

Application of Character Education Values in Citizenship Education Courses

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Abstract

Character education is lifelong education, as a process towards a perfect human being. Value is something abstract and ideal. Application of Character Values in Citizenship Education courses to students, because tertiary institutions have an important role in the process of strengthening character in the souls and individuals of the younger generation on campus. The research method used in this research is descriptive qualitative. A qualitative approach is an approach that aims to describe what is currently in effect by examining the relationship between the implementation of Pancasila values in strengthening national character. And Data analysis techniques are carried out using an interactive data analysis model technique which has three stages, namely data reduction, data presentation and drawing conclusions. This research was conducted at the Pancasila and Citizenship Education Study Program, Fkip Unpatti. The formulation of the problem in this study is: 1. Application of character values through citizenship education courses for even semester students. 2. The obstacles experienced in applying character values to even semester students in the Citizenship Education course. The objectives of this research are 1. Application of character values through citizenship education courses for even semester students. 2. The obstacles experienced in applying character values to even semester students in the Citizenship Education course. The results of this study indicate that the application of character education to even semester students of the 2021 class requires character education to form traits or behaviors that are not in accordance with Pancasila values, so with this the aim of character education is to form a good human personality, good society and good citizens in accordance with Pancasila values. The obstacles experienced in applying character values are related to the obstacles in students in applying character values in Citizenship Education courses that there are no obstacles encountered in citizenship education courses in the recovery process.

Keywords: Application, Value, Education, Character



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INTRODUCTION

Character problems occur in almost every element, starting from the family environment, schools, the general public, even officials who are representatives of the people in government. The character problem that appears in the bad behavior of citizens can be seen from the news in various mass media, both print and electronic. Almost every day, it seems as if the mass media never stops reporting on cases of crimes committed by citizens, both ordinary crimes and extraordinary crimes which are already very difficult to tolerate. Character education is lifelong education Character education is lifelong education, as a process towards a perfect human being. Therefore, character education requires exemplary and touch from an early age to maturity. The most sensitive and decisive period is education in the family which is the responsibility of parents (Kartadinata, 2009).

It is realized that education is the backbone of the nation's character building strategy. National character development strategy through education can be done with education, learning, and facilitation. In the macro context, the implementation of character education includes all planning, organizing, implementing and quality control activities involving all

main units within the national education stakeholders. The role of education is very strategic because it is a builder of strong national integration. Apart from being influenced by political and economic factors, education is also influenced by socio-cultural factors, especially in the aspects of social integration and resilience (Republic of Indonesia, 2010).

According to the author, character education is a planned effort to build individual character so that later it becomes a person who is useful both for oneself and for many people. The author's effort in conducting this research is to find out how the values of national character are applied in civics education courses for students. This is because character education is a planned effort to build individual character so that later they become individuals who are useful both for themselves and for many people. Scope In this study the problems include:

1. Scope of problems. The problems in this research include revealing how the political strategies used by village head candidates in village elections.
2. Research limitations. The limitations in this study only focus on the political strategies of village head candidates.
3. Plan the results obtained. The results of this study will be used as a reference in the selection process in the future

RESEARCH METHODS

This study uses a qualitative approach and data collection techniques in this study using observation and interviews using descriptive qualitative data analysis techniques. among them:

1. Data Reduction. At this stage, the researcher begins to reduce data or summarize, sort and select data. The collected data began to be reduced, identified, then classified.
2. Data Display (Data Display). After reducing the data, the next step is presenting the data. Presentation of data in qualitative research can be done in the form of brief descriptions or presenting data in the form of narrative text.
3. Verification or Drawing Conclusions. At this stage, the researcher draws conclusions. Initial conclusions are still temporary, doubtful and subject to change if valid and supportive evidence is found at the data collection stage. The conclusions used in this study must be supported by valid and consistent data, so that the conclusions used are new findings that are credible to answer the formulation of the problem formulated in this study.

