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IMPLEMENTATION OF EDUCATIONAL VALUES IN PPKN SUBJECTS IN PRIMARY SCHOOLS

Qori Difani¹

¹Universitas Muhammadiyah Sumatera Utara

Email: 1qdifani@gmail.com

Abstract

This research was conducted with the aim of finding out and analyzing more deeply the implementation of Character Education in Civics Learning in Elementary Schools. As well as reviewing what efforts and to what extent have been made by teachers and elementary schools in Indonesia to implement character education, especially in Civics learning in elementary schools. This research uses the Literature Review method by searching for research results from several journals that are relevant to the problem being studied, such as from the indexers Google Scholar, Sinta, Basicedu, Hafeccs and so on. The results of this research show that a person's character, which forms their personality, is formed through genetic and environmental influences. This character is reflected in daily attitudes and behavior, moral feelings and application in everyday life.

Keywords : Implementation of Character Education, PKN Learning in Elementary Schools

Introduction

In establishing a Content Standard for Primary and Secondary Education Units issued by (Ministry of National Education, 2006) that Citizenship Education subjects are subjects that focus on fostering citizen understanding with the aim of enabling citizens to do what is their right and obligation as a citizen. Indonesia is intelligent, skilled and wise and has a characteristic or character that is in accordance with the values of Pancasila and the 1945 Constitution. According to the Ministry of National Education in (Hardini, 2015) it is explained that Subjects in Education. appropriate in an effort to instill basic concepts regarding national insight and democratic behavior in a good and focused manner. If the learning or knowledge imparted is wrong, this will have an impact on thought patterns and behavior that influence and will continue to the next level, possibly also in social life. Students are expected to be able to have the spirit of intellectuals who can think critically, rationally and also creatively in responding to a citizenship issue. Apart from that, Citizenship Education (PKN) is an effort to prepare students with a variety of basic knowledge and skills related to the relationship between society and the state and also basic education to defend the country with the hope of making them citizens who are useful for their nation and state. The aim of Citizenship Education is The main thing is to mature Indonesian citizens or Indonesian people in living as a nation and state as part of a country that recognizes itself as a democratic country (Budiutomo, 2013). According to (Dewi, Riska., 2017) Learning Citizenship Education is an important thing that must be started when children enter elementary school age because at elementary school age children really need new knowledge, this is very necessary or important and also data conclusions, without calculations numerical, scenario description, in-depth interviews and also content analysis. Qualitative research is an inquiry strategy that emphasizes the process of searching for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, which is concentrated and multi-method. Natural and overall, prioritize quality, Use multiple methods and present in a narrative way.

Research Methodology

In this article method, the research carried out this time, the researcher applied the Literature Review method by searching for research results from several journals that are relevant to the problem being studied, such as from the indexers Google Scholar, Sinta, Basicedu, Hafeccs and so on. 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 being said to be moral education. 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. . According to Opinion (Aushop, 2014). This results in the formation of students' personalities that are in accordance with the moral values of Pancasila. We can say that this is just verbalism, in other words, students are only given the knowledge but no one implements the culture of taking off their shoes and then tidying them up before students enter the classroom. Apart from that, there are still various other efforts made by teachers and schools to implement character education values to students, including in Citizenship Education subjects, of course with Civics material that shapes students' character. Therefore, the implementation of character education in several elementary schools is said to be in the successful category. In implementing character education in citizenship education learning, it can be seen from the beginning of the lesson to the closing activities, (Mamelio, nd). (Siska et al., 2018) stated that the process of implementing character education values in citizenship education learning can be carried out in the stages of lecture, (b) demonstration, (c) discussion, (d) simulation, and (e) practical learning experience field. Apart from implementing strategies as stated above, the choice of learning media can also influence the learning process. Of course, there are several factors that support character education in schools and several factors that become obstacles in determining whether the implementation is successful or not. Supporting factors for the implementation of character education include those who are involved in the process, the first is the quality of the instructors or teachers, this includes the teachers' understanding of Character Education, then also good planning strategies in implementing character education, both in subjects and other activities carried out at school. Then the second supporting factor is students who understand and adhere to honesty, care and ethical values or courtesy. One of the appropriate subjects for implementing character education values is citizenship education. Citizenship education is said to be appropriate because it contains learning that can produce students to become good citizens or residents and have characters that are in line with the values contained in Pancasila.

Result & Discussion

Character is the basic value that shapes a person's personality, whether formed due to genetic or environmental influences, which differentiates him from other people, and is manifested in his attitudes and behavior in everyday life (Samani, M., 2013). Character is composed of three parts, each of which is interrelated. The third of them is moral knowing or moral knowledge, moral feeling. Character as the basic value that shapes a person's personality, whether formed due to genetic or environmental influences, which differentiates him from other people, and is manifested in his attitudes and behavior in everyday life (Samani, M. , 2013). Character is composed of three parts, each of which is interrelated. The third of them is moral knowing or moral knowledge, moral feeling applied to everyday life. Meanwhile, according to the results of observations carried out in several elementary schools in Semarang City, (Seno, 2016) stated that several elementary schools had made efforts to implement the values of character education and were said to be in the successful category, starting from small things to to the implementation stage in the subjects. Citizenship Education where basically the teachers really understand character education. The elementary schools have made efforts starting from small things such as putting up motivational writings containing moral values in the school area which are intended to shape the character of students, then many of these schools implement lining up activities before entering class. , and some of these schools even have the following:

1. Planning

The process of implementing character education values is carried out in accordance with the design 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.

2. Implementation

In the implementation process, implementing the value of character education for students can be done in various ways. According to (Karimah, 2015) states that implementing the value of character education in the learning process can be done through the following learning strategies, including (a) the learning

material including an explanation regarding the implementation that has been conveyed by the teacher, so that each student is able to understand the values. the value of character education which can then be implemented in everyday life. Apart from supporting factors, there are also inhibiting factors. The inhibiting factor certainly cannot be separated from educators and students if there is no willingness to make efforts to implement character education.

Conclusion

It can be concluded that character education needs to be implemented at every level of education, especially in elementary schools. Because character education aims to revive the character or characteristics of citizens, especially in Indonesia, which are in line with the values contained in Pancasila, including the values of devotion, faith, honesty, caring and ethical values or manners. One of the appropriate subjects for implementing character education values is citizenship education. Citizenship education is said to be appropriate because it contains learning that can produce students to become good citizens or residents and have characters that are in line with the values contained in Pancasila.

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