



THE ROLE OF PANCASILA AND CITIZENSHIP EDUCATION TEACHERS IN FORMING STUDENTS' CHARACTER IN PRIMARY SCHOOLS

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Abstract

This research aims to examine the role of Pancasila and Citizenship Education (PPKn) teachers in shaping student character in elementary schools. The qualitative method was chosen as the approach in this research, where analysis was carried out on documents related to the Pancasila education program in elementary schools to understand the strategies and practices implemented by teachers in character formation. The research results show that PPKn teachers play a key role in providing good examples, directing, and collaborating with parents in creating an educational environment that is conducive to student character development. Obstacles faced include students' non-compliance with rules, tardiness, and truant behavior. This study confirms that collaboration between schools, families, and students is very important in the effective implementation of character education. Based on these findings, further research is recommended to conduct deeper exploration of the impact of this interaction on student character formation. This research provides important insights for the development of character education strategies in elementary schools.

Keywords : Character education, PPKn teacher, student character formation

Introduction

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas) emphasizes that national education has a close relationship with the formation of national identity and the achievement of national goals. The main aim of national education is to develop the potential of students to become individuals who believe in God Almighty and have piety, develop skills, and create a dignified society. This also involves the formation of good moral character and culture, health promotion, increased knowledge, mastery of competence, development of creativity, self-empowerment, as well as the formation of democratic and responsible citizens. The National Education System Law clearly emphasizes that the purpose of education is not only limited to achieving academic achievement, but also to forming the next generation who have good character and personality. Implementing Pancasila values is also an important part of education, which includes knowledge, awareness, preparation and concrete action at school. The implementation of character education in schools must involve all parties, including the school community, parents, teachers and educators as a whole (Tambun et al., 2020). Character education has been an integral part of the national education system for many years, although an exact definition of it is often difficult to determine. However, its role is very important for the younger generation and the progress of the country itself. The principles of character education are reflected in Law no. 20 of 2003 concerning the National Education System, which emphasizes that national education aims to develop abilities and shape the character and civilization of a dignified nation. The main aim is to increase the potential of students to become individuals who believe, have faith in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. Teachers have an important role in creating students' interest in learning (Maulina et al., 2022). They are one of the key elements in the educational process, because without their presence, learning outcomes tend not to be optimal. An effective and quality learning process

involves various parties, especially teachers, students, parents and educational administrators, to achieve a high level of teaching effectiveness. Apart from being teachers, teachers also act as educators who provide motivation, values, ethics and attitudes to students, and contribute to the formation of their personalities. Teachers' responsibilities in developing students and building cultural and ethical values are part of efforts to realize the country's educational goals.

The role of teachers in the school environment involves providing role models for students, especially in preparing them to participate in community life. The success of education, which includes collaboration between educational institutions, parents and the community in shaping the learning process for students who face violations of values and norms, can be regulated by these various components. Teachers, who also act as substitute parental figures at school, have a big responsibility in providing teaching and instilling character values in students. Thus, teachers function as paternal figures in schools, helping to create a comfortable and open environment for students to interact with them. This allows teachers to encourage the development of students' individuality and guide them towards the discovery and formation of a good personality. Teachers in Pancasila and Citizenship Education (PPKn) subjects must have adequate competence to shape the character of students. They need to have sufficient abilities to carry out their duties responsibly and appropriately. To shape student character, Civics teachers need to develop personality skills, including perseverance and the ability to maintain the continuity of individual personality. Apart from that, Civics teachers are also expected to have moral values that are consistent with the various moral values held by students. The role of Civics teachers must cover the main aspects of civics, such as politics, law and morals (Bhughe, 2022). Regarding the morality aspect, teachers are examples and role models for students in maintaining time discipline, dress and other disciplinary behavior. Schools need educational facilities in the form of learning materials in subjects to develop Pancasila values, morals, attitudes and character in students. The Pancasila and Citizenship Education (PPKn) subject aims to shape the character of students as individuals with a civic mind. Through PPKn, students are assisted in developing civic mindsets and attitudes that reflect human values. Methodologically, PPKn functions as a pedagogical vehicle for developing students' affective, cognitive and psychomotor competencies, as well as providing proportional emphasis on Pancasila values in education. PPKn aims to shape the character of students so that they have a profile as Pancasila students.

