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# CITIZENSHIP EDUCATION TO STRENGTHEN STUDENT CHARACTER

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## Abstract

**Keywords:**
citizenship education; characters; Students.

*Since the era of President Sukarno, citizenship education has been taught precisely from around 1901 to 1970, but in the learning process, students still find some obstacles. This study aims to determine the implementation of citizenship education learning in strengthening students' character — qualitative field research method with a descriptive approach. The research was conducted at Integrated Islamic Primary School Salsabila Banguntapan Yogyakarta. Data collection techniques through observation, interview and documentation. The validity of the data is obtained by triangulation. Data analysis techniques using Miles and Huberman's theory are with stages of data reduction, display and conclusion drawing. The research results are 1) education learning planning is made in the syllabus and character education learning plan. 2) In the learning process, the teacher applies and uses various methods and learning resources and integrates them into characterful activities. 3) evaluation is done by the teacher through assessment, although not optimal.*

## Abstrak

**Kata kunci:**
Pendidikan Kewarga-garaan, Karakter, siswa

Sejak era Presiden Sukarno, pendidikan kewarganegaraan telah diajarkan tepatnya dari sekitar tahun 1901 hingga 1970, namun dalam proses pembelajarannya, siswa masih menemukan beberapa kendala. Penelitian ini bertujuan untuk mengetahui implementasi pembelajaran pendidikan kewarganegaraan dalam penguatan karakter siswa—metode penelitian lapangan kualitatif dengan pendekatan deskriptif. Penelitian ini dilaksanakan di SD Islam Terpadu Salsabila Banguntapan Yogyakarta. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Keabsahan data diperoleh dengan triangulasi. Teknik analisis data menggunakan teori Miles dan Huberman yaitu dengan tahapan reduksi data, display dan penarikan kesimpulan. Hasil penelitian adalah 1) perencanaan pembelajaran pendidikan dibuat dalam silabus dan rencana pembelajaran pendidikan karakter. 2) Dalam proses pembelajaran, guru menerapkan dan menggunakan berbagai metode dan sumber belajar serta mengintegrasikannya ke dalam kegiatan yang berkarakter. 3) evaluasi dilakukan oleh guru melalui penilaian, meskipun belum optimal.

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## INTRODUCTION

Citizenship learning in elementary school is intended to instill a sense of love of the homeland, increase the spirit of nationality, and form a national character that matches the philosophy, thinking of life, outlook on life, and the basis of the country is Pancasila. In this reformation, we are located in the 21st century, the century of culture and learning (Adarlo, 2020). This subject is accompanied by the ease of data that is easily accessible, the latest technology, citizens who change with lightning, and significant competitive energy (Bamber, 2018). Of the many entwined changes, at least a few are permanent and agreed by all countries in the world that learning has two main objectives, the beginning of helping students become more brilliant, and the second of assisting the students to be better. Continue to be the progress of civilization in this century, until teachers and students as one of the components in education are required to have competence in teaching and learning (Cavieres-Fernández, 2017).

For Dalman (Dalman, 2019), the challenges experienced by learning include critical thinking skills, problem-solving, communication and cooperation skills, creativity and update skills, data and communication technology literacy, contextual learning skills, and data and media literacy skills. By experiencing this educational challenge, will encourage the realization of the ideals of the country of Indonesia is prosperous and happy by forming citizens consisting of a quality human energy source, is an independent and willful person to realize the ideals of the country and equal to other countries in the world (Dewi, 2019).

But the reality is that the learning system in Indonesia has not been able to experience learning challenges. This is evident from the ongoing one-way education model in most schools, making students only recognize and observe the teacher's description (Effendi, 2020). Other conditions can be seen from the routine of less creative students, lack of innovation skills, poor problem-solving skills, and lack of familiarity with 2-way communication (Zulfiati, 2019). Another problem in Indonesian learning, especially felt by teachers, is the planting of personality learning because the teacher's job is not to educate learners. Still, transform them into pious individuals, individuals of integrity, disciplined individuals, creative individuals and want to know, and individuals who continue to be passionate and continue to respect others (Yulianti, 2019).

