

## **Implementation of Character Education in Civic Education Learning at SDN 2 Kalosi, Alla District, Enrekang Regency**

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### **ABSTRACT**

The main issues in this study are how character education is implemented in Civic Education at SDN 2 Kalosi Elementary School, Alla District, Enrekang Regency, and the factors that influence the implementation of character education in Civic Education at SDN 2 Kalosi Elementary School, Alla District, Enrekang Regency. This study is descriptive-qualitative in nature. The data collection techniques used included observation, in-depth interviews, and documentation. The analysis method used consists of three stages, namely data reduction, data presentation, and verification. The results of the study show that the implementation of character education in Civic Education learning is based on the 2013 curriculum, which includes character values in every lesson plan (RPP). Teachers use this plan as a guide in implementing learning and instilling character values in accordance with learning activities. The implementation of character education in Civic Education learning is included in thematic learning so that the instilling of character values is followed by other learning activities. Factors that influence the implementation of character learning include environmental factors, cultural factors, family factors, and instinctive factors. These four factors have different influences on students' characters.

**Keywords:** Character Education, Civic Education, Qualitative Research

### **INTRODUCTION**

Education, as a process of knowledge transformation, involves numerous aspects and components to support the educational process. However, current education, which is considered to prioritize cognitive knowledge, is incapable of addressing students' moral development. This is evidenced by the widespread news coverage of juvenile delinquency. Therefore, character-based education is now being implemented.

Given the urgency of character education, educational institutions have a responsibility to instill it through the learning process. Strengthening character

education in the current context is highly relevant to addressing the moral crisis occurring in our country. Whether we acknowledge it or not, a real and worrying crisis is currently occurring in society, involving our most precious assets: children. This crisis includes increasing promiscuity, rampant violence against children and adolescents, crimes against peers, cheating, drug abuse, and pornography, which have become social problems that have yet to be fully addressed.

This state of moral crisis and decadence indicates that all the religious and moral knowledge acquired in school has not had an impact on changing the behavior of the Indonesian people. In fact, what is evident is the inconsistency of many Indonesians, who talk about different things and act differently. Many believe that this condition stems from the results of education. Demoralization occurs because the learning process tends to teach moral and character education only through texts and does not prepare students to respond to and face the contradictions of life. Education itself is the biggest contributor to this situation. In the context of formal education in schools, one possible cause is that education in Indonesia places greater emphasis on intellectual or cognitive development alone, while soft skills, or non-academic aspects, as the main elements of character education, have not been optimally addressed and are often neglected (Zubaedi (2012:2).

Since the implementation of the 2013 Curriculum, the learning process has placed greater emphasis on instilling character and culture in students educated from an early age. This is also done at SDN 2 Kalosi, Alla' District, Enrekang Regency, where at the beginning of the 2016/2017 academic year, the school began using the 2013 Curriculum. The implementation of character education at the school is not limited to aspects of learning in the classroom alone, but also through the daily activities carried out by its students.

From the various descriptions, the researcher is interested in conducting research on "Implementation of Character Education in Civic Education Learning for Class IV SDN 2 Kalosi, Alla District, Enrekang Regency."

According to the Great Dictionary of the Indonesian Language, character is the psychological traits, morals, or manners that distinguish one person from another. Character comes from the Greek word "charassein," meaning an object or tool for scratching, which was later understood as a stamp or seal. Thus, character is the inherent qualities of a person (Adisusila 2012:76).

Character is culturally formed from the moment we enter the golden age, from birth to age six. Thus, character emerges from a learning process that begins with family parenting and is later complemented by an appropriate education system regulated by the state. Appropriate education means that the learning provided must be appropriate to the child's brain development according to their age (Setiawan 2011:16).

In relation to moral education, character education shares a similar orientation: character formation. One difference between the two is that moral education often seems Eastern and Islamic, while character education seems Western and secular. So far, character education has been successfully formulated by its practitioners to a very operational level, encompassing methods, strategies, and techniques. Moral education, on the other hand, is rich in information on ideal criteria and sources of good character.

Furthermore, the values of good and bad, right and wrong in morals are based on the provisions of sharia, while the values of good and bad in character are based on universal agreements that apply generally.

Meanwhile, character education is a teaching program in schools which aims to develop students' character or behavior by internalizing the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline and cooperation which emphasizes the affective domain without leaving the cognitive and psychomotor domains (Zuriah 2011:19)

It's also important to understand that character is developed through the stages of knowing, acting, and then habit. This means that character is not limited to

knowledge. Someone who possesses knowledge of goodness may not be able to act in accordance with that knowledge if they haven't been trained to practice it. Therefore, starting with knowledge of character, it must be accompanied by practice or training to integrate it into daily life, which must then be done continuously and consistently.

### **Civic education**

Civics education, or Civics, has many meanings and terms. Civics education consists of two words: education and citizenship. Education is a conscious and planned effort to create a learning environment that allows students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Article 1 of Law No. 20 of 2003).

According to the National Education System Law No. 20 of 2003, in the explanation of Article 37 it is explained that "Citizenship Education is intended to shape students into humans who have a sense of nationalism and love for their homeland."