RESEARCH RESULTS AND DISCUSSION

Application of Character Values Through Citizenship Education for Even Semester Students

The application of the value of character education in learning in Civics courses is not just a study or theory that originates from course theory conveyed by lecturers but is also implemented on a scale of good attitudes and behavior when the lecture process begins in lecture halls and in the community. Based on the results and observations of researchers from informants, it can be analyzed that the application of character values in Citizenship Education courses requires character values in order to build students to become individuals with character according to Pancasila origins, namely there are five character values such as 1. Religious Character Values, 2. Nationalist Character Values, 3. Integrity Character Values, 4. Independent Character Values, and 5. Mutual Cooperation Character Values. Citizenship Education is one of the right tools to implement values in character education.

Character education is lifelong education Character education is lifelong education, as a process towards a perfect human being. Therefore, character education requires exemplary and touch from an early age to adulthood. The most sensitive and decisive period is education

in the family which is the responsibility of parents (Kartadinata, 2009). According to Sukron Mazid and Suharno Suharno in 2019 explained that the role of Citizenship Education is very important because it has a strategic nature in shaping the character of students and students. Therefore, students really must have full awareness in realizing Indonesia to become a developed country that has the genuine character of its human resources. Therefore, we must make Citizenship Education a mission or task that we must achieve, not only as knowledge (Indonesia, n.d.).

Obstacles experienced in applying character values to even semester PPKn students in Citizenship Education courses

In applying character values to Civics students, of course the lecturer's efforts to prevent obstacles from occurring in the Civics learning process in the Civics class are always trying to provide direction in materials that contain elements of character values as well as providing advice and guidance and strengthening students' character and character when learning begins. Based on the results of observations and interviews with researchers from information regarding the obstacles in students in applying character values to Citizenship Education courses, there were no obstacles encountered in Citizenship Education courses during the recovery process. In general, Citizenship Education to develop the potential of individual Indonesian citizens has adequate insight, disposition, and intellectual and social citizenship skills, which enable them to participate intelligently and responsibly in various dimensions of social, national and state life. In addition, Civic Education also has a function as a vehicle for forming intelligent, skilled and characterized citizens who are loyal to the Indonesian nation and state by reflecting on themselves in the habit of thinking and acting in accordance with the Pancasila Mandate and the 1945 Constitution of the Republic of Indonesia (Depdiknas, 2001: 5)

This is in line with the delivery of Hamidah (2019) which explains that Citizenship Education must be considered as a learning process which links the process of transmitting knowledge, values and as a mission to prepare oneself to become an intelligent society for the future. Students must have a way of thinking and acting that is based on noble values to become a quality human being in leading the country in the future.

CONCLUSION

Based on the results of research on "Implementation of the values of the nation's character in Citizenship Education courses". The application of character education values in learning in Civics courses is not just a study or theory originating from course theory conveyed by lecturers but is also implemented on a scale of good attitudes and behavior when the lecture process begins in the lecture hall or in the community. The application of character values is also inseparable from the main values originating from Pancasila, namely there are five character values such as 1. Religious Character Values, 2. Nationalist Character Values, 3. Integrity Character Values, 4. Independent Character Values, and 5. Values of Nationalist Character cooperative character. The obstacles experienced in applying character values to even semester PPKn students in the Citizenship Education course were not experienced by students in learning Civics.

Suggestions for study programs to pay more attention to and shape student character by providing positive examples regarding the formation of good character for students such as arriving on time during lecture hours, paying attention to inappropriate student clothing, and giving direct reprimands to students who break the rules in order to form good student character. Subject lecturers are expected to increase creativity in teaching and pay attention to the educational needs of students. As well as further develop and shape the character of

students so that they become a generation of character by inserting examples of good character values during learning. To students to pay more attention when lecturers teach subjects and be able to apply character values for the formation of good character by applying good character values taught by lecturers and the surrounding environment.

Acknowledge

Thanks to Allah SWT and all parties whose names were not mentioned by the author who have helped the writer during the study. May Allah SWT always bless and bless us in all activities, especially in carrying out worship to Him. Amen.

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