

Character Formation of Students at SD Negeri 1 Buwun Mas: Putting Civic Learning as A Basis



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ABSTRACT: This research aims to analyze the implementation of Civics learning as well as the impact of the implementation of learning Civics as base formation character students at SD Negeri 1 Buwun Mas. Types of this research is a study of qualitative with studies case. The source of the data comes from primary and secondary. The data was collected with the use method data collection in the form of observation and interviews. Analysis of data t was carried out through four stages, namely: data collection, data condensation, data presentation, and withdrawal conclusion. Research result This shows that PKN learning has held as it should with based on the applicable curriculum. However, learning PKN as a base formation character student in SD Negeri 1 Buwun Mas is still not effective. That matter was proven from the results summary interview to three guardians class at school that students did not show a change in behavior after learning Civics. Challenges experienced by teachers in the form of characterizing students through the implementation of PKN learning is lack of habituation to students so that behavior they only endure temporarily and back again when not reprimanded by the teacher or not supervised by the teacher. The formation of character students through the implementation of civic learning is not only done with the transfer of information from knowledge Because character students are not formed only through knowledge. Teachers should do three stages of formation moral that *are moral knowing, moral feeling, and moral behavior*. Implementation of Learning Civics based on the three stages above will effectively form character-consistent students.

KEYWORDS: Implementation of Learning PKN, Character of Students

INTRODUCTION

Character building is a serious effort to understand, shape, and cultivate values and ethics, fine for self Alone norfor others (Dalmeri, 2014). character building is aspect important in building a generation young with character.character building Not only focuses on knowledge transfer knowledge but also on imparting values nobility and character to participant educate. Educational goals character

is teaching traditional certain, accepted values in a way wideas base good and responsible behavior answer (Dalmeri,2014). With embedded values nobility and character from anearly, generation young will become responsible individuals Responsible, characterful, and capable of contributing positively to the nation and state.

Character building moment This has integrated to intoCitizenship Education (PKn) learning. Civic education is one of the lessons that is becoming a leading sector in the development of character students (Dianti, 2016). Civic education becomes a pioneer in developing the character of students Because own values, norms, and character (Nurrohman, in Titin, 2023; 2838). Citizenship Education also contains material about Pancasila values such as mark divinity, value humanity, unity, oneness, cooperation, and justice. As we know Pancasila is an ideology nation or guidelines life. In research conducted by Abdulatif & Dewi, Citizenship education is one of the eye lessons used to build and advance quality, importance, and dignity in somebody aswell as life Indonesian people realize ambition national (Titinet al, 2023). Sunoto and Kartini (in Natasya and Dinie, 2021;479) stated that learning Civics at school has a very close connection with the development of character as well asstudent morale Because Pancasila values are used for interactand communicating daily together public enhanced devotion to the Almighty, obedience towards teachers and parents, development Love love for interpersonal relationships, love Darling for others, always cooperate with his friends, too it changed behavior. The same opinion was also expressed by Titin et al (2023; 2836) that with education citizenship students own understanding of behavior or Actions in life daily by contained values in Pancasila. Citizenship educationin Indonesia is expected capable prepare participants educatebecome citizens who own strong and consistent commitmentsTo maintain the unitary state

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Republic of Indonesia (Fryska, 2021).

Development process life marked nation and state with the more rapid competition between growing nation tight, then the Indonesian nation began entering the era of globalization in various ways the field of education going to live more society democratically (Pertiwi, et al. 2021). Shift trend life in self-students in Indonesia become a very important issue for the world of education. In various cases, a teenager starts worrying about their parents. The problem is there are not quite enough answers for all over part from parties in the institution of education (Hardini, 2015). Can't be denied that Indonesian people at the moment, in particular teenagers, are faced with problems decline character. This matter is marked with many cases such as bullying and brawls among students. This case even happens in the scope schoolbase.

