



INTEGRATION OF CHARACTER EDUCATION IN CITIZENSHIP EDUCATION LEARNING TO DEVELOP THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Integrating character education into citizenship education is an important strategy for developing the character of elementary school students. Citizenship education is a subject that has great potential in integrating character education which is a very important aspect in student development. In this research, a qualitative case study method was carried out to explore and understand the realities that occur in depth and depth regarding the integration of character education at the planning and implementation stages of educational learning in elementary schools. The research method used in this research is the library research method, where the author collects data from references and review articles available on trusted websites. By integrating character education into citizenship education learning, pedagogical learning will experience changes, such as integrating the concept of character into the development process to be able to develop and shape the personalities of elementary school students better. The research results show that integrating character education into citizenship education learning can encourage students to have a positive attitude, both in interacting with other people and in everyday life. Research also shows that integrating character education into citizenship education can develop better character in students who are able to realize their rights and obligations as citizens, and have an ethical attitude. In this research, data was collected through direct observation, interviews and notes. The collected data will be used to understand how to integrate character education into citizenship education learning in elementary schools and how to integrate the concept of character into its development. It is hoped that this research can contribute to the development of character education in civic education learning in elementary schools and can be a reference for teachers in developing student character through civic education.

Keywords : Character Education, Citizenship Education, Attitude and Character, Elementary School

Introduction

During this time, citizenship education in Indonesia has undergone a number of changes, both in terms of curriculum development and teacher training. One aspect that needs attention in citizenship education is the integration of character education. Integrative character education is one of the strategies used to develop the character of elementary school students. Integrating character education into citizenship education is a very important strategy, because elementary school students are the generation that will shape the Indonesian state in the future. If elementary school students do not have good character, then Indonesia will not be able to develop as desired. Integrating character education into citizenship education can be done in various ways. One way is through moral education. Moral education is a very important aspect in citizenship education, because morality is the basis of each individual's personality. According to Sudrajat (in Insani et al, 2021) Character education is a process of teaching morals to school members which includes information, attention or readiness, and activities to implement these qualities, both towards God, oneself, other people, the climate and identity with the aim of making them become human beings. Considering some of the definitions above, it tends to be considered that character education is a process of instilling character values in students so that they become individuals with complete

character in the components of heart, brain, body, as well as feelings and goals. Thus, character is defined as a quality that is close to home, in feeling great, ready to do great, and actually acting admirably. Citizenship education (PKn) in elementary schools is included in the Attachment to Minister of National Education Regulation No. 22 of 2006, in the attached document it is stated that "citizenship education subjects are subjects that focus on developing citizens who understand and are able to carry out their rights and obligations to become intelligent, capable and noble Indonesian citizens." which is stipulated by Pancasila and the 1945 Constitution. "Even though the goal is clear to help elementary school students have abilities such as: critical and rational thinking from an early age, and participating actively and responsibly in social activities, actively developing and training themselves according to the personality of Indonesian society, interacting with other countries and be able to make maximum use of technology. Factors that influence the integration of character education into citizenship education include:

1. Teacher: Teachers who can implement character education into learning are an important factor. Teachers must understand the nature and basic control (SKD) of character education, and be able to implement and integrate character education into learning tools
2. Character education: Character education in schools cannot be implemented if teachers do not integrate character education into character education learning tools. To integrate character values into learning, it is necessary to design actual teaching materials and lesson plans prepared by the teacher
3. Curriculum: The curriculum used is also an important factor.
4. Research conducted using the KTSP program and the 2013 program differ in the research focus and programs used
5. Time: Teachers with limited time consider other factors behind the Minimalist Learning Implementation Plan (RPP) prepared by the teacher, thus influencing the lack of integration of character education in learning
6. Workshop: The government regularly holds discussion workshops but teachers are still confused about implementing and integrating character education into the learning process
7. Moral education: Moral education is a very important aspect in learning citizenship education, because morality is the basis of individual personality
8. Social education: Social education is a very important aspect in citizenship education, because happiness is the basis of personal existence
9. Developing character education: Character education is one option that needs to be optimized in the education system in Indonesia and can be understood as an effort to develop the potential of students
10. Pancasila Education: Pancasila education is also a factor in student personality development, as an effort to develop personal potential
11. Negative behavior: Learning activities must receive great attention so that character building takes place optimally and students stay away from relationships that can influence negative behavior so that character building learning does not fail.

