

## Implementation of Character Education for Elementary School Students Through the Learning of Civic Education

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**Abstract.** The objectives of this study were to: (1) collect and describe information on character education's application to fourth-graders at SDN 1 Palimanan Barat. (2) to gather and describe information regarding the character traits that SDN 1 Palimanan Barat fourth-graders exhibit. (3) to gather information about the school's efforts to implement character education at SDN 1 Palimanan Barat and to describe that information. This study employs a descriptive qualitative research design and uses methods like observation, interviews, recording, and questionnaires to gather data. 61 class IV students and class IV teachers served as the study's primary participants, although only 30 students from class IV B were selected for the questionnaire's sample size. Additionally, the principle of SDN 1 Palimanan Barat is the final topic. The findings of this study can be deduced from the planning of learning, the application of knowledge, and the facilitating and impeding elements of character education performance. Researchers claim that because many character education values, including religious, social, moral, responsible, environmental, creative, and social values like commitment and tolerance, are ingrained in students, the implementation of student character education in civics learning is quite good.

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**Keywords:** Character Education; Civics Learning; Student Character

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### INTRODUCTION

When this happens in Indonesia, there are various problems like bullying, rudeness, corruption, and brawls. A moral crisis occurred among the participants educated in Indonesia as a successor nation. In 2016, there were as many as 122 counts of complaints of victims of bullying at school; in 2017, it increased to as many as 129; in 2018, the number of complaints of victims of bullying decreased to only 107; in 2019, it again reduced with the 2019 numbers; and in 2020, it increased Again with the number 76. ([Databoks, July 29, 2022](#)).

Based on the explanation above, this happens because of a lack of factor application education character to participant education,

specifically participant education school basic. According to the news, on October 13, 2021, bullying occurred. The victim is a student school basis, and the perpetrator is a student school medium top. The news was obtained from [Tribune WoW.com](#) and written on October 23, 2021, at 14.55 WIB, by Anung Aulia Malik and her editor, recruit Vintoko. Inside the news, it was explained that the perpetrator Already, many times, bullying occurs at school based on one thing to do to the victim: press the victim's cheek against hot motorcycle exhaust (Quoted from [Tribune wow.com](#)).

Based on the so-needed application of education character to participant education as a generational successor nation, participants

must develop, implement, or understand 18 values of education and character. 18<sup>th</sup>-grade education character the shared be 2, i.e., mark character principal and value character central. The character value tree aims to create students who are religious, honest, intelligent, challenging, democratic, socially caring, and live in a caring environment. Whereas Mark's character's main aim is to create nationalist students who are obedient to the rules of society, appreciative of diversity, aware of their rights and obligations to themselves and others, take responsibility for their answers, think logically, critically, creatively, and innovatively, are independent, and are tolerant (Muhajir et al., 2021).

There are various types of methods for applying educational character to participant education. One of them started in the family environment, like giving discipline to a child by creating waking hours of sleep, hours for breakfast, lunch, dinner, or even hours to play. Not only from the environment family but application education characters can also do so when participants are in the environment school. Application of education character to participant learning while at school, which teacher did they are as a power educator whose job is to foster, guide, educate, direct, motivate, teach, and even apply education character to participant education is one task from a teacher (Anatasya & Anggareni Dewi, 2021). In the explanation above about application education, one of the characters is

at school. Students can also get the application of character education from the teacher through the learning process. One of the subjects whose aim is to foster good character in students as the next generation of the nation is the subject of Civic Education (PKN). Civic education is a subject that must be taught at all levels of education, from elementary to tertiary education. Civics subjects are one of the main components of inculcating character education. However, sometimes Civic Education is not considered necessary because it has rote material that cannot carry out its benefits as a central part of character education (Prabandari, 2020).

Judging from the Core Competencies and Basic Competencies of all subjects in the 2013 Curriculum in SD/MI, be it Indonesian language subjects, mathematics, natural education, social education, civics education, or so on, they all have the same critical role in implementing character education for students. However, researchers used the Civic Education subject in this study to see how character education was implemented for students through Civics learning. One of the reasons why the implementation of character education is better through civic education subjects is because civic education has other missions, such as political or democracy education, moral education, and legal education at every type and level of education. Susiatik also explained that, compared to other subjects, civics education is more important

because it is the spearhead of character education. Character education is given to students through Civics learning because Civics subjects contain material on national relations, Civic conflicts, democracy, human rights, civil society, and applying democratic principles and humanistic education (Pertiwi et al., 2021).

