

## Learning Citizenship Education in Implementing Character Education at Mis Nurus Salam Primary School

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**Abstract:** This research is an in-depth evaluation of related literature to confirm the role of Character Education. Character education is considered the right solution in shaping the character of the younger generation. The current situation of the young generation in Indonesia is very worrying, with the increasing number of cases involving them, showing moral decay which indicates a lack of good character. Therefore, character education efforts are needed, and one method is through Citizenship Education. The hope is that Citizenship Education learning can help improve students' deteriorating character so that it is in line with the values of Pancasila.

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**Keywords:** Citizenship, Education, Character.

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### A. INTRODUCTION

Education basically has the aim of forming the character of students, as stated by (Akbar, 2017). This goal is reflected in Law Number 20 of 2003 concerning the National Education System, especially in Article 3. This article emphasizes that national education aims to develop and shape the character and civilization of a dignified nation. This is done in order to make the nation's life more intelligent, with the aim that students can develop their potential so that they become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible. Thus, it can be understood that the goals of education at every level consistently emphasize the formation of students' character, in accordance with the views of (Dewantara et al., 2021).

Character education is a combination of two concepts, namely "education" and "character". Education is a persistent effort to improve one's character and thinking, as well as to promote a life in balance with nature and fellow humans. This includes the process of acquiring the knowledge necessary to achieve a successful future. Character itself refers to innate traits, heart, soul, personality, manners, behavior, personality, nature, character, temperament and individual character (Rahmatiani, 2020). Character includes all traits and dispositions that are consistently controlled by individuals, which explains their distinctive behavioral patterns in thinking and acting. Apart from that, according to (Dewantara et al., 2021), character involves a series of attitudes, behavior, motivation and skills. The origin of the word "character" comes

from Greek which means "to mark", showing how positive values are applied in the form of actions or behavior.

The character possessed by a person has a significant impact on the surrounding environment, whether in small groups such as family and society, or in a wider scope such as the country. This view is in line with Cicero's thinking, which emphasized that the welfare of the state depends on the condition of its citizens. This shows that individual character plays an important role in determining the welfare of a country. Character is considered a force that is able to control the direction of a country's life so that it is not negatively affected. If the people of a country have a positive character, then it is likely that the future of that country will also be bright. On the other hand, if the character of the people in a country is bad, then life in that country tends to be unfavorable.

Currently, character problems are widespread in various sectors, including families, schools, the general public, and even among government officials (Dianti, 2014). Bad behavior that arises from character problems can be easily observed through mass media coverage, both print and electronic. Almost every day, the media loudly exposes cases of crimes committed by citizens, including ordinary and intolerable crimes (Dwintari, 2017). Paradoxically, we are often presented with news about moral violations among students, such as traffic violations, drug abuse, and promiscuous sexual behavior which often leads to pregnancy out of wedlock. Even after they complete the national exam, their behavior sometimes becomes even more disturbing, with them scattering on the streets, committing vandalism, and even getting involved in fights. This reflects low morality which may be caused by the lack of effectiveness of moral education in schools. Therefore, the need for character education is a necessity at all levels of education because education is the main foundation for the development of the younger generation (Harahap et al., 2019).

Based on the main design of character education in 2010, it is explained that in the school environment there are four pillars which act as a means of instilling character values (Juliardi, 2015g). One of the four pillars is learning activities in the classroom that are integrated with each subject, school culture, extracurricular activities, as well as daily activities at home and in the community (Nasution, 2016). Of these four aspects, researchers emphasize that classroom learning activities are the core of the educational process in schools, so that the integration of character education in each subject is important. The learning process in each subject can integrate character values at each stage, such as planning, implementation and evaluation, including Citizenship Education (PKn) learning. Moreover, the role of Civics as the main sector in character education emphasizes the importance of integrating character values in the learning process, in accordance with the objectives of Civics learning which include moral development in everyday life, such as behavior that reflects faith and devotion to God, humanitarian behavior that fair and civilized, as well as behavior that supports unity and social justice for all Indonesian people.

Based on these objectives, Civics learning is considered a vehicle that is fully related to the formation of student character (Suardi et al., 2019). However, in practice, researchers found that Civics learning in the classroom often only focuses on achieving cognitive goals or mastering knowledge. Affective aspects related to the formation of students' character and

attitudes are often ignored. Therefore, improvements are needed in Civics learning to develop student character starting from planning, implementation, to evaluation (T. Nurgiansah, Hendri, et al., 2021). The ability to plan, implement and evaluate learning is required to internalize character values, because character cultivation cannot only be taught, but must also be developed. As stated by Nurgiansah (2020d), that "values are not only obtained or taught, but learned." This is necessary so that educators are able to produce students who are not only academically intelligent, but also have good character (T. H. , Nurgiansah & Al Muchtar, 2018). Based on the various problems that have been presented, researchers are motivated to conduct research on "Integration of Character Education in Citizenship Education Learning for Student Character Development" (T. Nurgiansah, Pratama, et al., 2021).

