



THE ROLE OF CITIZENSHIP EDUCATION TEACHERS IN FORMING QUALITY DISCIPLINED STUDENT CHARACTER AND INSTILLING THE VALUE OF MANNERS

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Abstract

This research aims to determine the role of citizenship education teachers in forming students' character of quality, discipline, and instilling the value of good manners. The research method used in this article is a systematic *literature review*. The author searches for journals that have been published on *Google Scholar* related to the title or topic research that the researcher has determined, the articles searched are limited to 10 articles, then the researcher filters them into 4 articles that are considered appropriate and related to the research topic. The results of the research show that as many as 4 articles from the search results can be seen about the role of citizenship education teachers in forming students' character of quality, discipline, and instilling the values of good manners. The results of the findings in the field and based on the results of observations show that so far the effort to shape students' disciplined character is by being a role model for students. This is done by teachers who must model good things for students in terms of dress, time discipline, not coming late, speaking politely, behaving and have good behavior and must obey the school rules, so not only do students obey the rules, teachers also have to obey them, enforcement of students in class and outside the classroom, for example, discipline students who are late and provide strict sanctions for those who violate school rules are carried out consistently and continuously and make it a habit.

Keywords : Teacher's Role, Citizenship Education, Disciplined Character, Manners

Introduction

The definition of role according to Soerjono Soekanto (2002:243), namely that role is a dynamic aspect of position (status), if someone carries out their rights and obligations in accordance with it, then they are carrying out a role. In an organization, each person has various characteristics in carrying out the tasks, obligations or responsibilities that have been given by each organization or institution. Meanwhile, according to Gibson Invancevich and Donnelly (2002) a role is someone who must relate to 2 different systems, usually organizations. A role is an activity carried out because of an obligation or demand in a profession or related to circumstances and reality. So a role is the behavior desired by other people towards someone in accordance with their position in a system. So roles are influenced by social conditions both from within and from outside and are stable. Individual behavior is closely related to their role in daily life in society. Because a role contains things and obligations that an individual must carry out in society. A role must be carried out in accordance with the norms that apply in society. From the roles played in daily life, an individual's social status will be visible (Rohmansyah, 2015). Epistemologically, Citizenship Education (PKn) is understood as the concept of civic / citizenship education. Education is a conscious human effort that aims to develop individual potential so that they become intelligent members of society and citizens. Therefore, education, including Civics, is a pedagogical and socio-cultural vehicle that is accepted as an element of human civilization. Civics contributes to building students who are aware of their identity. As multidimensional character education , " citizenship education " carries the complete vision and mission of developing " civic competencies ". These abilities contain development targets: " civic knowledge, civic

dispositions, civic skills, civic competence, civic confidence , civic commitment " which lead to the integrative ability " well - informed and reasoned decision-making". Discussion of character is very important and basic. The word character comes from Greek which means " to mark" or mark and focus, how to apply good values in the form of actions or behavior. So, whether a person's character is good or bad is reflected in their attitude/behavior in everyday life . Character has a very important role in determining a person's future life. A Greek philosopher, Heraclitus (in Lickona , 2012:12) said that "Character is destiny". Character will shape a person's destiny. This is also explained in the quoted sentence in the book (Lickona , 2012:11), namely: Be careful of your thoughts, your thoughts become your words. Be careful with your words, your words become your deeds. Be careful with your actions, your actions become your habits. Be careful with your habits, your habits become your character. Be careful with your character, your character becomes your destiny.

