

Character Education Through Citizenship Education Learning at Cikampek Timur 1 Public Elementary School

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Abstract

Character education in Indonesia is needed, especially at the elementary school level. Various methods are carried out by the school and even carried out together with the community, especially parents to help children have good potential from a young age. In responding to the importance of character education, character education is needed through learning in elementary schools to create students who have a nationalist, responsible, critical, creative and innovative attitude. This study aims to determine the meaning of character education, goals and functions so that it can be used through the civics education learning process. The benefit of this study is that it can be used as a reference material to make it easier to recognize and shape the character of students. The method used is a literature study by collecting some of the information that has been read. The results of this study indicate that the implementation of character education is still very much needed with the citizenship education subject being able to develop character in accordance with the norms and values of Pancasila.

Keywords: Citizenship Education, Character, Elementary School



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INTRODUCTION

Basically education is a planned effort to create a conducive teaching and learning atmosphere. Providing character education to children in elementary schools through learning civics education in schools aims to cultivate attitudes and behavior in accordance with the values contained in the Pancasila precepts. With education a person can take information or knowledge so that the child's personal character is further developed at school. Character education is very important to be applied in the process of developing students so that they have good character, especially being democratic and responsible children.

Nowadays, the progress of life trends in students in Indonesia is a very important problem in the world of education. Various cases involving children (often referred to as juvenile delinquency) are starting to worry educators and parents. This problem is basically the main responsibility for all parts of the parties in an educational institution (Hardini, 2015). The crisis of character values will cause problems in children including social problems, where social problems include truancy (lazy to go to school), bullying, fights between friends, destruction of other people's property, lazy doing assignments. Therefore, the character crisis that is happening today is widely reported in the media, either through television broadcasts, radio, newspapers, and cellphones are even spread on the internet where the news is more complete and very easy to access. This has an impact on the character of students who are in the process of forming the desired character. The application of character education from an early age is expected to erode and even eliminate the character crisis problem that is currently occurring, because students are one of the most important individuals to instill these characters. As individuals who are in the process of growth and development, students in elementary schools often imitate and imitate things that are done in their surroundings (Anderson & Sari, 2016).

Therefore, Citizenship Education is expected to be a vehicle for rebuilding the character of students who have begun to erode. Therefore, civics education lessons in schools, especially at the elementary school level, need to adapt to the demands of the outside environment. The linkage of citizenship education to character development was put forward by Samsuri (2011: 20) who stated that Civic Education has dimensions that cannot be separated from aspects of character building and one's morality. PKN aims to build the character (character building) of the Indonesian nation which includes:

1. Form participatory skills of quality and responsible citizens in the life of the nation and state
2. To become intelligent, active and democratic citizens, but still committed to maintaining the unity and integrity of the nation, and
3. Developing a culture of civilized democracy, namely freedom, equality, tolerance and responsibility.

With the development of an increasingly sophisticated era and the development of science, we as citizens of Indonesia need to increase our power both in knowledge, attitudes, and in increasing worship to God Almighty. So it can be concluded that character education is a planned effort through a learning environment that aims to encourage the growth and development of human potential, so that they have good personality and behavior, and have a good impact on the nation and society. Character education can also be interpreted as a guidance process to help develop and shape one's personality which is a person's nature or character (Putra, 2017). One way to do this is through subjects that can provide character building, namely Citizenship Education. Citizenship education (PKN) is essentially an educational program that has discussions on nationality, citizenship issues related to the state, democracy and human rights. Citizenship education aims to remind citizens of the importance of values, rights and obligations, so that everything they do is in line with the goals and ideals of the country and does not deviate from expectations.

RESEARCH METHODS

In writing this article, researchers used a descriptive method through a qualitative approach because the main objective in this study was to describe and describe character education through PKN learning at SDN Cikampek Timur 1. The type of research used was a case study. This research will be carried out at SDN Cikampek Timur 1. SDN Cikampek Timur 1 is located in Cijalu Village, Cikampek District, Karawang Regency. The informants that will be needed during the research process are school principals, class teachers and counseling teachers as well as class IV students at SDN Cikampek Timur 1. The focus of the research in this article is how to plan, implement and complete character education through PKN learning at SDN Cikampek Timur 1 and achieve the expected character in grade IV at SDN Cikampek Timur 1. The data sources in this study are using primary and secondary data sources, techniques data collection by observation, interviews, and documentation, then data analysis.

RESEARCH RESULTS AND DISCUSSION

Character education through Internship Learning at SDN Cikampek Timur 1 goes through three stages, namely the planning, implementation and research stages. In the planning stage, that is done by compiling an RPP (Learning Implementation Plan). At the time of making the lesson plan, it is required that it contains the values of attitudes and behavior in order to facilitate and expedite the learning process and character formation in students according to what is planned. The teaching material must have careful consideration because it is an important part in the teaching and learning process related to the achievement of learning objectives.

