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INTEGRATION OF EDUCATIONAL VALUES IN LEARNING CITIZENSHIP

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Abstract

The aim of this study about role of deep integration diverse background behind social own potency for grow trust and become social capital carried by responsible individuals answer. However, on the other hand, globalization pampering public with various importance, especially in Indonesia. Research methods used in the article is a Literature review. Research result showing that Citizenship Education is very supportive education character in carry out the learning process in class. Citizenship Education (Pkn) brings life return character appropriate citizens with Pancasila values, such as devotion, faith, honesty, caring and ethics or polite polite. Citizenship Education (PKn) is the right means for implement values education character to participant educate.

Keywords : Integration, Education, Learning, Citizenship

Introduction

Education is effort For possible man develop potency himself through the learning process or other methods accepted and recognized by society. Apart from that, education also has their respective roles in the field, incl education citizenship and Pancasila, which teaches various mark like morality, belief to god, life social, and harmony interethnic and cultural. Education basically own objective main for form character participant education (Rachman et al., 2021). This goal is reflected in Constitution Number 20 of 2003 concerning National Education System, esp in Article 3 which confirms that education national aim for develop and shape character as well as civilization dignified nation, with objective main enlighten life nation. Education is also purposeful for develop potency participant educate so that they become a man of faith and piety to God Almighty, have morals noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens answer. With so, you can concluded that objective education for everyone The level is very focused on formation character participant students (Dewantara, Hermawan, et al., 2021). Education also plays a role as guide for moral development in children, such as teach they about limitation talk and stay away hurtful behavior friends they are different. Because at its core, education no only about the teaching process, but also about apply values that have been studied, the same importance. Everyone knows that Indonesia is a rich country diversity ethnicity, culture, language region, ethnicity and religion. This diversity is inheritance from history struggle of the founders nation and ideals together that unites. Although this diversity sometimes bring up conflict between individual or group, however matter the no make we split split. On the contrary, this is precisely the diversity strengthen bond brotherhood, unity, and unity in the middle society and state. Important for we for introduce this diversity to children since early order them can appreciate and love difference. Important for we for understand that in environment education , one student must own ability for develop attitude each other honor, and work the same with people who adhere to different religions and beliefs. The most effective approach is through education, in particular education citizenship. Civic education is one of the core program aims for increase dignity humanity and progress the Indonesian nation towards achieved ambition national. Therefore it, through eye Citizenship Education lessons, students expected will own consciousness and will For behave in accordance with Pancasila moral values in life everyday, without reduce importance field studies other. Therefore that 's education citizenship must give

significant contribution, because own close relationship with effort coaching harmony social in a way practical. Character building consists of two words, viz education and character. Education is effort hard for increase character and thinking individual, with objective promote harmonious life with nature and each other man. Knowledge is need essential for achieve a glorious future (Dewantara, Nurgiansah, et al., 2021).

These efforts includes the acquisition process later knowledge applied in life daily for reach functional life. Character can interpreted as characteristic innate, heart, soul, personality, mind character, behavior, personality, character, character, temperament and character individual. Character covers whole nature and disposition which are already mastered in a way stable, decisive behavior and manner think somebody in life daily. According to Zainal and Sujak (2011: 2), character refers to a group attitudes , behavior , motivation , and skills. The origins of the word " character " come from from Greek meaning " to mark" or marking, and its focus is on implementation values kind in action or behavior everyday (Nurgiansah, 2021d). Application education characters integrated into each eye lesson is one of necessary aspects noticed in a way special . Activity Study teach in every eye lesson can integrate values character who wants achieved in each stages, start from planning, implementation , up to evaluation , incl in learning Citizenship Education (PKn) (Nurgiansah, 2021b). Especially in this is, role eye lesson Civics as the leading sector of education the characters are very clear must combine values character in the learning process teach, because matter the has outlined in a way detailed in objective learning Civics , namely : forming morals that can reflected in life everyday, like reflecting behavior faith and piety to God Almighty within a society of diverse religions, diverse behavior just and civilized humanity , supportive behavior unity nation in diverse society variety interests, supportive behavior democracy first interest together above interest individual or group through deliberation and consensus, as well supportive behavior effort realize justice social for all Indonesian people (Nurgiansah, 2020d). Based on objective that, we can understand that Citizenship Education (PKn) learning should be load values character in a way comprehensive. However, the problem is that researchers meet in the field is practice education in learning more civics focused on achievement objective cognitive or knowledge just. Aspect related affective with formation character or attitude student tend ignored. So, it is necessary repair in approach learning Civics for build character students , begins from stage planning, implementation, up to evaluation (Nurgiansah, Hendri, et al., 2021). We must capable compile plan learning, implementing it, and evaluating it with way that can be internalize values character, because formation character no enough only with delivery knowledge , but also requires development active. As stated by Hermann (Budimansyah, 2010: 68), " value No only taught or obtained, but learned." This is important done so that educators can produce kids who don't only intelligent in a way academic, but also has strong character (Nurgiansah et al ., 2020). With refers to a number problems that have outlined above, I motivated for do study about " Integration of Educational Values in learning Citizenship ".