Based on Heraclitus' opinion and the quote above, it clearly shows that character is formed through a process and is an urgent matter that will greatly influence a person's future life. The importance of good character that a person must have is also clearly implied in the opinion expressed by Judge Learned Hand (in Budimansyah, 2010:33), namely: "Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can ever do much to help it. While it lies there, it needs no constitution, no law, no court to save it ." Not only that, the character possessed by a person will also have an influence extraordinary in the group in which he is, be it a small group such as a family, to a large group such as a community, nation, even state. This is in line with the opinion expressed by Cicero (in Lickona , 2012: 12) who stated that "In the character of citizens, lies the welfare of the nation." This clearly shows that it is the collection of characters of individuals that will influence the welfare of a nation. Character is strength and then what will control the life of a nation so that it does not drift. If the citizens of a country have good character then the future of that country is likely to be good. Vice versa, if the citizens of a country show bad character then the life of that country will most likely also not be good. Civic Knowledge (Civic Knowledge) concerns academic scientific abilities which are developed into three aspects, namely: politics, law and morals (Mulyono, B. 2017). It is hoped that these three aspects can form students' knowledge that has a disciplined character at school, such as the legal aspect as the implementation of school regulations or rules. Civic skills (civic skills) are competencies developed from civic knowledge (Civic knowledge), which is intended so that the knowledge gained becomes something meaningful in facing obstacles as a student who has a disciplined character at school. This competency's civic character (Civic Dispositions) is the most substantive and essential part of the Citizenship Education subject and is seen as the "estuary" of the development of the two previous competencies (Anshori, S. 2016).

Apart from that, there are types of character needed to support the formation of students' disciplined character at school, including : (1) Disciplinary character is an action that shows orderly behavior and compliance with various rules and regulations, such as entering school on time. (2) The character of national spirit is a way of thinking, acting and insight that places the interests of the nation and state above the interests of oneself and one's group, such as participating in the flag ceremony with enthusiasm every Monday . (3) The character of caring for the environment is an attitude and action that always strives to prevent damage to the surrounding natural environment and develops efforts to repair natural damage that has occurred. Such as maintaining the school environment by throwing rubbish in its place. (4) The character of responsibility is a person's attitude and behavior to carry out the duties and obligations that should be carried out, towards oneself, society, the environment (natural, social and cultural), the state and God Almighty, such as carrying out picket duties regularly (Subianto , J. 2013). Based on the types of character mentioned above, it is hoped that it can shape the disciplined character of students at school so that the goals of civic education competency can be achieved. Thus, the character needed as an embodiment of the disciplined character of students at school is a student who can comply with school rules and regulations as an embodiment of the characters most needed in the school environment (Mumpuni, A. 2018). In the 1945 Constitution, article 27 paragraph 1, it is explained that all citizens have the same position under the law and government and are obliged to uphold the law and government without exception.

Based on the 1945 Constitution article 27 paragraph 1 above, it can be concluded that every citizen without exception is obliged to uphold the law and government. Likewise, students at school are obliged to behave law-abidingly both within the family, school, community, up to the wider scope, namely the state, because students are part of Indonesian citizens. By providing subjects that contain values and morals that increase students' legal awareness to support maximum teaching and learning processes (Edwar, et al. 2019). Discipline is the entry point for character education for schools because if there is no respect for rules, authority and the rights of others, then there is no good environment for teaching and learning (Thomas Lickona, 2013). Instilling the character of discipline will indirectly instill other characters in students, including the character of responsibility. Moral discipline will give rise to responsibility in students. As explained by Thomas Lickona (2013), moral discipline is

the reason for developing students to respect rules, respect each other, and recognize teacher authority; students' sense of responsibility for the good of their nature; and their responsibility to morals within a community in the classroom. The term discipline has various meanings, including self-control and self-control, self-adjustment to rules, obedience to leadership orders, self-adjustment to societal norms and so on.

Research Methodology

This research will adopt a systematic literature review method. The systematic literature review method uses data sources obtained from the internet in the form of literature reviews on *Google Scholar*. Then, in this research, it is also targeted that 10 articles have been published as answers to the results of the research, but later 4 articles will be filtered and selected that are in accordance with the research theme. The type used in this research is a qualitative approach. The form of research used in this research is descriptive analytical. According to Sugiyono (2009), the analytical descriptive method is a method that aims to describe or provide a thorough description of an object of research through samples or data that have been collected and make generally accepted conclusions.