Learning is defined as a wake-up and planned effort that improves students' abilities and makes them better human beings. Learning also plays a role in improving

skills, forming character, and realizing a dignified nation civilization and educating the nation's life (Wardani, 2019). The meaning of distinguished learning here is to develop learners' ability and make the people who believe and fear God Almighty noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible state society (Syamsuddin, 2021; Tetep, 2019).

On the contrary, personality is a unique value in personality, morality and character, built through the internalization of various policies considered and used as methods of observation, thought, attitude, chatter and attitude in daily life. So it can be concluded that personalized learning is an effort to wake up and planned through the learning area that aims to urge the development of all human abilities so that it has good character and morality and has good consequences for nature and citizens (Komalasari, 2018). Personality learning can also be referred to as a tutorial process that helps improve, improve, mature, and form the character of a person who is a character or personality of a person (Moreira, 2020).

One of the methods taken to realize this problem is through the particular learning institutions of the school. The school is an official learning institution expected to meet academic targets and practice the urgency of personalized learning (Nur, 2020). The school consists of various levels, be it Children's Page, Elementary School, Early Secondary School, High School, Great Academy and other schools that have the same level (Sudarwati, 2018). Primary school is one of the traditional schools and is the basis for the following research. The implementation of personalized learning in elementary schools can be incorporated into the educational process, such as various subjects directly contacting religion or learning modules (Al-Abdullatif, 2020).

One of the subjects that can share the planting of personality is the learning of citizenship. Citizenship learning is essentially a learning program with a review of nationality, citizenship issues related to the country, democracy, human rights and civilians, and practices the principles of democracy and humanistic learning (Septiani, 2020). Other thoughts say that citizenship learning aims to assert the country's people to mean values, rights and obligations so that all things are tried in line with the goals and ideals of the country and do not deviate from expectations (Timmermans, 2019).

But in the process of application, citizenship subjects experience some obstacles that are thought to be less attractive, trivial, uninteresting, centered on teachers, many lectures, cultural development memorization, novel-based teaching reading, as well as the position of teachers who still transfer knowledge and emotions/behaviors of students related to the

process of character creation is often overlooked. Therefore, citizenship education needs to be improved by improving students' personalities ranging from planning, strategy or application, assessment, and perceived obstacles (Seijts, 2021).

There has been a lot of research on citizenship learning as personalized learning in schools. Next, for the concept of personalized learning, there is already some research (Marini, 2019). The study has been conducted at the upper-middle level. In the group of prominent academics, some peneplain also befalls citizenship learning as eminent personalities learn (Isna, 2019). They are sourced in various cases discussed in the paragraph, until the author seeks to trace the basis of the currently intertwined claim, especially in the implementation of citizenship learning to strengthen students' personality (Asbari, 2021).

**METHODS**

This research intends to use qualitative research procedures to uncover the facts about the phenomena entwined in the field, after which carry out an in-depth analysis of the results. Qualitative research aims to master the phenomena felt by research objects comprehensively, such as assumptions, motivations, self-action, and descriptions through language and language form through the use of unique natural contexts and various scientific procedures. The participants in this research consisted of citizenship learning teachers as well as students. The participants were selected based on their description of the problems in the study that was again tried.

The research was tried at Integrated Islamic Primary School Salsabila Banguntapan Yogyakarta. The type of information disclosed in this research is narrative. Participant information is described and presented in the form of oral and written document information. The attitude of participants observed directly in place is also information to collect the results of this research. There are also steps to apply analysis is collecting interview information from resource persons who after that processed, observing observations in the field, collecting documents related to personalized learning through citizenship learning subjects in schools, followed by carrying out the collection of totality information by making information descriptions and the next step in carrying out analysis of data that has been collected.

