

## **Embedding Character Education Through Citizenship Education in Elementary Schools**

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### **Abstract**

Citizenship education is one of the right tools to implement values in student character education, because civic education is essentially to form citizens of students who are democratic and have characters that are in accordance with the values of Pancasila. The purpose of this study was to determine the character of students in schools through civics education, the character of students needs to be built from an early age as a provision for the next generation of young people. The benefit of this research is to create students to become citizens who are democratic and have character according to the values of Pancasila. The method used in this study uses qualitative methods, namely research that is descriptive and tends to use analysis.

**Keywords:** Citizenship Education, Pancasila Values, Character Education



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### **INTRODUCTION**

Character education is an education system whose goal is to instill certain character values in students with competence, awareness or will, and actions to implement these values. Character education (character duke) is closely related to moral education whose goal is to always develop and train individual skills for self-improvement towards a better life. In general, the task of this coaching is to shape the character of students to become individuals who are moral, have noble character, are tough and have noble character. The different characteristics of character building are as follows: Developing one's basic potential so that one becomes a wise, well-behaved individual. Character education should start at an early age, namely from childhood. Training can be carried out in the family, school and community environment using a variety of learning environments. Citizenship education is one of the right means for implementing values in student character education, because the purpose of citizenship education is essentially to form citizens of students who are democratic and have characters that are in accordance with the values of Pancasila.

### **RESEARCH METHODS**

The type of method used in this study uses qualitative methods. Qualitative methods are research that are descriptive and tend to use analysis. The process and meaning are highlighted in qualitative research. Data collection in this study came from several references both from journal articles, books, or the internet regarding information as well as from several other teaching materials so that it specifically addresses the topic of character building through civics education.

### **RESEARCH RESULTS AND DISCUSSION**

The President of the Republic of Indonesia, Joko Widodo, in his directive stated that five strategic steps must be taken to realize excellent human resource management (2019-2024),

including continuous improvement in character education and practice from Pancasila. Character education must continue to be taught and encouraged in students such as values of compassion, exemplary, morals, behavior, and diversity. This is in line with article (1) of law number 20 of 2003 concerning the national education system (sisdiknas), which states that teachers must be able to carry out learning content that involves their students actively in their religious and spiritual development. Guide to potential, strength, self-control, personality, intelligence, noble character, and other skills needed by himself, society, nation,

Basically character education is interpreted as an effort to show good habits (habituation), so that students can behave and act based on the values that have become their personality. Character education must always be taught, cultivated, and continuously practiced, only then will it become character for students. The views of society as a whole, including students, so that society has a shared responsibility to promote good values and prevent bad values. To produce positive values for students, the implementation of character building education must be supported by exemplary, educative, and empowering. In terms of exemplary, teachers, parents or community members can be positive role models/examples for students, while in terms of education, teachers and families instill good character/values, combining academic knowledge with local wisdom values. It is also important in relation to empowerment, where schools and families must be able to improve or strengthen good character and values by supporting extracurricular activities, community service.

In essence, strengthening character education leads to the formation of students who have harmony and balance between academic knowledge, attitudes/behavior and good skills for the era of the industrial revolution and society. By continuing to strengthen character formation, it is hoped that students will be born who not only have good academic knowledge, but also quality character. The birth of character education can be regarded as an attempt to revive an ideal spiritual. The main purpose of character education is the form of character itself, because character is an individual or individual assessment and character can give unity to inner strength, take a stand in every situation character education can also be used as a strategy.

Instilling the value of character education through civics education in elementary schools cannot be different and must be in line with the goals of national education in Indonesia outlined by (Wening, 2007) and (Hanani, 2014). We hope that students are really able to make changes for the better and in accordance with the laws governing the national education system and also have a background in Pancasila values (in the book Wreksosuhardjo, 2009). Because Indonesia's national education goals are in line with the educational goals of Pancasila, where Pancasila is the vision of the nation's life and the basis of the state (in Rindjin, 2009), the educational process must have a background. Citizenship Education is a reflection of the fact that Indonesian education seeks self-development of students not only intellectually but also from a social and character aspect to prepare them to become complete citizens and citizens. Because to be a good citizen, you must have a character that reflects the values of Pancasila and practice the moral values contained therein (Wuryandani, 2014). Therefore, internalizing and integrating the values of character education in social education subjects is very important, so that what is taught during learning is measured by what students really want. Knowledge and understanding of local wisdom found in each community. Why do you have to teach local wisdom in accordance with hiding the values of character education, because the world of education in particular is never free from problems, both in terms of interests and teaching materials, so that hiding character values cannot only be in line with the noble values of Pancasila but also with the wisdom of the local community (Fkip & science, 2012). The benefits seen in the world of education will never end and will continue because development also affects the world of education because of globalization. so that hiding character values cannot

only be in line with the noble values of Pancasila but also with the wisdom of the local community (Fkip & Ilmu, 2012). The benefits seen in the world of education will never end and will continue because development also affects the world of education because of globalization. so that hiding character values cannot only be in line with the noble values of Pancasila but also with the wisdom of the local community (Fkip & Ilmu, 2012). The benefits seen in the world of education will never end and will continue because development also affects the world of education because of globalization.