In the implementation stage, there are 3 points, namely learning steps, learning methods and learning models. As for the learning steps, it is divided into 3 phases or stages, namely initial activities, core activities and final activities. At this stage the learning process is expected to stimulate students so that the implementation of learning in the class of students is active and has interaction. This relates to the opinion of Masnur Muchlis (2007: 72) who said that in the sub-component the implementation of learning leads to three aspects of activities, namely: pre-learning activities, core activities and final / closing activities. Apart from that, the learning method used at SDN Cikampek Timur 1 is the method of various lectures, discussions, and questions and answers as well as giving assignments.

Lecture Method

The lecture method means that students can understand the description of a learning process. This means that the method used to explain the material verbally.

Discussion Method

The discussion method means that in the learning process it is hoped that there will be collaboration in order to create ideas from students. Sagala (Rumiyati, 2008:59) has the opinion that discussion is more suitable for learning close skills, critical thinking and for solving cases so that it can create students' creativity in creating ideas in solving problems. So that by discussing the learning process students are not only active in learning but can encourage motivation as well as create ideas.

Question and answer method

The question and answer method means that students are expected to have the courage to ask questions about things they do not understand. The question and answer method is a method that has the goal of attracting the attention of students so that they are more focused on the learning process. With this responsibility, it can make students active in answering a question or giving an opinion. Learning like this can lead to interaction between teachers and students so that learning objectives are achieved and the most important part is choosing the right learning media, because learning media that is right and according to needs can help achieve effective learning.

Internship media has the characteristics of 1) material, for example flags, books, clothing models, symbols 2) immaterial, such as cases, legends, stories, and culture 3) conditional, such as the atmosphere 4) simulations that are presented before or after the learning process takes place in the classroom or at the scene, personal, such as a picture or photo and even the name of the president (Udin S. Winataputra, 2009: 238-239). Thus the implementation in the classroom without media, students will find it difficult to understand, but with the media students become more active and cause interaction in the learning process so that learning material is easily digested.

There are two assessments in the third stage, namely at the assessment stage, namely the cognitive and affective domains. The cognitive domain is an ability that includes activities or activities related to the mental (brain). This means the ability that includes all efforts related to brain activity to increase rational ability (reason). The affective domain is that part of human behavior related to feelings (Famahato Lase et al, 2022: 15). Assessment in character education through PKN learning at SDN Cikampek Timur 1 is an assessment of the cognitive and affective domains. Assessment of students' cognitive level through the stages of the final test, daily tests, semester exams, and class promotion exams. In the affective domain, students are asked for the value obtained from the exam results.

Inhibiting Factors in the Process of Character Education Through Citizenship Education Learning at Cikampek Timur 1 Public Elementary School

In the implementation of character education through PKN learning at SDN Cikampek Timur 1, class teachers have difficulties or obstacles such as lack of awareness of students in complying with regulations so that teachers carry out punishments (Way, 2012), awareness that students have towards assignments as well as a sense of student responsibility still lacking because of innate traits based on heredity and environment (Yasin, 2001: 130) as well as the motivation of students who are less interested in participating in learning (Hamalik, 2002:16). From this it can be concluded that in character education through PKN learning there are several obstacles, namely the lack of self-awareness in students in complying with school regulations, carrying out assignments, especially their responsibilities which are still lacking and the lack of student learning motivation.

Solutions to Overcome Obstacles in Character Education Through Citizenship Education Learning at Cikampek Timur 1 Public Elementary School

Wijanarti's opinion (2019) is important in instilling character values of caring for the environment by implementing cooperation between schools and parents. In efforts to overcome these obstacles, all related parties must work together so that the goal of instilling educational character values by caring for the environment can be maximized. Solutions to obstacles in Character Education Through Internship Learning at SDN Cikampek Timur 1 can be started with the example of a teacher through the example of a teacher who comes to teach on time, is able to be polite and courteous, disposes of trash indiscriminately, does not do things that can damage the environment, and maintains environmental cleanliness wherever it is, the opinion of Rezika (2017). As for Riamdhani's opinion (2015: 8) that not only students who violate the rules are subject to sanctions or punishment,

CONCLUSION

Character education aims to revive the character of students who are in accordance with Pancasila values through learning civics education in schools, one of the appropriate means for implementing character values for students because the purpose of PKN is basically to create students to become democratic citizens and character in accordance with the values of Pancasila. At the time of making the lesson plan, it is required that it contains the values of attitudes and behavior in order to facilitate and expedite the learning process and character formation in students according to what is planned. The teaching material must have careful consideration because it is an important part in the teaching and learning process related to the achievement of learning objectives. Assessment in character education through PKN learning at SDN Cikampek Timur 1 is an assessment of the cognitive and affective domains. Inhibiting factors in the process of character education through Internship Learning at SDN Cikampek Timur 1.

In Character Education Through PKN Learning at SDN Cikampek Timur 1 there are several obstacles but have efforts to find solutions to overcome these obstacles, namely the teacher as a student figure must set a good example for students for example by wearing neat clothes to school according to school rules, so students can imitating or taking from the cultivation of the character values shown by the teacher. The second solution is to provide the same form of attention or not discriminate between each student, such as differentiating the attention of students who are less intelligent than those who are smart. Then the final solution is to give a warning or sanction to students who have violated the rules so that in the future students who violate them will respect the rules that have been in force.

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