberation and consensus, as well as supportive behavior efforts to realize social justice for all Indonesian people.

However, Problem Which researcher get it in field is practice Education in Civics learning that takes place in the classroom at this time is 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. Suwarma (in Budimansyah, 2012) explains that The weaknesses of Civics learning from a character education perspective are emphasized in more detail, such as teacher-centered activities, stronger result orientation, less emphasis on the process, material presented in the form of information, students' position in a passive condition ready to receive lessons, knowledge is stronger than on attitudes and skills, the use of methods is limited to unpleasant and one-way learning situations (indoctrination). Therefore, there is a need for improvements in Civics learning in developing students' character, starting from planning, implementation and evaluation. We must be able to carry out planning, implementation and evaluation that can internalize existing character values because instilling character values is not enough just to be taught but must also be developed. The Civics subject is actually one of the subjects that is rich in character values. Civics is one of the leading sectors of character learning. Therefore, the character objectives set in Civics learning are actually the instructional impact to be achieved, not just an accompanying impact. However, in current reality, Civics seems to be an eyesore lessons that are not considered very important because Civics lessons are only limited to memorizing material and are less able to carry out their function as the leading sector of character education.

In general, Citizenship Education aims to develop the potential of individual Indonesian citizens who have adequate insight, disposition, and intellectual and social skills for citizenship, which enable them to participate intelligently and responsibly in various dimensions of social, national and state life. Apart from that, Civics also has a function as a vehicle for forming intelligent, skilled and characterful citizens who are loyal to the Indonesian Nation and State by reflecting themselves in the habit of thinking and acting in accordance with the mandate contained in Pancasila. Efforts are made to build national character through the introduction and understanding of the values that apply to the Indonesian nation. Building national character is also the future goal of our nation so that students' character becomes better and they can become better nation's next generation. The future of the Indonesian nation is determined by students who have good character. If students who do not have good character will become our nation if it is led by people who do not have good character. That's what schools are for Now Also apply mark character which there is on self they alone. Character is also included in school assessment, this includes efforts made to make the character of the Indonesian nation better. Many efforts have been made to improve the character of the Indonesian nation. One of them is character assessment carried out in schools. Even though there are character values in schools, there are still many students' behavior that does not match their character or that their behavior is not good. One effort to improve student morale at this time, where student morale

has now fallen, is by providing PKN lessons regarding education that develop good and correct behavioral values, it is hoped that this can improve children's mental health. Schools as a place to educate students not only need to teach cognitive education but moral lessons also need to be implemented in schools. So students can get cognitive and moral lessons so that when student get along nor gathering with society has good attitude. Character education must be given as early as possible. Start with the family and then get to it help in develop by educators in formal educational institutions which starts from the basic education level (SD). Success in character education in elementary school can have an impact until they grow up because at that time children begin to recognize good and bad things, with good guidance students will be able to behave well and the quality of their education will improve and develop.

Character is composed of three parts, each of which is interrelated. The three of them are moral knowing or moral knowledge, moral feeling or moral feelings, and morals behavior or moral behavior. Good character is basically composed of knowledge of goodness, desire for goodness, and also doing goodness. However, The essence of character education has a higher meaning than just just said as education moral. Because character education does not only focus on issues of right and wrong, but also on how to instill habits of good things in life so that students have a high level of awareness and understanding, as well as attention and commitment to implementing good things in everyday life. In implementing character education in citizenship education learning, it can be seen from the beginning of the lesson to the closing activities. Siska, et al, (2018) put forward that deep process Implementing character education values in citizenship education learning can be done in the following stages:

1. Planning Process

Implementation of character education values is carried out in accordance with the plan created by the Ministry of Education and Culture. The implementation of character education values during the learning process in the classroom focuses on basic competencies and indicators. In making the syllabus and lesson plans, it contains character education values which will be included in the learning indicators. So, later the value of character education. contained in the indicators will be carried out during the learning process. In other words, in the process of making lesson plans, educators must also be able to pay attention to indicators of learning achievement. So, from the indicators the educator can know mark character What just Which need held on learning process in class

2. Implementation

In the implementation process, implementing the value of character education for students can be done in various ways. According to (Hardini, 2015). states that implementing the value of character education in the learning process can be done through the following learning strategies, including (a) lectures, (b) demonstrations, (c) discussions, (d) simulations, and (e) practical learning experiences field. Apart from implementing strategies as stated above, the choice of learning media can also influence the learning process. By Because That, necessary election media learning which is appropriate and appropriate to the needs of students in order to achieve effective learning goals.

Meanwhile, according to Juliardi (2015), the implementation of character education through Civics at every type and level of education can be done in the following way:

- a) Character education is integrated into every Civics material, each material is automatically given the weight of character education. Educators prepare learning plans by linking behavioral aspects of character values to indicators and learning objectives as well as Civics learning materials
- b) The implementation of Civics learning with learning materials about character values is described in the teaching and learning process through 3 stages, namely introduction, core activities, and conclusion. In the introduction, character behavior is presented through apperception of students' daily activities or their experiences of behavior and attitudes. Next in the main activities presented via examples or assignments so that directly or indirectly, students learn various behaviors about character values with other students. Next, in the closing activity, it is concluded what behaviors students must master after studying the concept of character. So, in the Civics learning process, educators must be able to create character for each student.
- c) Evaluation of Civics learning that applies character values is carried out on character formation. By looking at the results of weekly assignments in the form of character/attitude improvement assignments made by students, you can see changes and improvements in themselves gradually every week. Based on the results of observations of learning activities, changes in attitudes were quite good. For example, to form a responsible character, students who do not participate in group work are given a mutually agreed upon punishment.

The definition of character has been expressed by many experts. According to experts such as Hidayatullah (2010:12) suggests that character is mental or moral quality, moral strength, name or reputation. Megawangi (2007:5) states that character is formed because of daily practice, p the in accordance with meaning character in a way Language that is "carve", in activity carve It requires process, skill and precision from the carver to produce a sturdy carving Likewise with the process of forming individual character which must be carried out from an early age so that character the attached strong in self individual.

Conclusion

Character education is one of the important things in creating the nation's generation in Indonesia. Through education character participant educate taught for own good attitude and behavior. character building aiming to return to revive the character of citizens in accordance with the values of Pancasila, including the value of devotion, the value of faith, the value of honesty, the value of caring, and the value of ethics or courtesy. Civics is one of the appropriate means for implementing the values in character education for students. , because the aim of Civics is basically to create students into democratic citizens with character in accordance with the values of Pancasila. Therefore, character education is appropriate to be implemented through Civics in shaping the morals of the younger generation.

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