## RESULTS AND DISCUSS

Citizenship learning subjects are one of the subjects with many personality values because these subjects are one of the main zones in the cultivation of personalized learning. But in reality, citizenship learning is thought to be less meaningful because it is believed to have many Chaplin modules and can not carry out the use as the central zone of (Khusniati, 2017). Meanwhile, this civics learning has two personality values: the primary personality value and the primary personality value. The immediate personality value aims to produce religious, honest, intelligent, resilient, democratic, and here.

On the contrary, the primary personality value aims to produce nationalist students, adhere to social provisions, respect diversity, awareness of the rights and obligations of self and others, responsible, logical thinking, critical, creative, and innovative, and independent said that 18 values of national personality must be inserted in learning is religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievements, communicative, peace-loving, fondness to read, high area, social here, and responsibility. Therefore, a series of activities allow citizenship learning subjects to instill personality learning in students, specifically religious personality, national spirit, curiosity, commitment, friendly or communicative and hard work (Ngadiyono, 2020).

Based on the research results, SDIT Salsabila Banguntapan teacher suggested that personalized learning is learning related to the behavior and attitude of students so that students become better. This matter is in line with (Handayani, 2020), who indicated that personalized learning is a learning movement in schools aiming to form, transform, disseminate, and improve learners' ability by coordinating hearts, feelings, thoughts, and actions that match the philosophy of life in Pancasila. Therefore, as educators, teachers must instill personality learning in students. This subject can be started by sharing examples or transparency while teaching and learning activities in the classroom because not only leading tasks and obligations of teachers are also obliged to be role models and facilitators for students.

Planning the implementation of citizenship learning as personalized learning in SDIT Salsabila Banguntapan particular tried by citizenship learning teachers is to prepare education planning consisting of annual programs, semester programs, syllabus, education implementation plans ( RPP) that contain personality values to be raised. Malaysia reported

that very little education planning includes three activities: determination of needs, determination of competence, and structuring education plans. On the contrary, for (Saregar, 2019), the things that must be observed in drafting RPP are: 1) The program raised must familiarize with the existing energy sources.  2) Educational organizations must always observe the atmosphere in the school area.  3) Teachers who are education managers must take full responsibility for their responsibilities and.

In the implementation of citizenship learning as personality learning at SDIT Salsabila Banguntapan, education planning plays a role in ensuring the activities to be achieved and how the method of reaching it, how long it takes, how many people to need, and what must always be prepared in the (Auh, 2018). To organize the syllabus and RPP, the school always loads values, behaviors and attitudes that can facilitate the educational process and urge creating student personalities to match the planned educational objectives (Hermino, 2020).

The purpose of structuring RPP and syllabus is to urge each teacher to prepare teaching and learning activities that can help shape the skills and personalities of students. According to the planned one, the syllabus and RPP character concept itself aim to facilitate educational process activities and shape students' dispositions. This matter is in line with Malaysia's thinking that the personality learning planning session in citizenship learning education includes the arrangement of syllabus and RPP, where the activity is obliged to improve behavior, values and attitudes and in drafting the syllabus and RPP is obliged to facilitate the educational process in shaping the personality of learners.

In the implementation session of citizenship learning implementation as personality learning at SDIT Salsabila Banguntapan, teachers conducted teaching and learning activities in line with the RPP character made earlier. In the preliminary activities of education, teachers always carry out habituation by praying for each religion and singing the song Indonesia Raya or other national anthems to instill religious behavior and nationalism to students. The value of this spiritual personality reflects faith in God Almighty, which is reflected in the act of doing his religious teachings.

On the contrary, the value of nationalism personality or national spirit reflects behavior or action in protecting and protecting the nation and putting the nation's interests and the country above the interests of individuals or groups. After that, the teacher also shared examples of conscientiousness by arriving to teach on time, dressed neatly and politely while teaching in class, and noticing the neatness of the course. This accuracy is significant and has a big donation on learning and creating a personality because it puts forward all

aspects of attitude in the instant action, not just dialogue. Therefore, the teacher's accuracy is one of the significant aspects of the effectiveness of personalized learning in schools.