Result & Discussion

Based on the search results of 4 articles, it was found:

Table 1. Document Review

Writer	Title	Method Study	Findings
Amiruddin (2013)	The role of citizenship education teachers in shaping the character of students in order to create quality students.	Literature Review	The teacher's role in general is as an educational task, including educating, teaching and training. The teacher's role in carrying out their duties at school must be to be able to make themselves a second parent and be able to attract the sympathy of students so that whatever lessons they are given should be able to motivate their students in teaching. So a teacher must be able to become a second parent for students at school, so that students feel comfortable and open to teachers at school. So that later teachers can instill character values in students .
Rohani et,al (2018)	The role of citizenship education teachers in instilling polite values	Qualitative	Based on the results of interviews and observations, it can be concluded that the form of instilling polite values, namely politeness in speaking and politeness in dressing, is very good in its application. During the teaching and learning process, teachers wear neat and clean uniforms, wear clothes that are appropriate for the place, such as wearing shirts and batik to school and do not wear transparent and tight clothes. This is a good example of instilling the value of politeness in dressing in the school environment.
Ahmad Wildan Rifki (2022)	The Role of Citizenship Education Teachers in Shaping the Disciplined Character of Students at School	Qualitative	From the findings that the researchers found in the field, namely by making special attendance to take part in the flag ceremony on Mondays and the obligatory noon prayer activities in congregation at the mosque, not only Islamic religious teachers played a role but Civics teachers too. Another thing is to provide an exemplary example to students in carrying out discipline in the school environment and by making an agreement before carrying out learning activities so that students will be disciplined and afraid of breaking it.

Erna Octavia & Ines Sumanto (2018)	The Role of Citizenship Education Teachers in Shaping the Disciplined Character of Students at School	Descriptive	From the findings obtained, it was found that Citizenship Education Teachers in forming students' disciplined character did several things, namely: Getting used to carrying out disciplinary attitudes in class and outside of class. Meanwhile, other findings include getting students used to thinking critically in carrying out an activity, teachers getting students used to respecting friends, teachers getting students used to respecting older people, getting students used to studying harder, getting students used to concentrating in the learning process, getting students used to behaving good relations with teachers, friends and the surrounding community, getting students to obey and obey the rules at school, getting used to being orderly.
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In Law Number 14 of 2005 concerning teachers and lecturers chapter I article 1, it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and middle education. Apart from that, the teacher's role in the classroom can support character formation in the classroom which includes educating, teaching, guiding, training and evaluating. According to R. M Umar et al, (2004: 17) say discipline means obeying the rules, respecting time, and being responsible for the tasks carried out. Discipline is not only carried out at school but also at home in the community. The results of the findings in the field and based on the results of observations, Slamet Adi Raharja (Class don't come late, speak politely, have good attitude and behavior and must obey the school rules so not only students who obey the rules, teachers also have to obey them, enforce students in class and outside the classroom, for example discipline students who are late and provide strict sanctions for those who violate School rules are carried out consistently and continuously and as a habit, efforts to get used to it require that when students meet the teacher they must shake hands, when they see rubbish they must immediately throw it away in its place. Kristanto Ardi emphasized that the efforts of Civics Education Teachers are related to forming students' disciplined character. So far, the efforts of Civics teachers in forming character at SMK 2 North Pontianak include students having to comply with school rules that have been made, including being present at school on time, attending ceremonies, wearing uniforms according to regulations. applicable. In line with Syamsul Hidayat's theory (2007: 153), discipline is:

1. Discipline means obedience or obedience to applicable regulations
2. Tasks carried out with discipline will be successful and satisfying
3. We must get used to carrying out our duties and obligations as village/community members with discipline.