Formation of character at school moment is effort- complex and requires collaboration from various parties. Crisis moderate character traversed by the Indonesian people at this time This indicated that education character given at school had no impact on changing behavior society in Indonesia (Dalmari, 2014). Problems that occur moment this is practice education in learning Civics that takes place in class limited to education-oriented for reaching objective cognitive or knowledge just. Whereas affective, related to the formation process character/attitude students tend to ignore. This is what causes its awareness about the country and character of Indonesia worrying. Self-awareness of children must become the provision main for giving education. For that, the role of the teacher in implementing citizenship education as education character students becomes important.

Teachers as facilitators' formation of character at school must be capable reach objectives from education Civics. Citizenship education aims to develop three function principles, which develop the intelligence of citizens, train Skilled citizens, and form personality citizens. Developing a democratic society through education citizenship requires missions and approaches to learning appropriate specials with paradigm education citizenship (Juliardi, 2015). Based on the opinion above can analyzed that Civics is a learning program that is not only refers to aspects of cognitive but in a way whole and comprehensive covers aspects of affective and psychomotor. Character refers to a series of knowledge (cognitive), attitudes (attitudes), and motivation (motivations), as well as behaviors and skills (Lickona, 1991). Apart from aspects the civics is also developing education values and character.

Learning Civics must be implemented in a way effective to be able to form character-appropriate students with values in Pancasila. As for the method of teaching values that is with emphasizes three components of important character education moral knowing (knowledge about the character), Moral feeling (feelings about the character), and moral behavior (deeds of character) (Lickona, 1991).

Through the application of three stages, the student can state their knowledge about something, through knowledge the student Then own attitude about a matter that, with knowledge and attitudes possessed student will behave by what he knows and what he reacts to. Therefore education character must integrated with notice third aspect, students must be capable of differentiating matter between good and bad.

Based on the background behind the so study This focused for look for know about "**CHARACTER FORMATION OF STUDENTS AT SD NEGERI 1 BUWUN MAS: PUTTING CIVIC LEARNING AS ABASIS**"

Formulation Problem: How does the learning of civics form the character of students at SD Negeri 1 Buwun Mas?

Research purposes: to know the implementation of civics learning as well as its impact on form-character students at SD Negeri 1 Buwun Mas.

RESEARCH METHODS

A place study was carried out at SD Negeri 1 Buwun Mas with the use method qualitative. Types of research used are qualitative with type studies case. Study This uses the approach qualitative or naturalistic for explore the problem study. According to Bogdan and Taylor (Moleong, 2006), research naturalistic produces descriptive data from the narrative. Through the method qualitative in essence understand How strategy Teachers embed the character polite polite road learning civics.

Source of research data This originates from primary data, namely the data obtained directly from the Teacher. secondary data is the data obtained in a way Not directly from the object researcher. As for data collection using technique interviews and observations. Interviews That are done involve informant study namely Civics teachers, students, and heads of school. The observation was done for description implementation in the field.

Whereas technique data analysis carried out (a) Meaningful data reduction summarize, choose things Which tree, focus on things important, throw away what isn't necessary, organize data about implementation learning Civics at SDN 1 Buwun Mas; (b) Presentation of internal data form description For combine information about impact implementation learning Civics to formation character students at SDN 1 Buwun Sir so that an organized, arranged in a relationship, so will the easier understood ; (c) Interesting conclusion about impact from implementation Civics learning in form character student in SDN 1 Buwun Mas who is answer to formulation problems that have formulated since beginning And after combine information important (Koesoema 2010).

RESULTS AND DISCUSSION

RESULTS

1) Implementation Learning Civics

Implementation of PKN learning as base formation character student in SD Negeri 1 Buwun Mas is classified as still not enough effective. That matter is proven by the results of a summary interview with three guardians classes at school. Civics learning has been implemented as it should with based on the curriculum which applies. In teaching PKN, teachers use methods and approaches such as method discussion, ask answers, and sometimes learning done by referring to experienced students. Methods so far this is considered effective by teachers in support of the success of Civics learning in class. According to them, students can easily understand material because they can pour their minds one each other.