The mission of Citizenship Education is to brighten the life of the nation, support the ideals of democracy, and build national character with noble morals. Meanwhile, the vision is to create an educational process that develops individual skills, and makes them intelligent, participatory and responsible citizens. Civics is tasked with preparing Indonesian citizens based on the values of Pancasila and the positive character of Indonesian society. Civics learning materials include Pancasila, the 1945 Constitution, the Republic of Indonesia, and Bhinneka Tunggal Ika, with the aim of forming students who have a sense of nationality and love for their country. Pancasila and Citizenship Education (PPKn) plays an important role in forming students' character, including manners and norms. The aim of PPKn is to create citizens who have morals, noble character, morality and obedience to rules, so that children can have quality personalities that meet expectations. Formation of student character based on Pancasila values, especially just and civilized humanity, emphasizing awareness of moral attitudes and appropriate behavior. Collaboration between schools and parents is very important in the development and formation of children's character. Teachers have the responsibility to teach and guide students to have good morals and behavior, as well as protect them from things that can damage their personality. Communication that is in accordance with community norms, morals and ethics is an important part of teacher guidance of students. Civics teachers must have multiple competencies, including perseverance and the ability to maintain the existence of personality, as well as paying attention to students' moral values.

Research Methodology

A qualitative approach can be used in research methodology to explore the role of Pancasila teachers in character formation in elementary schools. Researchers can analyze documents related to the Pancasila education program in elementary schools, such as Learning Implementation Plans (RPP), textbooks, and other school documents. This analysis can provide insight into the approach used by Pancasila teachers and how it is applied in shaping student character. However, it is important to consider that the choice of research methods must be adjusted to the research objectives as well as the availability of resources. Combining various research methods can be a more comprehensive approach to understanding the role of Pancasila teachers in shaping the character of elementary school students.

Result & Discussion

The following are the results of a review of several articles related to the topic of this research.

Table 1. Review Documents

Writer	Title	Findings
Henni Puji Astuti, Adinda Kadwi Laela Putri, Ary Delia Maqfiroh, Liftiya Ayu Lestari, Wawan Shokib Rondli	The Role Of Ppkn Teachers In Strengthening The Character Of Students In Panjang Kudus State 02 Primary School	The results of the research confirm the important role of Pancasila and Citizenship Education teachers in shaping the character of students at the Kudus 2 Panjang State Elementary School. Teachers are not only role models, but are also responsible for conveying values, morals and character material to students through Learning Implementation Plans (RPP). Even though there are obstacles, this research identifies supporting and inhibiting factors and provides solutions to increase learning effectiveness. It is recommended that teachers be more creative in designing learning and building good communication relationships with students. These findings provide an important contribution to understanding the role of Pancasila and Citizenship Education teachers in character education in elementary schools.
Mas Fierna Janvierna Lusie Putri , Faniya Putriani, Helna Santika, Krisnaufal Nadhif Mudhoffar, Natia Grashella Ananda Putri	The Role of Pancasila Education in Shaping the Character of Students in Schools	The findings from this research emphasize the vital role of Pancasila education in shaping the character of students in elementary schools. Through Pancasila education, students can develop a sense of nationalism, appreciate cultural diversity, and realize their rights and obligations as Indonesian citizens. The implication of this research is the need for increased attention to Pancasila education, both in the context of formal and non-formal education. Pancasila education needs to be implemented systematically and integrated into the curriculum, and supported by innovative and effective learning methods. This emphasizes the important role of Pancasila and Citizenship Education teachers in guiding students in understanding Pancasila values and applying them in everyday life.
Andi Nur Alvika, Imam Suyitno and Muh. Sudirman	The Role Of Ppkn Teachers In Forming Student Character At Sma Negeri 2 Jeneponto Kec. Tamalatea District. Jeneponto	The research found that the role of Pancasila and Citizenship Education teachers in shaping the character of students at SMA Negeri 2 Jeneponto was not optimal. Students feel bored because the material and assignments are monotonous. Teachers need to develop more effective learning strategies. Factors such as learning media, facilities, curriculum, teaching staff and school principals also influence the formation of student character. Students' self-awareness about the importance of independent character is lacking due to a lack of teacher involvement, minimal sanctions, and a monotonous learning process.
Wika Tri Hamidah , and Agus Satmoko Adi	The Role Of Citizenship Education Teachers In Building The Nationalism character of class viii students of smp negeri	This research highlights the important role of Pancasila and Citizenship Education teachers in developing Pancasila student profiles. Civics teachers are responsible for improving students'