Based on the objectives of Civics subjects as stated in Permendikbud No. 24 of 2016, it can be noted that Civics learning objectives cover four domains, namely spiritual attitudes, social attitudes, knowledge, and Civics skills so that Civics subjects are used as a way to apply character education to students. By applying character education to students through Civics learning, it is hoped that students will have good character that should be instilled in each of them (Maryadi, 2019).

## RESEARCH METHODS

For the purpose of this study's design, a qualitative research approach was used. According to Sugiyono, qualitative research is a method for comprehending human or social phenomena by developing a complete and complex picture that can be communicated verbally, reporting in-depth opinions obtained from informant sources, and conducting the research in a natural environment. The goal of qualitative research conducted in natural settings is to better understand why and how occurrences occur. (Agusta, 2003).

The research location is the place where the research is carried out. The study was conducted at SDN 1 Palimanan Barat, in West Palimanan, Gempol District, Cirebon Regency. Students from the Elementary School Teacher Education Study Program at Muhammadiyah University of Cirebon's Faculty of Teacher Education conducted this research.

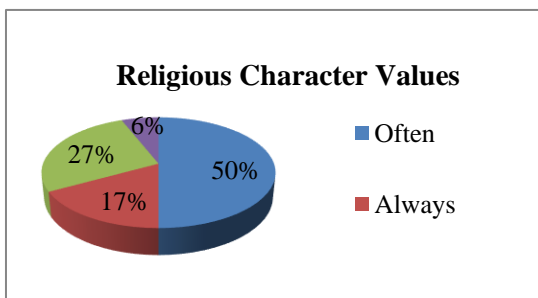
The research instrument was in the form of 3 observation sheets, namely: (1) learning observation sheets (learning planning), (2) learning observation sheets (implementation of learning), (3) learning observation sheets (student characteristics), and questionnaire sheets containing 20 statements. It contains the value of character education and interview guidelines that were asked the principal to find out the implementation of student character education at SDN 1 Palimanan Barat, then interviewed teachers to find out the implementation of student character education in civics learning in class IV, and finally interviewed students to find out the implementation of the teacher's learning process every day (Strauss & Corbin, 2003).

## DISCUSSION

Based on the results of the research that has been done, the researcher uses the observation sheet to analyze, in the lesson planning section, whether the grade IV teacher can compile lesson plans and insert character education values into them. After making

observations, it was found that the class IV teacher could already create lesson plans with models, methods, and strategies to support the learning process and had inserted character education values into the lesson plans.

Then, in the implementation of learning, the researcher uses observation sheets to analyze how the learning process is implemented and whether the learning process has implemented character education values. In implementing learning, the researcher also distributed questionnaires to students to see whether the importance of character education had been instilled in them. Based on the observational data and the questionnaire, the class IV teacher has implemented character education values in the learning process, and some character education values are embedded in students. One of the values is the value of religious character, with the results as follows:



Pie chart data It was explained that participant students with a marked education and religious makeup as much as 50%. Because, in part, they also averagely answer questionnaires, with column number 4 meaning often.

Next, in Section Lastly, researchers interview the head of the school. Participants

studied at SDN 1 Palimanan Barat for knowledge of implementation education character. They got results that implementation Already walks from start to finish. However, several activities are not held because of a lack of land and space to implement education in formative activities. Interview furthermore with the class IV teacher, namely to know How implementation education character participant educate on learning Civics in class IV and obtained results that the teacher has carried out activity implementation education character, although not yet max because participant educates Still carried away influence from environment playing at his house.

Finally, in order to inform participants on whether daily learning is based on what is observed at the time of observation or not, researchers also conduct interviews with participants. The findings reveal that learning is already based on what is observed at the time of keeping. The learning process still has to be enhanced to make it more applicable, engaging, energetic, and comfortable for the participant.

Character education is a planned process carried out consciously and continuously with listed values in society sourced from religious values (Jannah et al., n.d.). Civic Education Subject is one eye with a lesson. The educator can make a direct link between education character and material, for example, about tolerance and democracy. In

part, discussion This researcher will explain or conclude results from existing research data taken and done as shown in Section Results Research above (Sanjaya, D. B., Suartama, I. K., Suastika, I. N., & Dewantara, I. 2021).