## **B. METHOD**

In this research, there are two types of data collected by researchers, namely primary data and secondary data. Primary data is information obtained directly from research subjects using measurement tools or direct data collection. Meanwhile, secondary data is information obtained indirectly through documents or from other sources such as relevant literature and journals (T. H. , Nurgiansah & Al Muchtar, 2018). This research adopts a qualitative approach using a case study method to explore the responses of several respondents to the impact of family pressure and parenting styles on children's mental health. Google Form was chosen as a research platform because the Covid-19 pandemic hampered access to the field. Students were chosen as respondents in data collection. The collected data was then analyzed using the Milles and Huberman model, which includes data reduction, data presentation, and data verification (Milles & Huberman, 2020) (T. H. , Nurgiansah & Sukmawati, 2020). The data that was collected was then validated using data collection techniques.

## **C. RESULTS AND DISCUSSION**

Based on the research results, respondents gave short answers indicating that they agreed on the importance of character education for the teenage generation to prevent moral deviation and juvenile delinquency. Some of them admitted to having committed juvenile delinquent behavior or moral deviations. From these responses, it can be concluded that Citizenship Education is an important forum for educators to develop student character. This is because in this subject there is material about love and loyalty to the country. If teenagers engage in morally deviant behavior, this is considered an indication of a lack of love for their homeland or country (Nurgiansah & Al Muchtar, 2018).

Citizenship education, apart from including Pancasila values which contain character values, is considered to facilitate and provide clear direction in the development of character education. All respondents agreed that character education has a significant impact on the future of adolescents, because negative characters are unacceptable in both social and professional environments. Apart from that, the importance of character education is not only for teenagers but also for adults, considering that there are still many parents who have bad characters that children can imitate and apply in their lives. Therefore, it can be concluded that character education must be instilled through citizenship education because of the large

amount of time children spend at school, and also the role of parents which has a big influence on children's character as a reflection or role model.

According to researchers, the terms Civic Education and Citizenship Education are taken from Civic Education, which was translated into Indonesian by different experts. The term "Citizenship Education" was represented by Azyumardi Azra and the ICCE Team, while "Citizenship Education" was represented by Zamroni, Muhammad Numan Soemantri, Udin S. Winataputra, and the CICED Team explains that Civics subjects are educational programs that emphasize political democracy, combined with other knowledge and the positive influence of school education, society and parents, with the aim of training students to think critically, analytically, and behave and act democratically. In accordance with the values of Pancasila and the 1945 Constitution. Azis Wahab also agrees that Civics is a learning tool that forms students' nationalist awareness, intelligence and responsibility. Therefore, the Civics program includes basic concepts of state administration, politics, state law, as well as other general theories that are in accordance with these objectives (Nursalam, 2017).

Essentially, Civics aims to prepare the younger generation with adequate skills to interact in social life. Critical thinking skills, responsibility, and democratic attitudes and actions are considered supporting factors in the formation of national character. The aim of Civics is to create reason-based and responsible participation in the political life of citizens who adhere to the values and basic principles of Indonesian constitutional democracy. Effectiveness and responsibility in citizen participation requires mastery of knowledge and intellectual skills, as well as active involvement. In addition, responsible participation is strengthened through the development of certain dispositions that increase an individual's ability to participate in the political process and support the healthy functioning of the political system and the improvement of society.

Civics provides hope to guide the younger generation towards behavior that is in accordance with the goals of Civics, which will ultimately lead the nation to the desired character through the vehicle of Civics learning with strong provision in various subjects studied by students. In this way, new hopes in building the nation can be realized. Essentially, Civics teaching has a unique role compared to other fields of education which emphasize accuracy, because the focus of Civics is more on complex social issues. The main concept in Civics is to form ideal citizens in accordance with the principles of citizenship, namely individuals who are religious, have good morals, are knowledgeable, and are able to overcome social problems (social life skills). Character refers to a person's traits, habits, morals or personality which are formed through the internalization of various believed virtues and become the basis for an individual's outlook on life, thoughts, behavior and actions. These virtues include values, morals and norms such as honesty, courage, trust and respect for others.

In general, character reflects the patterns of thought and behavior that are unique to each individual, both in interactions within the family, community, and in the context of the nation and state. Character values are an essential aspect in every human activity in daily life. Strengthening the national character revolution through Civics, which emphasizes the formation of character, is part of efforts to build the character of the younger generation as

part of the mental revolution. This reflects the orientation of the character education strengthening program which is a paradigm in national development.

An Indonesian citizen who has a strong character is characterized by traits such as being religious, moderate, intelligent and independent. Religious nature is reflected in an attitude of life that is devout, honest, trustworthy, generous, mutually helpful and tolerant. Moderate nature is shown by an attitude to life that is not extreme and reflects a personality that is balanced between the individual and the social, and is able to adapt and work together in diversity. An intelligent nature is reflected in a rational attitude to life, love of knowledge, openness and progressiveness. Meanwhile, an independent nature is reflected in an attitude of life that is independent, disciplined, frugal, respects time, persistent, entrepreneurial, works hard, and has a high love of the country without losing universal human values and relations between national civilizations (Juliardi, 2015).