Learning PKN is very tightly connected with learning character because the material in learning PKN contains values Pancasila which contain values based on divinity, humanity, unity, populism, and justice social. Values this is base important character for intertwining life nationality and state. In teacher learning it is very rare to use learning media assistance, more teachers lots use example-appropriate behavior with the values taught. This is the ultimate strategy effective for teachers to embed mark characters to students. In deciding the success of deep PKN learning from mark character, the teacher does evaluation using written, test verbal, or assignments. Indicators used to determine its success are changes in behavior and daily life of students.

2) Impact Implementation of PKN learning towards Character Student

Learning civics has a significant impact yet on changing the behavior of students. Based on information from the respondents, no are special programs carried out by schools to help the formation of character students besides learning civics. Party neither does school intertwine work the same with parents so that no there is transfer information development student to parents. PKN learning so far this has been given by the strategies designed and the materials that have been provided and arranged in the curriculum. Teachers use the book as a source of principal and behavior daily students as alternative examples in the form of character students. However, so far this real PKN learning is not yet capable form character students, especially about politeness and ethics. Still, many students who don't understand how must behave. The most frequent attitude that emerges and conflicts with politeness and ethics is students seldom request permission when going out of class as well as borrow goods from friends, students also very rarely say accept love as well as say sorry if late or make an error, p this, of course, become a challenge for teachers. based on the statement, challenges experienced by teachers in form character students through the implementation of Civics learning is lack of habituation to students so that behavior they only endure temporarily and back again when not reprimanded by the teacher or no supervised by the teacher.

DISCUSSION

1) Implementation Learning Civics

The low-character students in Indonesia currently can be caused by various mutual factors. Implementation Civics learning should be capable of building character in students. Development of character with Citizenship Education learning is a method for building as well as growing character (morals) in students (Natasya and Dinie, 2021: 479). Civic education becomes a pioneer in developing the character of students because own values, norms, and character it (Nurrohman, in Titin, 2023; 2838). However, based on the results research above can be concluded that PKN learning yet effective for form-character students, especially at SD Negeri 1 Buwun Mas.

Learning Civics still focuses on cognitive processes just. The teacher considers that learning Civics already succeeds form character students if mark knowledge they already reach minimum provisions. Whereas matter the no can become size determination succeed or not learning Civics form character student. Success can be measured through change in behavior demonstrated by students and consistently.

2) Impact of Implementation PKN learning towards Character Student

Civic education works as education democracy, education political or character in realm schooling for give comprehensive understanding related preservation values nationality (Sutiyono & Suharno, 2017: 13), then with exists learning Civics this student should own strong character. Branson (in Mulyono 2017: 220) stated that competence citizenship Citizenship Education (civic competencies) consists of knowledge citizenship (civic knowledge), character or character citizenship (civic disposition), and skills citizenship (civic skills) that can be obtained from citizens as it should be. Civics at school developed as the center development of insight, attitudes, and skills alive and living democracy to be developed life democracy Winataputra (2009: 17). Life democracy desired must base on behavior that: (1) has faith in God and appreciate it values philosophy nation; (2) virtuous character noble, disciplined in society, nation and state;

(3) rational; (4) active utilize knowledge (Sumarsono, 2008:6).

Dalmeri (2014) stated that there are 9 core characteristics, namely responsibility, respect, fairness, courage, honesty, citizenship, self-description, caring, and perseverance. Based on the function from learning Civics above, it should be implemented learning Civics can form behavior students by values Pancasila. However, in elementary school Country 1 Buwun Sir implementation

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learning Civics moment this not yet

effective for form character students. This matter can see in the minimal change behavior students who show up. So far This student has not shown a change significant in behavior. Viewed of the 9 core characters above, students at SD Negeri 1 Buwun Mas still do not yet have 9 characters. Feeling responsible answers them less, this is seen from the method they carry out the obligation given by the teacher. Example Homework or homework. The student does not feel responsible answer to finishing it. Apart from that, not yet formation of their character can see from the procedures they behave daily. Most of them are not aware of the system's method behave with their teacher, or friend his peers. They are inclined to act by desire.