### **Implementation of Character Education for Fourth-Grade Students in Civics Learning at SDN 1 Palimanan Barat**

With the implementation of character education, it is hoped that students will have good character and improve and develop their knowledge and talents (Mulyasa, 2013). The family can implement this character education as parents of students at home, and it can also be carried out by the teacher as parents of students while at school.

One of the implementation methods carried out by the teacher and the parents of students while at school is by inserting character education values into the learning process. The deal is inserted from the beginning of the learning process to the lesson's closing (Triani et al., 2020). Including character education values in learning is an essential thing. Besides being useful for teachers because they can develop these character values, students can also practice them directly by being faced with various kinds of problems and challenges so that the importance of character education can be embedded in them through the process of solving these problems or difficulties (Omeri et al., n.d., 2015).

Before and after learning is essential to creating practical and interactive knowledge. This is essential because some values of character education can be inserted into the concept before and after learning. If the teacher does this continuously daily, these values will be embedded in students (Yulianawati et al., 2022).

In this implementation section, the researcher observed the civics education lesson plans and the implementation of civics education lessons. For self-planning, the teacher usually makes plans when there is supervision, and for planning, look at the teacher's book and the student book from the government.

Based on the study's results, the researcher concluded that the teacher had included the value of character education in the lesson plan. During the implementation of the lesson, the teacher also applied the importance of character education to students during the learning process.

### **The Impact of Implementing Character Education for Fourth-Grade Students on Civics Learning at SDN 1 Palimanan Barat**

A teacher must provide practical and interactive learning so that learning objectives are more easily achieved and students can more easily understand the material (Nur Jannah, 2018). In line with the Attachment of Permendikbud No. 22, it is said that the learning process must be practical, interactive,

inspiring, fun, and able to motivate students (Dixit et al., 2018).

That way, the implementation of character education values in civics learning can be easily embedded in students. The impact of implementing class IV character education on civic education learning is seen from the students' daily lives in the learning process (observation) and from giving questionnaires to students to answer statements containing the value of character education in them (Sudarmin, 2021).

According to information gathered by academics regarding the effects of character education, some of its principles have been ingrained in students as a result of the school and the class IV teacher's implementation, particularly in the study of civics.

According to the researchers, for the value of character education to be embedded in students, there must be a change in the inhibiting factors for the implementation of character education to become supporting factors for the performance of student character education.

### **The Implementation of Character Education for Fourth-Grade Students in Civics Learning at SDN 1 Palimanan Barat: Inhibiting and Supporting Factors**

The rate at which technology is evolving at the moment means that it will have both positive and negative affects or effects. Teachers and parents must give guidance and

establish character education principles in pupils in order to prevent them from abusing the rapidly developing technology. They can also sort out what is good to do and what is not, which is not a good thing to do (Susiyanti et al., 2021; Widia Nur Jannah, 2014).

In implementing character education, there are several supporting and inhibiting factors. Technological developments can be included in the supporting elements, but they can also be included in the inhibiting factors depending on how the teacher or parents give them directions. However, several other supporting and inhibiting factors exist, based on the research results taken at SDN 1 Palimanan Barat, especially for students in class IV at SDN 1 Palimanan Barat.

The researcher collected research data in the form of interviews, which were then given to the school principal to learn how the school carried out the performance of character education and the questions were also given to class IV teachers to learn how the participant's character education was implemented. The researcher was interested in the factors that prevented and supported the implementation of student character education. Students undergoing civics education.

According to the researchers, based on the research that has been done and the results described above, the supporting factors for implementing character education for students are parents, schools, and teachers. Meanwhile,

the inhibiting factor for implementing student character education is environmental factors; when parents pay attention to their child's playing environment, their child can be carried away into wrong associations, causing no value in character education for these students.

## CONCLUSION

Analysis of the Implementation of Student Character Education in Class IV Civics Learning at SDN 1 Palimanan Barat shows that the performance of student character education in Civics learning is adequate when looking at the learning planning, implementation, and also the supporting and inhibiting factors of the performance of character education. The fact that students already possess a variety of character education values—such as religious values, social care values, discipline values, responsibility values, environmental care values, creative values, responsibility values, and tolerance—means that these values can also be seen based on the results of the questionnaire given to students and the findings of observations made of students' personality traits while they were learning. These children exhibit the eight character education ideals because they act in ways that are consistent with their own free will and conscious knowledge.

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