Research Methodology

This research method is *Literature Review* or review References. *Literature review* is description about theory, findings and materials other research obtained from loud noise reference for made base activity study. *Literature review* is something search and research literature with method read and study various journals, books, and various script publication other related things with topic study for produce a related article with something topic or issue certain (Marzali, 2016). Good literature review must nature relevant , up-to-date and adequate. Base theory, review theory, and review References is a number of method For conduct a literature review.

Result & Discussion

From the results search documents that have been published in journals so withdrawal conclusion can seen as following :

Table 1. Review Documents

Writer	Title	Research methods	Findings
Sauda Bukoting (2023)	Character Education in Citizenship Education Learning For Develop Character Student Elementary school	Qualitative Descriptive	Learning Civics help student in develop attitude positive to self yourself, other people, and the environment around, through learning Civics , students can Study about important moral and ethical values in life everyday, formation values

			citizenship, learning Civics involve understanding about rights, obligations and responsibilities answer as good citizen. Educational integration character possible student For learn and apply values citizenship, like participation active in activity society, appreciation to differences, and respect to state symbols , development Skills social , learning Civics can become the right container For develop Skills social student. Educational integration character in learning Civics possible student for Study about cooperation, communication effective, and tolerant to difference .
Putu Ida Arsani Dewi (2021)	Development of Integration of Multicultural Education Values in the Educational Learning Process Citizenship at SMP Negeri 2 SINGARAJA	Qualitative Descriptive	Evaluation carried out by educators must planned, integrated, comprehensive, consistent, programmed and sustainable. With this evaluation, is expected educator can (a) know existing competencies achieved participant educate (b) improve motivation Study participant educate, (c) deliver participant educate reach existing competencies determined, (d) improve learning strategies and (e) improve accountability school. For students who mark the repetition Not yet meet the KKM then must remediation is carried out, researchers meet that remedial implementation carried out by Civics teachers That through enrichment moreover first on the wrong answer , then given question who knows old questions or new question but no deviated from material at the moment That tested .
Rizal Fahmi1 (2022)	Cultural Values and Character Nation in the Pancasila and Citizenship Education Curriculum	Qualitative Descriptive	Value integration culture and character nation is very important enter in curriculum learning , because participant students who understand culture and nation , in general direct He will understand himself alone and capable grow nationalism and patriotism . By empirical , Pancasila and Citizenship Education curriculum Already enter values culture and character nation in the learning process . To be more optimal, require teacher's ability to can apply in a way innovative and interesting attention participant educate in the learning process so that can reach the goal For form character good citizen .