Several possible factors influence the formation of a character student such as environment And modeling (Bandura, 2024). This theory emphasizes role learning with a focus on observation and modeling. According to the theory here, students Study observe, and imitate the behavior of other people, especially parents and teachers. Behavior, cognition, and environment each other influence and shape each other.

Based on the theory above then, factors that can influence Not yet its effectiveness Learning Civics in form character student is First: implementation Insufficient PKN learning effective Where method learning used Still classified traditional or only One direction. Teaching Civics often Still uses the method of lecture and memorization. Learning like This becomes not interesting and not relevant to life students. This matter makes it difficult to understand and apply the values character taught. Second; Lack of integration with life real Because material Civics often be delivered in a way theoretical and abstract, without linked with the context of life daily. This matter makes student difficult see the benefits and relevance values character taught. Third; Assessment that focuses on aspects cognitive just without notice aspect affective and psychomotor. This matter makes students motivated to memorize rather than understand and apply values character.

Formation of character student through implementation PKN learning is best No only done with transfer information form knowledge just Because character student No formed only through knowledge. Students must through three stages of formation of character as stated by Lickona (in Natasya and Dinie, 2021;478) The formation of character or character child can done through three frameworks, that is a draft character (moral knowing), attitude character (Moral feeling), and behavior character (Moral behavior). Therefore education character needs given to the student as early as possible and integrated into learning daily starting from the concepts, and examples as well as their applications in life. Knowledge children about the character will be Far more intact when they are taught third aspect the.

Apart from that, the technique guide is a useful way to form character children (Lickona, 1991). As explained by Lickona (1991), characterization is a method for raising a character child with a method to give messages character. characterization is a method for growing a character child with a method that gives messages character. Theory This is also appropriate with the theory put forward by Bandura that a character child can formed through interaction between personal, and influence environment.

In the process of formation character This done by some accompanying parties that is family and educators at school (Ningsih, 2015). Success in education character very depends on Work The same between teachers, parents, and society. However, it turns out lack of Work The same between stakeholders which causes an imbalance between what they get in school and the things they get at home. This is also one of the weaknesses of education character Where a lack of modeling and reinforcement is seen in a child in their environment place stay. For example at school taught to always request permission, pronounce accept love, and discipline However at home and in society children are faced with the reality that moment interacting with family or the public No one uses it or gets used to using words like magic. If the child's character is strengthened, then they difficulty balancing what is taught with the reality he sees daily.

So implementation of Civics learning for form character students must accompanied by guidance and reinforcement for value character Which owned student become strong. This is in line with Lickona (Dalmeri, 2014) that for form attitude and character students, teachers must give guidance with give suggest and correct attitude as well as behavior student.

CONCLUSIONS

Based on the results of research at SDN Buwun Mas, the researcher's interesting conclusion is that the Implementation of Citizenship Education (PKn) learning at SD Negeri 1 Buwun Mas yet effective in forming character students. Although the teacher has used various methods like discussion And asking for answers, as well teach Pancasila values, the results are Still Not yet adequate. Learning only takes place inside the class, in the form of knowledge transfer. Teachers don't strengthen to behavior of students outside of learning hours so that makes difficult it to form character for students. Lack of habituation positive on students also causes behavior Good they only nature temporary and easy is lost moment no supervision. Increasing effectiveness learning Civics in from character students, requires a more approach holistic and integrative, more use of learning media, special programs involving parents, and more assessments balanced between aspects of cognitive, affective, and psychomotor. The most important thing you can do is be a teacher as *an agent of change* in form character Students must together with students they can give an evaluation of their attitude show.

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