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INTEGRATION OF CHARACTER EDUCATION IN CITIZENSHIP EDUCATION LEARNING TO DEVELOP THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This research aims to find out the values or sense of humanity of society in this era of globalization. This research uses the Literature Review method or literature review by searching several research results from journals that are relevant or in accordance with the problems being studied from several indexers such as Google Scholar, Basicedu, Garuda, Sinta, and so on. This method is a term commonly used to indicate a reference to a particular research or research method with the aim of collecting and evaluating research priorities related to a particular topic. The method in this literature review can be carried out systematically but still follows existing protocols. The research results will be carried out to evaluate the effectiveness of integrating character education in citizenship learning in developing the character of elementary school students. Research findings will be presented comprehensively and provide recommendations for developing character education in elementary schools.

Keywords : Character Education, Education Citizenship, Integration, Primary School

Introduction

Character education and citizenship education are two important aspects in the educational process which aims to shape the character and citizenship awareness of students in elementary schools. Character education emphasizes the development of strong moral, ethical and personality values, while citizenship education focuses on understanding the rights, obligations and role of a good citizen. The integration of character education in citizenship education learning in elementary schools is a relevant and effective strategy in developing students' character holistically. Through this approach, students are not only given knowledge about civic values, but are also invited to internalize positive character values that can form good and responsible individuals. The importance of integrating character education in citizenship education learning lies in efforts to create a young generation who have strong character, high morals, and an awareness of their roles and responsibilities as citizens. Thus, this journal aims to explore the concepts, benefits, implementation strategies, and impacts of integrating character education in citizenship education learning in elementary schools. With a deep understanding of the integration of character education in the context of citizenship education, it is hoped that educators can make a significant contribution in shaping the character of students who have integrity, care about the environment, and are ready to become agents of positive change in society.

Research Methodology

The research method in this article uses a literature review method by searching for several research results from journals that are relevant or in accordance with the problem being studied from several indexers such as Google Scholar, Basicedu, Garuda Sinta, and so on. This method is a term commonly used to indicate a reference to a particular research or research method with the aim of collecting and evaluating research priorities related to a

particular topic. The method in this literature review can be carried out systematically but still follows existing protocols, namely the subjectivity of research (Fauziyah & Sugiarti, 2022). Snyder (2019: 339) concluded that literature reviews have a role as a basis for various types of research because the results of literature reviews provide an understanding of the development of knowledge, a source of stimulus for policy making, spark the creation of new ideas and are useful as a guide for research. According to Wahyudin & Rahayu, (2020) several researchers who have conducted research with System Literature Review (SLR), define SLR as follows:

- a) SLR is a way to identify, evaluate and interpret all available research on a specific research question, or topic area or phenomenon of interest.
- b) SLR is an evidence-based approach to searching for studies that are relevant to several predetermined research questions by selecting, assessing, and synthesizing findings to answer research questions.
- c) SLR is a technique for analyzing the state of the art in a particular field of knowledge by formally defining the problem statement, sources of information, search strings, inclusion and exclusion criteria in the papers found
- d) SLR is a research technique used to study or identify the population of elementary school students who will be research subjects. Representative sampling from the population to ensure generalization of research results.

Data collection is carried out through direct observation, interviews, questionnaires, or prepared character tests. The collected data will be used to analyze the effectiveness of integrating character education in citizenship learning. By using appropriate and systematic research methods, it is hoped that this journal can provide a valuable contribution to the understanding of the integration of character education in citizenship education to develop the character of elementary school students.