Based on this statement, it proves that the application of character education in every lesson is a necessity, because it is considered capable of making students intelligent, have good manners and good manners so that students are meaningful as members of society both for themselves and society in general and at large. Anatasya, E., & Dewi, (2021). The character and morals of golden age students are the main capital to save the nation in the future. Character and moral education is carried out in citizenship education subjects which take place in teaching and learning activities starting from elementary school. However, character education in schools cannot be implemented if teachers do not integrate character education into learning tools. Integrating character values into learning cannot be done just like that, it needs to be designed teaching materials and lesson plans that are truly prepared by the teacher. Teachers are expected to be able to implement and integrate character education in schools. However, teachers are sometimes still confused about implementing and integrating character education into the classroom learning process, even though the Government regularly holds seminars. This is considered to be a problem that needs to be solved because teachers have an important role in shaping students' personalities. Suwarma (Budimansyah, 2012: 450) also states that there are shortcomings in Civics learning, especially in terms of character training. In this case, Suwarma emphasized that instructors need to train students in focus, realistic results, and adequate attention to the learning process. The material provided must be presented as data that is relevant to the student's situation, so that they can understand it better. Apart from that, students also need to be given relevant illustrations to strengthen their understanding. The information provided must be more based on reality rather than just from certain perspectives and abilities. The use of learning techniques must be adapted to different learning conditions and not limited to just one type of technique that is one-way (influence). Awards for

students who succeed in developing character are not only taught through learning, but must also be created through preparation, implementation and assessment exercises. Based on the various problems discussed in the previous paragraph, the author tries to trace the roots of the problems currently occurring, especially in the implementation of citizenship education as a character education of students in elementary schools.

Research Methodology

In writing this scientific article, the researcher used a qualitative approach. Furthermore The method used is the library research method. Where the author collects data from references and review articles available on trusted websites. The method used by researchers is qualitative. The extracted data are quotes from approximately five articles and reviews that can be accessed from Google Scholar. Selected articles are articles whose discussion topics are included in the topics proposed by the author in this article. For approximately a week, the author conducted research from magazines and articles, then reprocessed it into information that was easy to understand and had useful value, then continued with article preparation and revision. The literature study carried out is reading, then writing, then processing the data into information that is relevant to the theme of the article raised in this article. (Neuman: 2003). The motivation behind this exploration is to raise new known points in a wider local area, provide an overview of underlying themes, summarize thinking and develop speculative hypotheses.

Result & Discussion

Integrating character learning into citizenship learning is equipped with preparation, implementation and assessment exercises. Each stage of learning should include the choice to adapt and learn the values of the person you want to reach. In the first stage, especially the reception preparation, preparation of the prospectus, study implementation plan (RPP) and presentation of complete documents. These three elements, including the prospectus, sample plans, and outreach materials, are planned in such a way that the content and learning exercises related to work/mastery of knowledge become the character of the learning. One way to set a schedule, sample plans, and present material with character is to adapt learning exercises based on the introduction of character values. The learning prospectus contains core competencies (KD), learning materials, learning exercises, achievement guides, assessments, time frames and learning assets. The integration of character education into Civics learning in elementary schools must be possible by including character values in the prospectus and sample plans. In including character awards in the prospectus and sample design, this is done by: (a). Understanding the substance of SK and KD, both from an intellectual, emotional and psychomotor perspective (assuming there is one) (b) Develop markers depending on the side effects of understanding SK and KD (c) Determine the character value which shows the relationship between SK and KD with the character and marker values (d) rate of this device. (e) and teaching materials (f) Choose a learning strategy. Incorporating character rewards into schedules and design examples, what needs to be done is to understand the nature of SK and KD. Intellectually, what ideas do SK and KD have. Furthermore, understanding the ideas and behavior expected from SK and KD becomes necessary to produce value. This bookmark will serve as a reference by combining this device and the open document. The material displayed will guide you in choosing learning strategies.

