



## BUILDING MORAL CHARACTER IN STUDENTS LEARNING CITIZENSHIP EDUCATION

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### Abstract

Citizenship education has an important role in building students' moral character. This research aims to explore effective strategies and methods in forming moral character, including values such as integrity, empathy and social responsibility. By combining a holistic curriculum approach and student-centered learning practices, citizenship education can provide opportunities for students to develop a deep understanding of moral values and how to apply them in everyday life. The results of this research can provide guidance for educators in designing citizenship education programs that are effective in building students' moral character. The conclusion of this research is that citizenship education can be an effective forum for strengthening moral values such as integrity, empathy and social responsibility.

**Keywords :** Morals, character formation, students

### Introduction

In human relations with other humans, problems often arise that are caused by a person's character. Whether the result of a positive or negative relationship. A person's good character will bring good relationships, but bad human character often causes problems. The way to build daily habits of action so that they become good traits in each individual is through education. The task of education is to carry out the habituation process that humans need to live well. Good habits, for example; Since childhood, children are taught by their parents to be honest, respect their elders, say thank you, and so on. In principle, parents or teachers help children to act in accordance with norms that they understand and generally apply. At the elementary school education level, learning citizenship education becomes the foundation or basis for children to form the character of a good generation of the nation. According to Thomas Lickona, character is a natural trait that a person shows in responding morally to the situations they face. Meanwhile, morals themselves are a demand for good behavior that a person has as morality, which is reflected in the way they think, act and behave. When children are taught about citizenship education, it is hoped that the children who will become the nation's successors can have good morals and change bad morals based on their own awareness and desires. (Akbal, 2016). There are quite a few obstacles that influence the formation of student morality. In terms of balance, there are several influences on character education taught in schools, namely from the family, environment, curriculum and educators. In this case, to shape the moral character of students not only from the material presented but also the role of the main elements of the school. The role of the main elements of the school, namely teachers, material content and students, is very much needed. A good reciprocal relationship between the three elements will create a comfortable and harmonious learning situation and achieve mutual achievement. Character education functions to develop basic potential to have good hearts, good thoughts and good behavior, strengthening and building the behavior of a multicultural nation. The aim is to instill and shape traits or characters obtained from trials, sacrifices, life experiences and instilled values so that they can forming intrinsic values which will become students' attitudes and behavior. Character formation carried out by teaching staff can be done by providing learning materials, namely Pancasila and citizenship education. Refers to

one of the goals of national education, namely character formation. In this way, educators not only form intelligent students but also form students with personality or character in the hope that the nation's next generation will be born with characters who uphold the noble values of the nation and religion. (Anatasya, 2021) The aim of moral education is to grow individuals who are able to understand the values contained in morals themselves and can apply them based on perceptions of morality that have been directed by religion, customs, social morals and culture. Moral development through learning Citizenship education is a way to build and foster morals (morals) in students. Therefore, it is deemed necessary to teach citizenship education to students. Citizenship education is a scientific discipline that is used as a means of developing and maintaining values and morals starting from the traditions of society in Indonesia. (Febrianti, 2021). This proves that the aim of learning citizenship education in elementary school is to enforce behavior and actions in daily life towards other people based on Pancasila values as individuals and as groups in society. From citizenship learning, it is desired that all elements in the school, namely the behavior of educators and students, can reflect the values of Pancasila itself. (Giwangsang, 2018).

### Research Methodology

This research will adopt a literature review method. Research using literature studies is research whose preparation is the same as other research, but the sources and methods for collecting data are by taking data from the library, reading, taking notes and processing research materials. Literature is a way to solve problems by tracing written sources that have been written before.

### Result & Discussion

Moral education is not a new subject in education. According to historical research in various countries in the world, there are two goals that make education the basis of moral education, namely making students smarter and implementing ethical behavior. Children's behavior in this era is seen from the moral aspect, norms or values and their character is starting to erode accompanied by indications of moral decline that are becoming increasingly clear in this era of globalization. Many of the young generation of this nation do things that are not in line with the rules and norms. In general, all of this is either directly or indirectly influenced by the surrounding environment. The environment is another cause of the decline in children's morals and character. Good character is obtained from a good environment and learning results, and vice versa. (Gunawan, 2022). Children who are still at elementary school age, who in fact still imitate what is happening around them, will be easily influenced by behavior that does not comply with the norms and morals that apply around them. When children commit actions that are out of control or contrary to the norms that apply in society, that is what is called behavioral deviation. Furthermore, there are gadgets and social media which are currently stealing the attention of everyone from children to parents, which ultimately means that almost everyone has social media. Social media will not be a problem if someone uses it well and wisely. However, social media will become a problem when many users abuse it. Content often appears that should not be posted, and is easily accessible to anyone, including minors.

