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IMPLEMENTATION OF CIVICS LEARNING IN LIFE SOCIALIZING WITH STUDENTS

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Abstract

This research aims to determine the implementation of Civics learning in the social life of students. The method used in this research is the descriptive method. The data collection method used is observation, written tests, questionnaires and documentation. The parameters used are student behavioral activities which include, reflect, the values of Civics learning that are obtained and implemented in the social life of students both in the classroom and outside the classroom, which has been implemented well, because learning is able to provide Civics values directly in the environment and the lives of the students themselves so that the students themselves can interact with each other in their daily lives. Based on the results, there are statement results that show the percentage of students who answered in the affirmative. So that parents and teachers work together to improve the ability of students to form social characters in their lives.

Keywords : Implementation of civics learning in social life

Introduction

Citizenship education is a subject that focuses on the formation of citizens who understand and are able to carry out the rights and obligations to become Indonesian citizens who are intelligent, skilled and have the character guaranteed by Pancasila and the basic law of the Republic of Indonesia in 1945. Citizenship education in Indonesia It is hoped that it will be able to prepare students to become citizens who have a strong and consistent commitment to maintaining the unitary state of the Republic of Indonesia (Fatma, 2014: 13). Achieving learning goals cannot be separated from the main role of a teacher. A teacher is not only required to convey knowledge, but also must be able to create a conducive learning atmosphere so that the learning process can take place actively. Based on these considerations, a learning approach is needed that is able to involve student participation as a whole so that the power of teaching and learning is not only dominated by certain female students. Civics subjects in elementary schools are subjects that are full of active content. To be able to develop students' active attitudes to the maximum, the learning process that takes place should not only come from books. The learning that takes place is as much as possible able to provide a real learning experience that students can get directly. One of the sources that can be utilized in civics learning in elementary schools is the environment. The environments that can be used for civics learning in elementary schools are nature, the social environment and the cultural environment. There is variation in the learning process if the teacher can show changes in teaching style, the media used changes, and there are changes in patterns of interaction between student-teacher, student-teacher, and student-student.

Understanding citizenship education (PKN)

Citizenship education in Indonesia, and Asian countries as well as in general, places greater emphasis on moral aspects (individual character), national identity and international perspectives. In this regard, Law no. 20 of 2003 concerning the national education system has observed the importance of Indonesian language education, religious education and citizenship education in every type, path and level of education in Indonesia. At the basic and state education levels, the substance of citizenship education is combined with Pancasila education so that it

becomes Pancasila and Citizenship Education (PKN).). The definition of citizenship education according to the National Education Metrics Regulation No. 22 of 2006 concerning standard content for basic and secondary education units is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and Indonesian citizens. The character is regulated by Pancasila and the 1945 Constitution of the Republic of Indonesia. According to Beronson (2011:32) civic education in democracy is education for the development and strengthening of autonomous government (self-governance). Autonomous democratic government means that the state is actively involved in its own government, they do not just accept other people's dictation with the development of civic education. Based on the opinions above, it can be concluded that citizenship education is a subject that directs students to become citizens with Indonesian national character, intelligent, skilled and responsible so that they can play an active role in society in accordance with the Pancasila provisions of the 1945 Constitution of the Republic of Indonesia.

History Of Citizenship Education (Pkn)

Historically, citizenship education is closely related to the term "civic" from Greek, which is a civil population that practices direct democracy in a city state or police. Civic is a branch of political science that discusses and contains the rights and obligations of citizens. Civic education began to be introduced in United States in 1790 in order to "Americanize" the American nation or what is known as the theory of American canization. In Indonesia, there are various terms that have appeared in the curriculum, namely: in 1957 it was known as citizenship which only discussed how to obtain and lose citizenship. In 1961 it was known as civics which discussed national history, the history of civil society, the 1945 Constitution of the Republic of Indonesia, state speeches, the development of the president, the development of national unity and unity. In 1968 it became known as citizenship education. In 1975 it was known as PKN. In 2004 it was changed again to the terms includes, unity and unity.

Aims of citizenship education (pkn)

The aim of citizenship education in national education regulation number 22 of 2006 concerning content standards for primary and secondary education units. The aim is for students to have the following abilities: (1) think critically and rationally in dealing with citizenship issues. (2) participate actively and responsibly, and act intelligently in social, national and state activities and/anti-corruption (3) develop politically and democratically to form based on the characters of Indonesian society so that they can live together with other nations.

Implementation of Civics learning in elementary schools

Civics learning is essentially a process of interaction between students and their environment, so that changes in behavior occur for the better. Civics learning is an actualization of the curriculum which requires teacher activity in creating and growing student activities in accordance with the plans that have been programmed. Teachers must be able to make decisions regarding appropriate research basis when students have not been able to form basic competencies, whether learning activities are stopped, the method is changed or the previous learning is repeated. Learning is an effort to help students or students achieve changes in cognitive structure through understanding. Humanistic psychology, learning is the teacher's effort to create a pleasant atmosphere for learning (enjoy learning) which makes students called to learn (Darsono, 2000; 24-25). Meanwhile, the concept of learning according to cybernetic theory is information processing as if this theory has similarities with cognitive theory, namely emphasizing the learning process rather than learning outcomes (Budiningsi, 2005; 80-81). The learning process is indeed important in cybernetic theory, but what is even more important is the information system in the process that students will learn. This information will determine how the learning process will take place, which is largely determined by the information system being studied.