Integration of Educational Values in learning Citizenship

By general, education citizenship own objective for build Indonesian people to be able build and realize Pancasila society, which often called as public socialistic-religious (religious). This is in line with objective education national according to Article 3 of Law no. 20 of 2003 concerning National Education System, which confirmed that objective education national is enlighten life nation and develop Indonesian people in general comprehensive. Indonesian people are expected own faith and piety towards God Almighty, Budi character noble, knowledge and skills, health physical and spiritual, a stable and independent personality, and a sense of responsibility responsible and caring to public. Function education national, as arranged in Article 3 of Law no. 20 of 2003, namely for develop ability and form character as well as civilization dignified nation, with objective end enlighten life nation. According to Soemantri (2001), eyes Citizenship Education (PKn) lessons are an educational program that prioritizes democracy politics filled with sources knowledge others, as well influence positive from education in schools, society, and parents. All that processed for train students to be capable think in a way critical, analytical, as well behave and act in a way democratic in prepare life democracy based on Pancasila and the 1945 Constitution. Azis Wahab also agrees, considering Civics as tool strengthening teaching Indonesian identity in students in a way conscious, intelligent and responsible answer. Therefore that's the Civics program covers concepts general about state administration, politics, state law, as well as theories other general appropriate with objective (Cholisin, 2013). By principle, Citizenship Education (PKn) aims for prepare generation young with adequate skills in face diverse aspect life. Ability think critical, responsible answer, as well own democratic attitudes and actions become base in formation character nation. The main purpose Civics is for push accompanying participation with reasoning and responsibility answer full in life politics by compliant citizens values and principles base democracy Indonesian constitution (Wahab & Sapriya, 2011). Effective and responsible participation answer need understanding on various knowledge knowledge, skills intellectual, as well ability for role active. This also involves development disposition or characters certain things that strengthen it ability individual for participate in the political process and support repair social and system healthy politics. Civics give hope For guide generation young to have appropriate behavior with objective Civics, which in turn will bring nation going to desired character through vehicle Civics. With give adequate provisions through material studied by participants education, civics contribute in realize hope new in build nation. Teaching Civics own typical role Because more emphasize the problems complex and difficult social situations for confirmed with appropriate. Basic idea in Civics is form the ideal citizen corresponds with principles citizenship, who is faithful and devout to God Almighty, have good character, knowledgeable, and has Skills in finish problems social (*social life skills*). Educational integration citizenship own impact significant positive impact on development character student. Teachers who active integrate values character in the learning process capable create supportive environment for formation character student. The students also showed change positive in their attitudes, behaviors, and values learn and internalize through learning entering nationality education character. Educational integration citizenship No only help student understand concepts citizenship, but also shaping character they as responsible individual responsible, tolerant and caring to environment and each other. character building give strong foundation for student in face various moral and ethical challenges in life daily.

Implementation of Character Education Through Citizenship Education

Commitment national to necessity education character reflected in Law no. 20 of 2003 concerning National Education System, esp in Article 3. The article state that objective education national is for develop ability and form character as well as civilization dignified nation, with objective main enlighten life nation. This article confirms that education national aim for optimizing potency participant educate so that they become a faithful and devout individual to God Almighty, have morals noble, health physical and spiritual, skills, creativity, independence, as well as become democratic and responsible citizens answer. With Thus, this law confirms importance education character as an integral part of education national aims for form qualified and contributing individuals positive for nation and state. From here, you can concluded that target main education character generally is all over citizen, with focus especially for participants educate in each level education. Participant educate considered as generation successor basically a nation is citizen potential yet fully mature, and because that 's them need education For realize rights and obligations as citizen. On the other hand, society really hopes that the next generation young prepared for become citizens who play a role active in life social and political, responsible responsible, civilized, have good ethics, respect for others, and ownership positive character other. One of most effective container for strengthen values this character is through Citizenship Education (PKn), where values education character integrated into curriculum Civics through various learning processes. Value integration education character is something purposeful system for embed values character to all over member school, which

includes understanding, awareness, and action for apply values the in connection with Almighty God (YME), self themselves, each other, the environment, and the country, so become perfect human. A number of important value for developed in education character including devotion, faith, honesty, caring and ethics. If value education character applied through Civics, then can identified that values integrated characters in Civics consists from mark character principal and value character main. Character value principal Civics aim for create participant religious, honest, intelligent, tough, democratic and caring students. Whereas mark character main Civics aim for create participant Educate nationalists, obey the rules social, appreciative diversity, be aware will rights and obligations self and others, take responsibility answer, think logical, critical, creative, innovative, and independent. Values character this main can developed in a way more wide for strengthen role Civics as means education effective character. Until currently, Citizenship Education has become the part that doesn't inseparable from instruments and practices education national in effort enlighten life Indonesian nation through approach "value-based education" or education based mark. Configuration or framework systemic Citizenship Education based on paradigms as following :