Integrating character learning into citizenship education learning is carried out through training in preparation, implementation and assessment of learning. Each learning stage must pay attention to the values to be achieved. In the initial stages, such as preparing collections, prospectuses, academic performance plans (RPP) and document presentations have been well designed. These elements are adjusted so that learning content and exercises can support student personality development. One way to apply character values in schedules, plans and learning materials is to adjust assignments based on the desired character values. This shows that character education is often recognized in urban education classes and requires better improvement from the instructors who teach it to students. As Wrong One field character Which most Lots discussed, objective personal Which set in education citizenship important For achieved, besides as action protection. However education citizenship moment This considered not enough important Because considered only as eye lesson complement And No show ability in teach character Because the focus especially on field academic. In preparation Study need is known that plan Which has arranged have potency Which significant For reach objective learning character. According to Budimansyah, (2012:14) states that "character determines a person's personal thoughts and the actions they take. The personalities of today's students are greatly influenced by globalization, so personality development is very necessary. Because basically our character is tasked with protecting students from the negative impacts of globalization. Remember that the mission and goal of citizenship education is to shape the character of good citizens. The identity that the Indonesian nation must develop must be in the form of concepts, values and actions in accordance with applicable regulations. Pancasila as a state institution will be the basis for various types of regulations or citizenship education

programs. Based on this, it can be said that citizenship education is an important part of character education. Citizenship education subjects in elementary schools are very suitable because they are closely related to everyday life and will later become a guide for students to become human beings with personality to prepare themselves to become good citizens.

Character education is an important aspect of education in Indonesia. The following are several research results and articles regarding the integration of character education in learning in elementary schools:

- a. Article by Heryanto (2023) In strengthening character education above, the role of teachers is very important. Teachers must pay attention to the character values that they want to instill in every learning activity and ensure that the character values are applied in every learning activity. Apart from that, teachers must also be role models or examples of good human character and have a culture of peace and morals that can be held accountable before humans.
- b. Article by Anatasya, E., & Dewi, DA (2021). It can be understood that teacher innovation and creativity are needed in building the character of students in citizenship education (PKn) learning, especially for elementary school students. It was explained that in the school environment there are several pillars that can be used as a forum for instilling character values. Among the many things described, one of them is teaching and learning activities, especially citizenship education subjects. Every lesson for students is expected to have a positive impact on the formation of students' personalities.
- c. Article by Insani, et al (2021) Integrating citizenship education into citizenship education learning is a solution that will revive the task of citizenship education as a subject which is one of the key areas in building the character of ulama. Integrating character values into citizenship education learning in elementary schools can be done by including moral values in the prospectus and model plans.

From the statement above, character education is an educational process that is considered very important starting from an early age, because character education is an educational process that aims to develop values, attitudes and behavior that demonstrate noble morals or noble character. The formation of personality qualities must be developed from an early age. The potential for good morals is actually inherent in every human being before birth, but this potential must be bestowed and continuously trained through socialization and education from an early age. Youth is an important period in the formation of human personality. Many experts believe that not developing character from an early age will cause personality problems in adulthood. Apart from that, moral education for elementary school students is a strategic effort. Therefore, moral education for children as early as possible through character education is the key to building a country.

Conclusion

Based on this discussion, character is very important in education, especially citizenship education, because through Civics learning it can shape and develop the character of elementary school students. Citizenship education provides conditions for young generation students to train citizens with noble character with intellectual intelligence, emotional intelligence, social intelligence and spiritual intelligence. Integrating citizenship education into citizenship education learning is a solution that will revive the task of citizenship education as a subject which is one of the key areas in building the character of ulama. Even though citizenship is one of the citizenship education subjects whose content is currently rich in character values, it would be more useful if it included reflection on character formation. Increasing students' abilities is not only through civic education content but also through direct learning stages and the use of strategies, media and subsequent learning resources. Efforts to shape students' character through civic education learning as a support for character formation, meaning that citizenship education guides students to become good citizens, especially the nation's next generation who will face global developments and changes in the era of globalization.

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