	1 pucuk lamongan	personality competencies, making them good role models. However, teachers face several obstacles in this process. The proposed solution involves increasing teacher competency, implementing character-based learning strategies, and efforts to address emerging obstacles. This shows the important role of teachers in shaping the character of students in elementary schools through Pancasila and Citizenship education.
Endang Komara, Rodin Komarudin, Dewi Andiani Rahlan Santika	The Role Of Pancasila And Education Teachers Citizenship In Development Student Characters Through Pancasila Student Profiles	The research results show that Pancasila and Citizenship Education teachers have a key role in shaping the character of students to become Pancasila Students who are sovereign, independent and have personality. Teachers' efforts include increasing students' personality competencies and being a good example. However, they face obstacles such as lack of resources and challenges in implementing character-based learning.
Karolus Charlaes Bego	The Role Of Citizenship Education Teachers In Forming Student Character And Its Implications On Student Resilience	Research findings confirm that the role of Citizenship Education teachers has a big impact in shaping student character, especially in Ende Regency. Civics teachers are faced with four main obstacles, including low teacher quality, frequent curriculum changes, limited facilities, and inadequate welfare conditions. To improve their role, efforts need to be focused on increasing teacher competence in the pedagogical, personal, social and professional fields.
Ikhsan Fauzi Cahyo Pratomo, Muhammad Wafa Rifqia, Titin Sunaryati	The Role of Pancasila and Pride Education Teachers in Determining Student Character in Elementary Schools	Research findings show that Pancasila and Citizenship Education teachers have a significant role in shaping the character of students in elementary schools. They act as primary educators in the learning process, helping students acquire attitudes, information and skills that are consistent with the principles of Pancasila and good citizenship.

The Role of Civics Teachers in Forming Student Character in Elementary Schools

The role of Pancasila and Citizenship Education (PPKn) teachers in forming student character in elementary school is a crucial aspect in the educational process. These teachers play a major role in teaching, guiding, and instilling important character values in students. Some concrete efforts made by PPKn teachers in this regard are as follows:

1. **Implementation of Positive Attitude Values:** Civics Teachers actively encourage students to internalize and display positive attitudes, such as being polite, coming to school on time, and dressing according to school rules. For example, Civics teachers provide a direct example by being polite to students and giving warnings if students violate school rules regarding this matter (Pratomo et al., 2023).
2. **Guidance and Advice:** Civics teachers also provide guidance and advice to students individually and in groups. Through counseling methods, group formation, or discussions, teachers help students overcome problems, develop their potential, and correct behavior that is not in accordance with the desired character values (Charlaes, 2016).
3. **Collaboration with Parents:** PPKn teachers not only play a role within the school, but also work closely with students' parents. They hold meetings with parents to discuss the child's character development and provide suggestions to support the character formation process at home. This creates a synergy between the school and home environments in shaping student character (Komara et al., 2023).