The preliminary activity tried by the teacher has complied with the standards of such a process put forward by Gunawan, are: 1) Teachers are obliged to prepare the mental and physical students to explore the educational process. Mental preparation tried by the teacher can be started by praying, asking about student news, students' readiness to start the lesson, and others. On the contrary, physical preparation can be tried by conditioning the atmosphere of the class. 2) Ask questions that connect early knowledge with modules to be studied or commonly spoken aperepsi. 3) Towering to students overrides the educational objectives or essential competencies to be achieved in educational activities. 4) Delivering to students to override the scope of teaching materials and describe activities suitable syllabus.

Next, teachers also use educational ordinances that are appropriate to instill personality learning in students. The subject appears at the time of teaching and learning activities. Teachers always produce an atmosphere of learning through teaching and learning activities: 1) Teachers give students a stimulus to urge students to explore by asking questions, thus sharing stimulation through questioning skills. 2) After stimulation, students receive a student worksheet ( LKS) provided by the teacher so that students can create problems through dialogue with friends, and this subject aims to increase the curiosity and responsibility of students. 3) Students collect relevant data to help them complete LKS through various sources such as printed novels and the internet. 4) After collecting information, students digest the information obtained by discussing it with friends and sorting out the relevant data to fill out the LKS, then confirm the information obtained and respond to the problems in LKS. Through this activity, students indirectly want to improve their friendly or communicative personality and hard work. The value of a social or communicative nature reflects the skill to deliver inspiration or ideas to others to create an exciting atmosphere when collaborating. On the contrary, the value of a complex work personality reflects the severe behavior of achieving goals, megatasi obstacles in completing a task or work. 5) The teacher asks each group to make the dialogue results and draw conclusions about the modules studied together.

The last stage in citizenship learning education of this character is the closing activity. In the closing activity, the teacher integrates personality values that match the RPP that has been prepared earlier. Teachers carry out closing activities well, and this subject is constructive for the management of personalized learning for students.

Not only that, sourced from information obtained by researchers through observations and interviews directly in the field, it is found that the assessment or evaluation method in citizenship learning education has not varied. Teachers only evaluate students' assignments in written form and do not evaluate students' behavior optimally throughout the educational process. Meanwhile, when viewed from educational assessment theory, teachers can assess through observations, interviews, anecdotal notes, multilevel scales, self-evaluation, the evaluation between friends, and portfolios. In this research, there are also some obstacles when applying citizenship learning as personality learning at SDIT Salsabila Banguntapan.

The initial obstacle is that the teaching activity is very lightning, so the evaluation of student behavior is not maximally carried out. The solution is to solve time problems so that teachers can evaluate the behavior of students optimally. The second obstacle is the lack of personalized learning in the family, so personality learning in school has not been maximized. The solution is that the school shares opportunities for children to gain personality learning at home on Saturdays and Sundays. The school also invites parents to exchange data about knowledge related to personality learning run by the school so that parents can participate in sharing personality learning with their children.

## CONCLUSION

Based on the results of research and reviews earlier, until obtained some conclusions is planning the implementation of state-of-the-state learning as personalized learning in SDIT Salsabila Banguntapan is in education planning tried income values- personality values raised in RPP and directly increase it into educational activities, where this subject is tried through modification of RPP personality sourced on personality types to be achieved. The implementation of citizenship learning as personality learning at SDIT Salsabila Banguntapan is to practice and use various ordinances and learning resources, and incorporate multiple personalities into educational activities, such as religion while worshipping, the spirit of nationality while singing various songs must be national, increase the sense of want and responsibility when discussing, as well as social or communicative and hard work to create all types of data.

Assessment of the implementation of citizenship learning as personality learning at SDIT Salsabila Banguntapan is that teachers have carried out various evaluations such as writing tests, but still not maximally when assessing the behavior of learners throughout the

educational process. Obstacles to the implementation of citizenship learning as personality learning at SDIT Salsabila Banguntapan is an educational time is thought to be very lightning, so the evaluation of student behavior is less than maximum and learning personality at home is lacking. Hence, personality learning in school is also less than maximum.

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