The teacher's role is to achieve standards of success for students in daily life learning. Generally, a person's manners are not just born, but must be grown and nurtured so that they develop better, as is the case with students in the teaching and learning process at school. Teachers as educators are not only distributors and transmitters of national culture to the next generation, but more than that, they are mental development teachers, forming morals and forming good and integral personalities, so that their existence will be useful for the homeland and the nation. According to Mangkunegara in Imam Wahyudi (2012:39) performance is the result of work in terms of quality and quantity that a person achieves after the person concerned carries out their duties in accordance with the responsibilities given to them. According to Imam Wahyudi (2012:5) teacher performance is achievement shown in the form of behavior. Meanwhile, in the Big Indonesian Dictionary (2002: 570) performance is something that is achieved, achievement shown, or work ability. The teacher's most important task is to teach and educate students. As a teacher, teachers convey knowledge or skills to other people using certain methods so that the knowledge or skills become the property of that person. Meanwhile, as an educator, he is an active mediator of high and noble social elements and norms for provision in society. So it is clear that the role of the teacher is not solely as a teacher but also as a guide who provides direction and guides students in learning. Guiding in this case can be said to be the activity of guiding students in their development by providing an environment and direction that is in accordance with educational goals and must guide students according to good rules and direct students' development in accordance with the aspired goals. Education and character formation are very important things in a person's life, because character is one of the determinants of a person's life. Therefore, a strong and positive character needs to be formed well and carried out continuously. In the opinion of Hidayatullah (2010: 18) states that "education is not enough to make children smart, but it must also be able to create noble values or good character". The role of

Citizenship Education teachers in instilling the value of good manners at Madrasah Tsanawiyah Al Jihad Pontianak is by providing role models, instilling discipline, habits, or routine activities, and environmental conditioning. This is in accordance with the opinion of Hidayatullah (2010: 44) who states that the role of Citizenship Education teachers is in instilling the value of good manners by providing role models, instilling discipline, habituation and creating a conducive atmosphere. Citizenship Education Teachers in Shaping Students' Character Character is often equated with character, some also define character as a system of beliefs and habits. If we conclude that character is morals or morals that have been ingrained in the mind, in other words, character is a habit that has been instilled by the family environment. The formation of children's character should be done by parents. However, when a child is at school, the child's parent is the teacher.

The habituation factor carried out by teachers who are used to a disciplined attitude will certainly influence students, for example, in terms of assignments that must be disciplined, if they are submitted on time they must be submitted and must not be late. According to Moh Uzer Usman (2008) the role of teachers in the classroom includes teachers as educators, teachers as teachers, teachers as mentors, teachers as trainers, teachers as evaluators, while according to Tabrani Rusyan (1990) states that the functions and roles of teachers are as follows: (1) Teachers as educators and instructors; (2) Teachers as members of society, teachers must be good at interacting with society; (3) Teachers as leaders, teachers must be good at leading; (4) Teachers as administrators will be faced with administration that must be carried out at school; (5) Teachers as managers of the teaching and learning process must master the teaching and learning situation both in the classroom and outside the classroom. Meanwhile, according to Winasanjaya (2008) formulates 4 roles for teachers in education, namely: (1) Teacher as facilitator, the teacher's role is to facilitate students in the learning process activities. (2) Teachers as managers, teachers play a role in creating a learning climate that allows students to learn comfortably. (3) Teacher as demonstrator , as a demonstrator it can be interpreted that the teacher must be a role model for students. (4) Teachers as evaluators , teachers not only collect information about various weaknesses in the learning process as feedback for further improvements, but also see the extent to which students have been able to achieve learning goals. According to R. M Umar et al , (2004), discipline means obeying the rules, respecting time, and being responsible for the tasks carried out. Discipline is not only carried out at school but also at home in the community. The results of the findings in the field and based on the results of observations show that so far the effort to shape students' disciplined character is by being a role model for students. This is done by teachers who must model good things for students in terms of dress, time discipline, not coming late, speaking politely, behaving and have good behavior and must obey the school rules, so not only do students obey the rules, teachers also have to obey them, enforcement of students in class and outside the classroom, for example, discipline students who are late and provide strict sanctions for those who violate school rules are carried out consistently and continuously and make it a habit, Efforts to get used to it require students to shake hands when they meet the teacher, and when they see rubbish they must immediately throw it away in its place.

Conclusion

Based on the specific research results, it can be concluded that the role of Civics teachers in shaping students' disciplined character can be done in various ways, including teachers must accustom students to think critically, teachers must accustom students to respect friends, teachers accustom students to be respectful of each other, teachers accustom students to learning. more active, teachers get students used to concentrating in the learning process, teachers get students used to behaving well with teachers, friends and the surrounding community, teachers get students used to obeying and obeying existing rules at school, teachers get students used to learning in an orderly manner.

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