4. Providing an Example: PPKn teachers act as examples and role models for students. They demonstrate behavior that is consistent with the values taught, both inside and outside the classroom. By providing examples, teachers help students understand and internalize these character values in everyday life (Hamidah & Adi, 2022).
5. Responsibility Development: Civics teachers develop a sense of responsibility in students through direct interaction and emphasis on the importance of carrying out obligations and tasks with discipline. Teachers provide an understanding of the importance of responsibility in maintaining politeness, discipline, and obeying school rules (Alvika et al., 2023).

Through these various efforts, PPKn teachers in elementary schools not only act as teachers, but also as mentors, motivators and role models for students in the process of character formation. With the active involvement of Civics teachers, it is hoped that students can grow into individuals with good character, high integrity, and ready to face challenges in life.

Challenges and Obstacles for Civic Education Teachers in Shaping Student Character in Elementary Schools

Civics teachers in elementary schools face a number of challenges in shaping student character, especially those related to non-compliance with school regulations. One of the main challenges is the absence of students who are often late for school. This shows students' lack of discipline in managing time, which is a key aspect in character formation. Civics teachers try to overcome this problem by providing warnings and motivation to students to attend on time according to the specified schedule. If this incident occurs again, they will impose educational sanctions, such as giving additional assignments, to increase awareness of the importance of discipline in everyday life (Fierna et al., 2023). Apart from that, the act of truancy is also a challenge that needs to be overcome by PPKn teachers. Students who skip school ignore school rules and do not appreciate the importance of education. Teachers apply strict school rules to students who play truant, providing appropriate sanctions, such as watering flowers or giving extra assignments on school grounds. These steps are taken to enforce discipline and strengthen students' character so that they understand the consequences of their actions and motivate them to behave better in the future (Puji et al., 2023). By enforcing school rules and imposing appropriate sanctions, PPKn teachers play a role in shaping student character to prevent negative behavior and strengthen positive values such as discipline, responsibility, and awareness of the importance of education. This effort not only aims to enforce school rules, but also to guide students towards better behavior and develop positive attitudes in everyday life.

Influence of School, Family and Community Environmental Factors

In the process of forming student character, PPKn teachers in elementary schools face challenges that involve environmental factors, be it the family, school or community environment. The family environment has a major role in shaping a child's character, because through social interactions at home, children become exposed to the values, attitudes and behavior instilled by their parents. However, there are obstacles when parents do not pay enough attention to their child's development, perhaps due to busyness or lack of good communication between parents and children (Cahyani & Anggraeni Dewi, 2021). Apart from that, the school environment also has a significant impact on the formation of student character. Compliance with school regulations and norms applied in the school environment is an important part of this process. Civics teachers are responsible for implementing positive attitude values, such as politeness and punctuality, as well as providing guidance to students in accordance with the established code of ethics. Even though the home and community environment also influences students' character, the Civic Education teacher at Inpres Hale Elementary School tries actively to shape students' character in the school environment by following the rules and setting a good example (Bhughe, 2022). Finally, the community environment also has a significant influence on children's character development. Interaction with peers, community culture, and mass media also shape students' thinking patterns and behavior. However, many parents hand over the responsibility for forming their children's character entirely to the school and the surrounding environment, without paying attention to the important role of the family environment in this process. Thus, developing student character requires collaboration between the family, school and community to create an environment that supports positive character growth for children.

Conclusion

The role of Pancasila and Citizenship Education (PPKn) teachers in elementary schools can be seen in their efforts to transform positive attitudes towards students, such as language politeness, compliance with school rules, and providing guidance and advice to students. However, they also face challenges and obstacles, such as students who do not comply with school rules, come late to school, and play truant. Environmental factors, whether from

school, family or society, also have an influence on the formation of student character. To overcome these challenges, several solutions have been implemented. The principal and teachers implement character education for students to form a disciplinary attitude. Parents of students are asked to provide supervision, guidance and educate their children in instilling character values. Apart from that, students are also asked to obey school rules, accept advice from teachers, and form good character. Researchers also provide recommendations for further research, including more in-depth field research and serve as references for future research. With collaboration between schools, parents and students, it is hoped that student character formation can run more effectively and have a positive impact on their future.

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