Character is defined as the fundamental values inherent in each individual as a citizen, which are then reflected in the individual's personality and become a characteristic of the nation's identity as a whole. In the context of a country, character acts as the foundation of identity and mental strength that drives the country to realize national development goals and aspirations, by showing competitive, comparative and dynamic advantages among other countries.

### **1. Implementation of Character Education through Citizenship Education**

The national commitment to the importance of character education is reflected in Law no. 20 of 2003 concerning the National Education System, which mandates the formation of national character in Article 3. This article emphasizes that national education aims to develop abilities and form dignified national character and civilization, with the aim of making the nation's life intelligent. The general target of character education is all citizens, with a special focus on students at various levels of education. Students are considered the next generation of the nation who need to be educated to become adult citizens who are aware of their rights and obligations.

Society really hopes that the young generation will be prepared to become citizens who are responsible, civilized, polite, respectful of others and have good character. Citizenship Education (PKn) is the right medium to revive the desired character values, by integrating character education values into the Civics curriculum. The integration of character education values is a system that implies character values to members of the school community through the components of knowledge, awareness and action. These values include relationships with God Almighty, oneself, others, the environment and the country, with the aim of making individuals perfect human beings. In the context of Citizenship Education (PKn), several essential character values include devotion, faith, honesty, caring and ethics.

Implementation of character education values through Civics includes basic and main character values. The main character values of Civics aim to form students who are religious, honest, intelligent, tough, democratic and caring. Meanwhile, the main character values of Civics aim 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, innovatively and independently. These main character values are

important to strengthen the role of Civics as a vehicle for character education. Until now, Citizenship Education has become an essential part of national education instruments and practices in Indonesia, integrated into the concept of "values-based education". The structure of Citizenship Education is built on the following paradigm:

- a. Curricularly, Citizenship Education is designed as a subject that aims to develop individual potential to become Indonesian citizens who have high morality, intelligence, participation and responsibility.
- b. Theoretically, Citizenship Education is structured as a subject that includes integrated cognitive, affective and psychomotor dimensions, with a focus on the ideas, values, concepts and morals of Pancasila, democracy and the spirit of defending the country.
- c. Programmatically, Citizenship Education emphasizes content that advocates values and learning experiences through behavior that must be realized in everyday life, becoming a guide for citizens in social, national and state interactions.

The following is a strategy for implementing character education through Citizenship Education (PKn) in various types and levels of education:

- a. The cultivation of character education is integrated into every aspect of Civics material, where every learning topic inherently includes character values. Educators plan learning by connecting character behavior to learning objectives, indicators and Civics material.
- b. The implementation of Civics learning includes a description of character values in the teaching and learning process through the introductory, core and closing stages. In the introductory stage, character behavior is conveyed through students' daily experiences or examples of attitudes in their lives. Next, at the core activity stage, character values are introduced through concrete examples or tasks that involve students directly. In the closing stage, the results of character learning are concluded to understand the expected behavior.
- c. Civics learning evaluations that include character values are carried out to measure character formation. Evaluation results are based on weekly assignments related to improving students' character/attitudes. Attitude changes are evaluated in stages and observed in learning activities. For example, to strengthen the character of responsibility, students who do not participate in group work are given punishment according to mutual agreement.

In line with the grand design of character education in 2010, the school environment provides four pillars as a forum for instilling character values. One of these pillars is through integrated classroom teaching and learning activities in every subject, including Civics. Each subject is expected to shape student character through instructional and accompanying impacts. The Civics subject is one of the subjects that is rich in character values and is considered a leading sector in character education. However, in practice, Civics is often not given sufficient priority because it often only focuses on memorizing material without being able to fulfill its role as a leading sector in character education. Therefore, in this research, I

analyzed the syllabus and lesson plans prepared by teachers to support civics learning with character in the classroom. Learning planning contained in the RPP has an important role in the success of character education in schools.

As explained by (Rachman et al., 2021) RPP has two main functions in supporting character education in schools. First, the planning function, where the RPP encourages teachers to be better prepared to carry out learning activities and shape the competence and character of students through careful planning. Second, the implementation function, where the RPP must be prepared systematically and comprehensively so that it can be adapted to the conditions and needs of the environment, school and region. Thus, teachers must make good learning plans to ensure the successful implementation of character education in the classroom. With proper Civics learning, it is hoped that students can be prepared to become citizens with character, noble character, intelligence, participation and responsibility.

#### **D. CONCLUSIONS AND SUGGESTIONS**

Based on the research results and discussions that have been presented, it can be concluded that the aim of character education is to revive character values that are in accordance with the teachings of Pancasila, such as devotion, faith, honesty, caring and ethics. Civics is an effective means of applying the values of character education to students, because the main aim of Civics is to create citizens who are democratic and have morals in accordance with the values of Pancasila. Therefore, character education should be integrated into Civics learning to shape the morals of the younger generation. One suggestion that can be given is to include character education values into the Civics curriculum and teaching plan.

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