There are many character values contained in the subject of Civic Education, according to the Regulation of the Minister of Education and Culture Number 20 of 2018 concerning Strengthening Character Education in Educational Units, implemented by applying the values of Pancasila in character education, especially including the following values: religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the homeland, appreciate achievement, communicative, love of peace, love of reading, care for the environment, care for society, responsible

### **RESEARCH METHODS**

This research is a qualitative one. It aims to describe everything related to character education at SDN 2 Kalosi, Alla District, Enrekang Regency, specifically in the fourth grade Civics lesson.

The data used as sources for this research are primary and secondary

sources. The focus of this research is how character education is implemented in fourth-grade Civics learning at SDN 2 Kalosi, Alla District, Enrekang Regency, and the factors that influence the instillation of character education values in Civics learning.

Data collection for research is carried out using various research methods such as interviews, observation and documentation, which require tools as instruments.

## **RESEARCH RESULTS AND DISCUSSION**

Based on the processed data, the researcher found that the process of instilling character values in fourth-grade students of SDN 2 Kalosi during the home-based learning process can still be monitored and controlled by teachers. There are many positive characters that can be developed by teachers according to the core competencies of the 2013 Curriculum, such as having religious, honest, disciplined, responsible, caring, tolerant, mutual cooperation, polite, confident, and others. Teachers can develop these through daily journals of students' attitude development.

The implementation of character education during this period of home learning must continue to be supervised by fourth-grade teachers. The responsibility for character education rests with all parties to realize national education development based on the paradigm of developing the whole person. This means Indonesians possessing faith and piety, noble morals and character, the intellectual capacity and power to master knowledge, and the skills necessary for a superior Indonesia.

The implementation of character education in Civic Education learning for grade IV of SDN 2 Kalosi can be seen in the preparation of the Learning Implementation Plan (RPP) for character education values at SDN 2 Kalosi. Grade IV teachers refer to the 2013 Curriculum which has long been implemented at SDN 2 Kalosi. The teaching and learning process of the 2013 Curriculum is thematically based so that the implementation of character education in Civic Education learning is followed by other learning.

In the research observation of the Research Implementation Plan (RPP), several learning activities were and were not implemented by the fourth-grade teacher at SDN 2 Kalosi. The preliminary activity not carried out by the fourth-grade teacher was explaining the learning objectives to be achieved. The exploratory activity not carried out by the teacher was due to the limited time for online learning.

The researcher also conducted data analysis in the form of documentation of the Learning Implementation Plan (RPP) which contained character values in Civic Education learning activities as follows: religious, disciplined, responsible, self-confident, caring, appreciating achievement, cooperation.

In addition to the lesson plans, the researchers also analyzed the assessment of student attitude development in the documentation section. The 2013 Curriculum has implications for attitude assessment, which is carried out by analyzing and interpreting data from measuring the competency achievements of fourth-grade students at SDN 2 Kalosi.

There are three assessment techniques in attitude assessment: observation, self-assessment, and peer assessment. Observation is the primary technique used by the fourth-grade teacher at SDN 2 Kalosi as homeroom teacher. Self-assessment and peer assessment complement the attitude assessment technique. Observation is the primary technique in attitude assessment, using observation sheets or daily journals to track the attitude development of fourth-grade students at SDN 2 Kalosi.

The factors that influence the implementation of character education in Civic Education learning for fourth-grade students of SDN 2 Kalosi that have been conveyed by informants in the interview results are very clear, and the researcher agrees with this statement. The online learning process for fourth-grade students of SDN 2 Kalosi makes the family play an important role in the development of student attitudes. Researchers found that the learning process involves more of the role of mothers and siblings of fourth-grade students in directing students during each online

learning process. Fourth-grade students do not have cell phones but only use those of their parents or older siblings of fourth-grade students. This is a good attitude applied by parents at home to fourth-grade students of SDN 2 Kalosi. Furthermore, factors that influence the implementation of character education in Civic Education learning are environmental factors and instinct/instinctive factors in fourth-grade students of SDN 2 Kalosi.

## **CONCLUSIONS AND SUGGESTIONS**

Based on research on the implementation of character education in Civic Education learning for grade IV SDN 2 KalosiIn Alla District, Enrekang Regency, researchers concluded that the process of implementing character education was carried out starting from planning in the form of preparing lesson plans and implementation as indicated by the behavior of Class IV students in assessing the development of student attitudes.

The factors that influence the implementation of character education in Civic Education learning for class IV SDN 2 KalosiAlla District, Enrekang Regency are family factors, environmental factors and instinct factors.

After conducting research on the implementation of character education in Civic Education learning for class IV SDN 2 Kalosi, Alla District, Enrekang Regency, the researcher provides several suggestions that can be used as input to (1) the school to continue to supervise and improve the implementation of education in schools, class teachers to pay more attention to students who have notes on the development of attitudes that need guidance to improve students' attitudes and behavior (2) parents to always supervise the development of their children's character, so that the development of children's character is not only left to the school but parents also control the children's character.

(3) the government should increase socialization and training on character education for all existing teachers. So that character education is not just an order for schools

to implement but becomes a shared responsibility of the government and schools.  
(4) for further researchers so that the results of this study can be used as a reference for conducting similar research on character education in Civic Education learning in a broader discussion.

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