1. By curricular, Citizenship Education designed as eye purposeful lessons for develop potency individual to become Indonesian citizens who own morals noble, intelligent, participative , and responsible answer
2. By theoretical, Citizenship Education designed as eye lessons that include dimensions interrelated cognitive, affective and psychomotor integrated in context of ideas, values, concepts and morals of Pancasila, democracy and spirit defend the country
3. By programmatic, Citizenship Education designed as eye lessons that emphasize the content contained values and experiences Study through various necessary behavior realized in life everyday, as guide for internal citizens life society , nation and state

Next , for implement education character through Citizenship Education in every type and level education , yes done with steps following :

1. Character building integrated in every material Civics , so every topic presented in Civics give emphasis on values character. Educator compile plan learning with hook behavior character on indicators and goals learning , as well Civics teaching materials
2. Implementation learning Civics done with enter material about mark character in the learning process, which consists of from stages introduction, main activities, and conclusion. At stage introduction, behavior character be delivered through experience daily participant educate or relevant situation. Next , in core activities, values character be delivered through example or task so that participant educate can study about values character together. At stage closing, results learning character concluded, and participants educate given understanding about necessary behavior they develop after learn draft character. With thus, in the learning process civics , educator responsible answer for form character on each participant educate
3. Evaluation learning Civics done with apply evaluation to formation character. Through task weekly focused on improvement character or attitude given to participant educate, get it observed changes and improvements character in a way gradually every the week. With observe results observation during activity learn, can seen change positive attitude. As example, for form character not quite enough Answer, participant educate those who don't participate in Work group can given agreed punishment together as part from learning character

Based on the grand design of education character in 2010, there were four inner pillars environment school that became receptacle main for planting values character. One of from these four pillars is activity teaching and learning in the classroom, which is expected integrated with Good in every eye lessons, including Citizenship Education (PKn). Every eye lessons taught expected give impact in formation character students , okay in a way direct (impact instructional) or No direct (impact accompanist). Civics is one of eye rich lessons values character and should become a leading sector in learning character. Therefore that's the goal assigned character in learning Civics should no only focuses on impact accompaniment, but also on impact instructional who wants achieved. However, in reality, Civics often considered not enough important Because often only focuses on activities memorize material and lacking capable operate role as a leading sector in education character . At stage planning learning, important for prepare syllabus and Plan Implementation Learning (RPP) with Good. Therefore that, deep this research was carried out analysis to syllabus and lesson plans prepared by teachers for support learning Civics with character in the classroom. Planning learning contained in the RPP has role big in success education character in the learning process. The opinion expressed by Mulyasa (2013 : 82) confirms this that RPP has two functions important in support education Characters at school :

1. Function planning : RPP encourages teachers to more ready in operate activity learning, shaping competence, and character participant educate through careful planning .

2. Function implementation : RPP must arranged in a way systematic and comprehensive For succeeding implementation education character at school. This lesson plan is a must can customized with conditions and needs neighborhoods, schools, and regions. This shows that a teacher is necessary make planning good and correct learning, with consider various relevant aspects.

With thus, learning Citizenship Education expected can prepare the participants educate for become citizens with character, morals noble, intelligent, participative and responsible answer. The role of RPP in support education this character is very important in carry out the learning process in class.

Conclusion

Citizenship Education (Pkn) aims for turn on return character appropriate citizen with Pancasila values, such as devotion, faith, honesty, caring and ethics or polite polite. Citizenship Education (PKn) is one of them the right means For implement values education character to participant educate, because objective main Civics is create participant democratic and characterful education in accordance with Pancasila values. Therefore that 's education character in a way appropriate applied through Civics in form morals generation young .

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