Result & Discussion

Regarding the data obtained in the research results, it includes several explanations such as student character education, citizenship education, implementation of character education through citizenship education, character education in the context of citizenship education, implementation of the integration of character education in citizenship education learning in elementary schools, effective learning approaches in integrating character education in citizenship education learning, integration of character education values in learning, appropriate character values integrated into citizenship education subjects in elementary schools, integration of character education values into elementary school Civics learning, which in educating a student must behave well and be an example or guideline so that when educating or training students it is easier to follow and students can become even better in the future. The research results show that the integration of character education in citizenship education learning has a positive impact in developing the character of elementary school students. Based on the data analysis carried out, there was a significant increase in various aspects of student character after implementing the integration of character education, including values such as honesty, discipline, responsibility and cooperation. The character of students needs to be built from an early age to prepare the young generation for the future of the nation and state. Regarding citizenship education here, it can play an important role in building the character of students and citizenship education can also have an influence on the process of character development in students. One means of implementing the values in character education for the younger generation is through citizenship education.

Citizenship education is expected to be able to revive the character of students who are increasingly deteriorating towards character that is in accordance with the values of Pancasila. Integrated character education in the learning process is the introduction of values, facilitating awareness of the importance of values in students' daily behavior through the learning process both inside and outside the classroom in all subjects. Integrating character values into elementary school Civics learning can be done by including character values in the Syllabus and RPP. In including character values in the Syllabus and RPP, the thing that needs to be done is to understand the substance of the SK and KD. Character education is directed at placing emphasis on certain values, such as respect, responsibility, honesty, caring and fairness and helping students to understand, pay attention to and implement these values in their own lives. Therefore, developing student character at school is very important considering that this is where students begin to become acquainted with various fields of scientific study. Apart from that, the research results also show that the integration of character education in citizenship learning is able to increase students' awareness of their roles and responsibilities as good citizens. Students become more concerned about the environment, more proactive in social activities, and better understand democratic values and human rights.

Character building

Character education is a form of human activity in which there is an educational action intended for the next generation (Kusuma, 2007). The aim of character education is to shape the individual's self-improvement continuously and train one's abilities towards a better life. Wynne (quoted by Zuchdi, 2009), states that the term character is taken from Greek which means "to mark". This term is more focused on how to apply good values in the form of actions or behavior. Furthermore, Wynne said that there are two understandings of character. First, character shows how a person behaves. If someone behaves dishonestly, cruelly or greedily, that person certainly manifests bad behavior or has bad character. On the other hand, if someone behaves honestly, likes to help, of course that person manifests noble character. Second, the term character is closely related to "personality". A person can only be called a person with character if his behavior is in accordance with moral rules (Zuchdi, 2009). Therefore, according to Lickona (1992), good character education must involve not only the aspect of "knowing the good", but also "desiring the good" or "loving the good" and "acting the good". Apart from that, character according to Suyanto (2009) is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation and state. Furthermore, it is also said that character is "the combination of qualities and personality that makes one person or thing different from others" (in Hidayatullah, 2011).

Apart from that, in the general Indonesian dictionary, character is defined as character, character, psychological traits, morals or manners that distinguish a person from others. Thus, in general, character can be said to be a way of thinking and behaving that is characteristic of each individual for living and working together, both within the family, community, nation and state. Psychologically and socioculturally, the formation of character in an individual is a function of all individual human potential (cognitive, affective, cognitive and psychomotor) in the context of social and cultural interactions (in the family, educational unit and society) and lasts throughout life. The character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and emotional development. creativity development). Cultivating the heart regarding feelings, attitudes and beliefs produces an honest and responsible character. Thinking is related to the reasoning process to seek and use knowledge critically, creatively and innovatively to produce intelligent individuals. Sport is related to the process of perception, readiness, imitation, manipulation and creation of new activities accompanied by sportsmanship resulting in a clean, healthy and attractive attitude. The exercise of feeling and intention regarding will and creativity which is reflected in concern, image and creation of newness produces care and creativity. The birth of character education can be said to be an effort to revive the spiritual ideal. The main aim of character education is to shape the character itself, because character is an evaluation of a person or individual and character can also provide unity and strength in taking a stand in every situation. Character education can also be used as a strategy to overcome ever-changing experiences so as to form a strong identity for each individual. In this case it can be seen that the aim of character education is to form attitudes that can lead us towards progress without having to conflict with applicable norms. Character education is also used as a vehicle for socializing the character that every individual should have in order to make them individuals who are of maximum benefit to the surrounding environment. In the context of a nation, character is interpreted as the virtues that are inherent in each individual citizen and then manifest as the personality and collective identity of the nation.