This results in many children viewing and accessing content or sites that are not appropriate and this affects both the child's character and behavior. Children whose minds are not yet mature will digest what they see on social media in raw terms and then imitate it. (Kurniawan, 2015). According to Rahmatiani (20220), character education is education that is considered very important to start in early childhood because character education is an educational process aimed at developing values, attitudes and behavior that exude noble morals or noble character. Forming quality character needs to be developed from an early age. Every human being has the potential for good character before he is born, but this potential must be continuously provided and trained through socialization and education from an early age. Apart from that, instilling morals in elementary school students is a strategic effort. Therefore, instilling morals through character education as early as possible in children is the main key to building a nation. Education is a process of internalizing culture into a person and society so that people and society become civilized. Education is not just the transfer of knowledge, but more broadly, namely as a means of cultivation and distribution of values. Character formation in citizenship education is based on the five pillars of the noble character of the Indonesian nation which include elements of transcendence (Belief in one almighty god), humanization (Just and civilized humanity), diversity (unity), democracy (popularity led by wisdom in deliberation representative), justice (Social justice for all Indonesian people). According to Pertiwi (2022), citizenship education holds urgency in forming the morals of the young generation and national character, therefore, in its application it is necessary to introduce citizenship education material that is sustainable with the character values of a nation. In its application, Pkn contributes to the formation and cultivation of national morals through several stages, namely:

1. Learning, learning activities are not only carried out to develop a young generation that fully understands the specified competencies but are also programmed to create students who understand and appreciate the values and then implement them as behavior
2. Co-curricular and extra-curricular activities, these activities must be supported by implementing HR capacity empowerment to support the concretization of education
3. Alternative character development and guidance in schools as cultural actualization
4. Daily activities at home and in the community.

Civics is very essential in forming the character of students. Civics is one of the foundations for the formation of students' character and identity, which means educating them to become good citizens and smart citizens. Pkn has the aim of developing the character of students in accordance with the values contained in Pancasila. Civics is one of the right ways to apply character values in the Civics learning process to students, because the true aim of Civics itself is to develop students into young people who have noble morals, become citizens who are active in expressing their aspirations and have a character that is in line with with Pancasila values. (Nurgiansah, 2022). There are several efforts to shape the character of students, including:

1. Family Role

The basis of character education comes from the family environment. The main role lies with the father and mother, where the parental figures are the ones who will develop the character. Character education in the family also influences the process of character formation in society. The instilling of character values in children here is implemented by parents through parenting patterns. Taught about many things, such as empathy, love and compassion, mutual cooperation, and so on.

2. The Role of Teachers and the School Environment

According to Fauzi (2013) Teachers are important figures in character education in schools. In fact, most of the interactions that occur in schools are between students and teachers. Educators are figures who are expected to be able to educate and develop children with character. Especially in learning citizenship education in the classroom. The teacher explains and provides an understanding of good character such as being honest, loving the country, having a sense of empathy, caring for others, being independent, disciplined and so on. Of course, with media and various creativity that has been designed and then implemented by the teacher to make students understand more and want to apply what the teacher teaches.

The formation of a child's character should be done by parents. However, when a child is at school, the child's parent is the teacher. In connection with their role as shapers of children's character at school, teachers are required to truly carry out this role. Because forming the wrong character will have fatal consequences for a child's life. Therefore, teachers have an important and strategic role in every educational reform, this requires teachers to have a way of acting to instill character education. The Ministry of National Education's Balitbang curriculum center (2010) has identified 18 national character values in citizenship education, namely:

1. Religious, attitudes and behavior that are obedient in carrying out the teachings of the religion they adhere to, tolerant of the practice of worship of other religions and living in harmony with adherents of other religions
2. Honest, behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work
3. Tolerance, attitudes and actions that respect differences in religion, race, ethnicity, opinions and actions of other people who are different from them
4. Discipline, actions that show orderly behavior and compliance with various rules and regulations
5. Hard work, actions that show behavior that always tries and a burning spirit
6. Creative, thinking and doing something to produce a new method or desired result
7. Independent, an attitude that does not easily depend on others in carrying out its duties
8. Democratic, behaving and acting in a manner that values one's rights and obligations equally with those of others
9. Curiosity, the action of always trying to find out more deeply about something he is studying
10. Passion, a very strong feeling experienced by someone doing their work or duties
11. Love the country, act and have an insight that places common interests before one's own interests
12. Appreciate achievements, attitudes and actions that encourage him to produce something useful for himself and others
13. Friendly, cooperative behavior and mutual support for each other
14. Love of Peace, attitudes and behavior that respect each other and recognize the success of others
15. He likes reading, a habit that takes time to read various literature that brings goodness to him

16. Caring for the environment, attitudes and actions that always try to prevent and protect the natural environment around them
17. Social care, attitudes and actions that always want to provide assistance to other people who need it
18. A person's responsibility, attitude and behavior to carry out his duties and obligations, which he should do

This shows that character is a series of components that need to be instilled, accustomed and cultivated by the entire Indonesian nation. It can be concluded that the role of citizenship education is very strategic in forming the character of students, because basically the aim of citizenship education is to create students into a young generation with noble character, democratic citizens and character in accordance with Pancasila values. (Fitriani, 2021).

## Conclusion

Based on this discussion, it can be concluded that in the process of complete human formation there are parts that cannot be ignored in education, namely understanding and appreciation of values in society. Moral behavior can be recognized and appreciated if good moral behavior is instilled within a person. This means that in the learning aspect, the growth of moral character and knowledge of moral values, namely an honest attitude, an attitude of always being responsible and an attitude of always caring for others, needs to be taught from childhood. Each scientific discipline has its own role in students' moral learning, moral formation is not solely carried out from religious learning, historical learning and so on. However, citizenship education plays a very important role in the moral formation of students. Therefore, citizenship education has its methods in cultivating students' morals, namely: A). foster character based on religious values and morals so that ultimately students are able to live based on the values they adhere to. B). teaches students to develop into independent and mature individuals. C). teaches students to always be able to differentiate between positive and negative characters. Students are expected to have personalities that are in accordance with Pancasila values so as to create an intelligent and moral generation of the nation. Through learning that emphasizes the noble values of Pancasila and character education.

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