The inculcation of character education values through civic education in elementary schools cannot be different and must be in line with Indonesia's national education goals put forward by (Wening, 2007) and (Hanani, 2014). We hope that students or students are really able to make changes, in accordance with the laws governing the national education system and also have a background in Pancasila values (in the book Wreksosuhardjo, 2009). Because Indonesia's national education goals are in line with the educational goals of Pancasila, where Pancasila is the vision of the nation's life and the basis of the state (Rindjin, 2009), the educational process must have a background. Citizenship Education reflects the fact that Indonesian education seeks self-development of students not only intellectually but also socially and in character so that they become whole citizens and citizens. To be a good citizen, a person must have a character that reflects the values of Pancasila and practice the moral values contained therein (Wuryandani, 2014). Therefore, internalizing and integrating the values of character education in social education subjects is very important, so that what is taught in learning can be measured by what students really want. Every community has knowledge and understanding of local wisdom. Why is it necessary to teach local wisdom that is consistent with hiding character values, because the world of education in particular is never free from problems, both in terms of interests and teaching materials, so that hiding character values is not only possible in accordance with the noble values of Pancasila but also with the wisdom of the local community (Fkip & Science, 2012). It can be seen that his involvement in the world of education has never stopped and continues because developments due to globalization have also affected the world of education.

According to Budimansyah (2008), the nature of citizenship which consists of individuals and community leaders, namely: Being an independent human being. Fulfill personal economic and political responsibilities. Respect the dignity and worth of every individual. Participate in public affairs effectively and wisely and Development of a sound constitutional democratic function. Currently globalization greatly affects the character of students, so that character must be developed. In principle, a committed character is expected to protect students from the negative effects of globalization. Remembering the mission and objectives of Civics is to build good civic character. The character that must be developed by the Indonesian nation must be in the form of concepts, values, and actions that are in accordance with applicable regulations. Pancasila as the basis of the state will be the basis for various regulations or citizen programs. This shows that civics education is an important part of character education. Citizenship is very important in elementary schools because it involves everyday life which will later become a guide for students to grow into human beings with character and prepare for life as perfect citizens. In character building, citizenship education in elementary schools must be in line with Indonesia's national education goals. Citizenship is very important in elementary schools because it involves daily life which will later become a guide for students to grow into human beings with character and prepare for life as perfect citizens. In character building, citizenship education in elementary schools must be in line with Indonesia's national education goals. Citizenship is very important in elementary schools because it involves daily life which will later become a guide for students to grow into human beings with character and prepare for

life as perfect citizens. In character building, citizenship education in elementary schools must be in line with Indonesia's national education goals.

The achievement of character education goals is highly dependent on learning to set an example, strengthen and get used to it. These things are the key in instilling character education values in students which are carried out on an ongoing basis. There are three important components that drive the implementation of character education, namely family, school and community. The role of the family is very important because the family is the first teacher for every student. This family environment forms the basic character of each student. In addition, after basic education and training, students remain in the family environment as actors in teacher education who are sharpened or more educated in the school environment. In practice, these values are enshrined when all students are always taught or practiced the values of character education. Besides that, after plunging in the family and school environment, students must be able to convey it also in the community environment. This is the actualization of what students learn in the school environment, because in fact the purpose of students is purified to become adults, namely to become human beings with character and manners in society.

National character is a character possessed by Indonesian people based on actions that are considered a moral system that is based on the noble values of the Indonesian nation and is loaded with Pancasila values. The functioning of Pancasila as a way of life and expression of national personality is the embodiment of the soul of the Indonesian nation in Pancasila. Pancasila as the ideology of the Indonesian nation cannot be separated from the character and culture of the Indonesian nation, and character education is a manifestation of the message contained in Pancasila. So the development of this character is the development of the "soul" of the Indonesian nation itself. Character education is developed from the values contained in Pancasila, but the achievement of character education goals depends a lot on learning to set an example, strengthen and familiarize it.

## **CONCLUSION**

Based on this discussion, character is very important, especially in relation to civics education because citizenship education can be formed through learning and developing the character of elementary school students. Citizenship education offers rules Students like the younger generation to create citizens of good character with intellectual intelligence, emotional intelligence, social intelligence and mental intelligence. The goal is to shape student character through learning. Civics education provides a buffer in building meaningful character. Civics education guides students to become good citizens, especially because the next generation will develop and the world will change in the era of globalization.

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