Character functions as a mental and ethical strength that encourages a nation to realize its national ideals and display comparative, competitive and dynamic advantages among other nations. Therefore, in this sense, Indonesian people with strong character are people who have the following characteristics: religious, moderate, intelligent and independent. A religious nature is characterized by an attitude of life and a personality that is devout, honest, trustworthy, generous, mutually helpful, and tolerant. A moderate nature is characterized by an attitude of life that is not radical and is reflected in a personality that is intermediate between individual and social, materially and spiritually oriented, and able to live and cooperate in plurality. Intelligent nature is characterized by a rational attitude to life and personality, love of knowledge, openness and forward thinking. An independent attitude is characterized by an independent attitude to life and personality, high discipline, thriftiness, respect for time, tenacity, entrepreneurship, hard work, and having a high love of nationality without losing the orientation of universal human values and relations between the civilizations of nations. According to Kaelan (2010), to build a strong Indonesian national character, it must essentially be based on the nation's philosophical foundations. The Indonesian people have determined the path of national and state life based on a state "khitoh", philosophical background or basic state philosophy, namely Pancasila. Therefore, state political ethics as a prerequisite for forming national character needs to be based on the basic values of Pancasila. Because as the basis of the state,

Pancasila is not a preference, but rather an objective reality of the Indonesian nation and state, which has a legal, juridical, philosophical, political, historical and cultural basis.

Civic education

Citizenship Education is taken from the term Civic Education, and is translated by some experts into Indonesian as Citizenship Education and Citizenship Education. The term Citizenship Education is represented by Azyumardi Azra and the ICCE Team (Indonesian Center for Civic Education), while the term Citizenship Education is represented by Zamroni, Muhammad Numan Soemantri, Udin. S. Winataputra, and the CISED Team (Indonesian Center for Civic Education). Rosyada, (2000) expressed the opinion that, "Citizenship Education is the same as Democratic Education which aims to prepare citizens to be able to think critically and act democratically, through activities to instill awareness in the new generation that democratic awareness is the form of social life that best guarantees citizens' rights. public". Furthermore, Rosyada, (2000) provides an understanding of Citizenship Education, namely; "Citizenship Education is a process carried out by educational institutions in which a person learns political orientation, attitudes and behavior so that the person concerned has political knowledge and the ability to make political decisions rationally and beneficially for himself as well as for society and the nation." Meanwhile Merphin Panjaitan (Rosyada, 2007) provides a definition of Citizenship Education as follows: "Citizenship Education is Democratic Education which aims to educate the younger generation to become democratic and participatory citizens through a diagonal education". Meanwhile, Soedijarto (Rosyada, 2007) provides a definition of Citizenship Education as follows: "Citizenship Education is Political Education which aims to help students become politically mature citizens and participate in building a democratic political system." It can be concluded that what is meant by Citizenship Education is essentially an educational program that contains discussions on national issues, citizenship in relation to the state, democracy, human rights and civil society which in its implementation applies the principles of democratic and humanist education.