Socialization

In general, socialization is a learning process carried out by an individual to behave based on the boundaries that already exist and are recognized in society. Or the definition of socialization is a unit of process in an individual's life to learn various kinds of habits such as ways of living, values. existing social values and norms are accepted by society (Winarno, 2011:23).

Socialization at school

Schools play an important role in the process of children's socialization, even though schools are only one of the institutions responsible for children's education (Sugeng, 2012: 16). Children experience changes in social behavior after they enter school. At school he experienced a different situation. He was no longer the child who

was treated special by his parents at home. But just one of dozens of other students in the class. In this way, the sense of egocentrism is reduced and replaced by social behavior. At school children learn to adapt to their social environment. School is an institution where children are given intellectual education, namely preparing children for further schooling. Apart from being aimed at intellectual aspects, moral, religious and social aspects also require special attention.

Socialization Objectives

There are several goals of socialization in society, including (Winarto, 2010: 12): (1) To know the values and norms that exist in society, so that later it can be used as knowledge necessary for survival in society as a member of society (2) To help control various organic functions, which are learned from good and proper introspective practice (3) To know the social and cultural environment, both where an individual lives and a new social environment so that he or she becomes accustomed to the values and norms that apply in society (4) To practice good communication skills and develop other abilities such as the ability to tell stories, read and write.

Socialization Function

The socialization process in society has 2 main functions (Sayuti, 2014: 34), including:

- a. In terms of individual interests
Socialization aims to enable an individual to recognize, recognize and adapt himself to the values, norms and social structures found in society
- b. From the perspective of community interests
Socialization aims as a tool for preserving, disseminating and passing on the values, norms and beliefs found in society. So that these values, norms and beliefs can be maintained by all members of society.

Socialization media

There are several media that are the main intermediaries in the human socialization process, (Sayuti, 2014:37) including:

- a. Family
Family is the initial medium of a socialization process. As soon as a baby is born, he is in contact with his parents, older siblings, and possibly siblings. As a newly born family member, he is very dependent on the protection and help of his family members. This initial socialization process begins with the process of learning to adapt and following everything taught by people around the family environment, such as how to eat, talk, walk, and learn to act and behave.
- b. Friends
Playmates are the next socialization medium, because playmates are the socialization medium after family. As a child, someone will learn to interact with people their own age. During the socialization process with friends, a child will learn new norms and values. In adolescence, play groups develop into wider friendship groups. This development is due, among other things, to the increasing scope of teenagers' social interactions, both at school and outside school. Friends and friendship are social groupings that involve people who are on relatively close terms with each other.

Research Methodology

The research approach used in this research is qualitative research. This type of research is descriptive (descriptive research), namely an investigation that is used to solve problems that exist today in accordance with the situation according to the title of the discussion, and the problems described are things that are still alive and developing.

Result & Discussion

Results of Observations on the Implementation of Civics Learning in Student Socialization Activities/Activities in the Classroom

The researcher saw that student socialization activities/activities in the classroom in participating in the teaching and learning process were very good. Because, for every aspect that is assessed, there are many categories of very good and good and the teacher has carried out the process well and optimally.

Results of Observations on the Implementation of Civics Learning in Student Socialization Activities/Activities Outside the Classroom

The results of the author's observations in the field show that the Civics teaching and learning process has been running effectively and efficiently, because it has been supported by professional teaching staff and the time available is sufficient and the material presented about the student socialization process in life has many examples in the student environment, only a slightly more detailed and maximal explanation is needed from the teacher so that students are able to apply the material they have learned at school to the students' own living environment. Seeing that student socialization activities/activities outside the classroom in participating in the teaching and learning process are very good. Because, for every aspect that is assessed, there are many categories of very good and good and the teacher has carried out the process well and optimally. The implementation of PPKn education in elementary schools is running as it should. This is proven by the fact that some students have followed the rules set at school and succeeded in achieving learning mastery. However, it must be acknowledged that not all teachers are able to adapt learning material to the real world. This is due to differences between the teachers in understanding the material that will be given to students in accordance with the reality in the field as well as the use of learning methods by the teachers themselves. Therefore, the process of implementing Civics learning in students' social life must be in accordance with the real conditions in the student's environment so that students are able and ready to implement Civics learning material in their lives.

The results of the author's observations in the field show that the Civics teaching and learning process has been running effectively and efficiently, because it has been supported by professional teaching staff and the time available is sufficient and the material presented about the student socialization process in life has many examples in the student environment, only need a slightly more detailed and maximum explanation from the teacher so that students are able to apply the material they have learned at school to the student's own living environment. Meanwhile, social life inside and outside the learning environment for students is an important part of Civics learning in educational institutions. because this concerns the lives of citizens with citizens or fellow citizens because humans in their lives need each other, without help from other parties a person's life will not be optimal. Meanwhile, the process of implementing Civics learning in social life for students has been carried out well because the number of students' learning completeness scores is greater when compared with students who are able to apply Civics learning material in social life in society compared to students who have not been able to implement it in social life. their personality.

Conclusion

The implementation of Civics learning in the social life of students has been carried out well, this is done because the Civics teacher in providing Civics learning material to students is also accompanied by the use of learning methods that are adapted to the learning material and also the Civics teacher in providing the learning material directly links it to real life. real in the students' own environment so that in everyday life, students find it easy to get along and interact with each other and also the success of teachers in implementing Civics learning in the social life of elementary school students is the number of students who receive good or even excellent assessment predicates at home and abroad. outside the learning environment, although there are still some students who still need further guidance so that they can easily understand the learning and be able to apply it in everyday life.

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