Soemantri (quoted by Rosyada, 2000) provides characteristics regarding Civics, namely: Civics is an activity that covers all school programs, Civics includes various kinds of teaching activities that can foster a better life and behavior in a democratic society, and Civics is also included. matters relating to experience, community, personal interests and objective conditions for living in a state. As usual, every education has a goal to be achieved, so does Civics. Rosyada, (2000) expressed the aim of Civics, to form quality and responsible participatory skills in political and community life, both at the local, national, regional and global levels, to make good citizens who are able to maintain the unity and integrity of the nation in order to create a prosperous Indonesia. strong, prosperous and democratic, producing students who think comprehensively, analytically, critically and act democratically, developing a culture of democracy, namely freedom, equality, independence, tolerance, the ability to exercise self-restraint, the ability to make decisions, and the ability to participate in social political activities and able to shape students into good and responsible citizens through instilling morals and skills (social skills) so that in the future they will be able to understand and solve actual problems of citizenship such as tolerance, differences of opinion, being empathetic, respecting plurality, awareness law and social order, upholding human rights, developing democratization in various fields of life, and respecting local wisdom. In essence, Civics teaching is different from other educational teaching, because Civics teaching is difficult to obtain accuracy when compared to Natural Sciences (Science) teaching. In a book published by the Directorate General. Basic Education, Ministry of National Education in 2003, as is usually a field of study taught in schools, Civics has characteristics that include 3 (three) dimensions, namely:

1. Dimensions of civic knowledge (knowledge), which include the political, legal and moral fields;
2. Dimensions of citizenship skills (Skills), including participation skills in national and state life
3. Dimensions of civic values, including self-confidence, mastery of religious values, norms and noble morals. The characteristics mentioned above are intended to be in line with the main idea of Civics lessons which aims to form ideal citizens, namely citizens who have faith and devotion to God Almighty, are knowledgeable, skilled, and have values that are in accordance with the principles of citizenship. This attitude is called a characterful attitude.

Implementation of Character Education through Citizenship Education

The national commitment regarding the need for character education is contained in Law No. 20 of 2003 concerning the National Education System, in Article 3 it is stated that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students so that they become human beings who have faith and are devoted to God Almighty. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a

democratic and responsible citizen." Here it can be assumed that in general the target of character education is all citizens and specifically students in every type and level of education. In relation to students, they say. As the next generation of the nation and hypothetical citizens, namely citizens who are "not yet ready", because they still have to be educated to become adult citizens who are aware of their rights and obligations. On the other hand, society really wants its young generation to be prepared to become good citizens and be able to participate in the life of society and their country, be responsible, have good manners, be civilized, respect other people and other characters. One of the most appropriate media to revive the character in question is Civics, in the sense that the values in character education are implemented in Civics through an integration process. Integration of character education values is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty (YME), oneself, others, the environment, and nationality so that we become human beings. Meanwhile, several values that need to be developed in character education are the value of devotion, the value of faith, the value of honesty, the value of caring, and the value of ethics or manners. If character education values are implemented through Civics, then it can be said that the character values for Civics include basic character values and main character values. The main character values of Civics are to create students who are religious, honest, intelligent, tough, democratic and caring. Meanwhile, the main character values of Civics are to create students who are nationalistic, obedient to social rules, respect diversity, aware of the rights and obligations of themselves and others, responsible, think logically, critically, creatively and innovatively, and independently. These main character values can be developed more widely, in an effort to strengthen the function of Civics as character education.

Until now, Citizenship Education has become an inherent part of the instrumentation and praxis of national education to educate the lives of the Indonesian people through the corridor of "value-based education". The configuration or systemic framework of Citizenship Education is built on the basis of the following paradigm: 1. Curricular citizenship education is designed as a learning subject that aims to develop individual potential to become Indonesian citizens with noble, intelligent, participatory and responsible character. 2. Citizenship education is theoretically designed as a learning subject that contains cognitive, affective and psychomotor dimensions that are confluent or mutually integrated in the context of the substance of ideas, values, concepts and morals of Pancasila, democratic citizenship and national defense. 3. Citizenship education is programmatically designed as a learning subject that emphasizes content that conveys values and learning experiences in the form of various behaviors that need to be realized in everyday life and is a life guide for citizens in the life of society, nation and state. Furthermore, if we talk about the implementation of character education through Civics at every type and level of education, it can be done in the following way:

1. Character education is integrated into every Civics material, each material is automatically given the weight of character education. Educators prepare learning plans by linking behavioral aspects of character values to indicators and learning objectives as well as Civics learning materials.
2. The implementation of Civics learning with learning materials about character values is described in the teaching and learning process through 3 stages, namely introduction, core activities, and conclusion. In the introduction, character behavior is presented through perceptions of students' daily activities or their experiences of behavior and attitudes. Furthermore, the core activities are presented through examples or assignments so that directly or indirectly students learn various behaviors regarding character values with other students. Next, in the closing activity, it is concluded what behaviors students must master after learning the concept of character. So, in the Civics learning process, educators must be able to create character for each student.
3. Evaluation of Civics learning that applies character values is carried out on character formation. By looking at the results of weekly assignments in the form of character/attitude improvement assignments made by students, you can see changes and improvements in themselves gradually every week. Based on the results of observations of learning activities, changes in attitudes were quite good. For example, to form the character of responsibility, students who do not participate in group work are given a punishment that is mutually agreed upon. So, with Citizenship Education learning, it should be able to prepare students to become good citizens with good character, noble character, intelligent, participative, and be responsible.

Character Education in the Context of Citizenship Education Character education in the context of citizenship education has an important role in shaping students into individuals with integrity, responsibility and commitment to the public interest. The main goal is to develop positive attitudes, values and behavior that are essential in life as an active and responsible citizen. In citizenship education, character education can be integrated through various learning approaches and methods, such as:

- a) **Role Model:** Teachers can be good examples by showing attitudes and behavior that reflect the desired character values. Involving inspirational figures and external sources who are role models in society can also provide real examples of the importance of character values.
- b) **Collaborative Learning:** Encourage students to work together on group activities, projects, or debates on civic issues. Through collaboration, students can practice cooperation, respect each other, listen to other people's views, and resolve conflicts in a constructive way
- c) **Case Analysis and Simulations:** Uses real cases or simulations of real-life situations that challenge students to think critically and make sound moral decisions. This helps them develop an attitude of ethical and responsible citizenship
- d) **Community Service:** Engage students in community service activities, such as environmental, social, or humanitarian activities. Through this direct experience, students can practice character values such as empathy, caring and environmental sustainability.
- e) **Ethical Discussion:** Encourage open discussion about moral and ethical issues relevant to civic life. Through this discussion, students can develop a deeper understanding of character values and apply them in everyday life. Apart from that, it is also important to involve appropriate evaluation components in measuring student character development in citizenship learning. Evaluation can be done through project assessments, written reflections, group discussions, or observing student behavior in various situations. It is important for teachers and schools to play an active role in integrating character education in citizenship education. This can be done by developing a curriculum that integrates character values, paying special attention to developing student attitudes and behavior, and creating a learning environment that supports character development.

Implementation of Character Education Integration in Citizenship Education Learning in Elementary Schools
Implementation of character education integration in citizenship education learning in elementary schools can be carried out through several steps as follows:

1. **Preparing a curriculum that includes character education:** First, it is necessary to prepare a curriculum that includes learning about character values in the context of citizenship. The curriculum must contain a citizenship learning component that involves an understanding of moral values, ethics, responsibility, tolerance, cooperation, honesty and justice
2. **Developing learning materials and methods that emphasize character:** Learning materials and teaching methods must be developed taking into account the character values that you want to instill. For example, using stories, group discussions, role plays, or collaborative projects that teach students about the importance of mutual respect, social awareness, and participation in society.
3. **Increasing teacher competency:** Teachers need to receive training and education that strengthens their understanding of character education and its integration in citizenship learning. Teachers also need to develop the ability to detect and handle situations that enable the application of character values in daily interactions with students.
4. **Practice character values in everyday life:** It is important for schools and teachers to create an environment that supports the practice of character values in everyday life. This can be done through implementing school rules that describe character values, extracurricular activities that strengthen student character, and involving students in projects or social activities that develop civic attitudes.
5. **Evaluation and monitoring:** The implementation of character education in citizenship learning needs to be evaluated periodically. Monitoring can be done through observation, assessment and feedback from students, teachers and parents. A good evaluation will help identify successes, obstacles, and areas that need improvement in efforts to integrate character education.
6. **Collaboration with parents:** It is important to involve parents in efforts to integrate character education in schools. Collaboration can be done through open communication, family discussions, or joint activities that involve parents in forming students' character values. By following these steps, elementary schools can effectively implement the integration of character education in civic education learning. The main goal is to shape students into individuals who have good character, are tough, and are ready to contribute to society.

Appropriate character values are integrated into citizenship education subjects in elementary schools

Character values are the most important thing in the character training learning system in elementary schools, especially Civics subjects. The choice of character appreciation in Civics learning cannot be coordinated like that, but must be changed according to the objectives of Civics learning. Information about characters that are suitable

for Civics learning in elementary schools is obtained by analyzing the Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI), then at that time selecting character values that show the relationship between SK and KD with values and markers. Judging from the examination of SK, KD and instructions, this person appreciates the objectives of Civics training in elementary school.

Integration of character education values into elementary school Civics learning

The integration of character education values in Citizenship Education (PKN) learning in elementary schools (SD) is an important effort to form good individuals with integrity and responsibility. This study creates a model as a rule for incorporating character training into Civics learning in elementary schools. The discussion about the consequences of readiness for the model of integrating character training into Civics learning in elementary schools is described as follows:

1. Elementary school Civics character values

Character values that are in accordance with essential Civics learning during this review were added to 13 character values. Data on character values according to community learning in elementary schools was obtained by utilizing test information, by analyzing the Competency Standards (SK) and Basic Competencies (KD) in the Civics Content Standards (SI) in elementary schools to make a decision as to whether the values listed were then reminded to Then, choose individual self-esteem that shows the relationship between SK and KD Civics in elementary school with character values and markers. In determining community self-esteem, the determinant must change the SK or KD and direction to the community's self-esteem contained in the learning objectives. The results of the investigation of character values according to Metro training in elementary schools are often found in tables on connection sheets.

2. Integration of character education into Civics learning in elementary school

The integration of character education into Civics learning in elementary schools must be possible by including character values in the prospectus and sample plans. In including character awards in the prospectus and design examples, the steps taken are:

- a. Understand the substance of SK and KD, both from an intellectual, emotional and psychomotor perspective (assuming there is one)
- b. Develop markers depending on the side effects of understanding SK and KD
- c. Determine the character value that shows the relationship between SK and KD with the character and marker values
- d. Develop assessment tools
- e. Prepare teaching materials
- f. Choose a learning strategy.

In incorporating character awards into the schedule and design examples, what must be done is to understand the substance of the SK and KD. Intellectually, what ideas are there in SK and KD. Then, it is at that time that understanding the ideas and behavior expected in the SK and KD becomes the key in creating markers. These markers will become a reference in combining assessment tools and teaching materials. The material displayed will guide you in choosing learning strategies.

Conclusion

The integration of character education in Citizenship Education (PKn) learning in elementary schools is an important step to develop student character. In the Civics learning process, the main goal is to form students who have good character, such as honesty, responsibility, discipline, cooperation, tolerance and social awareness. Several conclusions can be drawn regarding the integration of character education in Civics learning to develop the character of elementary school students, namely forming a positive attitude, the integration of character education in Civics learning helps students develop positive attitudes towards themselves, others and the surrounding environment, through Civics learning, Students can learn about moral and ethical values that are important in everyday life, the formation of civic values, Civics learning involves understanding the rights, obligations and responsibilities of being a good citizen. The integration of character education allows students to learn and apply civic values, such as active participation in community activities, respect for differences, and respect for state symbols, development of social skills, Civics learning can be the right forum for developing students' social skills. The integration of character education in Civics learning allows students to learn about cooperation, effective communication, and tolerance for differences.

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