

The Influence of Pancasila and Citizenship Education Teachers in Instilling Moral Ethics to Build National Character in Madrasah Aliyah Syekh Yusuf Sungguminasa

Mardiana¹⁾, Musdalifah Syahrir²⁾, Nurmutmainnah³⁾

Pancasila and Citizenship Education Study Program, Teacher Training and Education Faculty, Muhammadiyah University of Makassar, Jl. Sultan Alauddin No.259, Makassar, Indonesia^{1, 2, 3)}
mardiana@unismuh.ac.id¹⁾, musdalifahsyahrir@unismuh.ac.id²⁾, nurmutmainnah@unismuh.ac.id³⁾,

Abstract. The objectives of this study were (1) to determine the description of PPKn Teachers in Instilling Moral Ethics at MA Syekh Yusuf Sungguminasa. (2) to know the description of Moral Ethics to Build National Character in MA Syekh Yusuf Sungguminasa. (3) to determine the influence of PPKn teachers in instilling moral ethics to build national character in MA Syekh Yusuf Sungguminasa. The research method used in this research is quantitative research. The population in this study were students of class X IIS 2 MA Syekh Yusuf Sungguminasa consisting of 18 men and 6 women with a total of 24 people. The data collection techniques used were questionnaires and documentation. While the data analysis technique used is descriptive statistical analysis and inferential statistical analysis. The results showed that the significant value: from the Coefficient table obtained a significance value of, $000 < 0.05$, so it can be concluded that the variable X has an effect on the variable Y. Likewise the t value: it is known that the t value is $4.281 > \text{table}, 2.064$, so it can be concluded that variable X affects variable Y.

Keywords: PPKn Teacher, Moral Ethics and National Character.

Abstrak. Tujuan penelitian ini yaitu (1) untuk mengetahui gambaran Guru PPKn dalam Menanamkan Etika Moral di MA Syekh Yusuf Sungguminasa . (2) untuk mengetahui gambaran Etika Moral untuk Membangun Karakter Bangsa di MA Syekh Yusuf Sungguminasa . (3) untuk mengetahui Pengaruh Guru PPKn dalam Menanamkan Etika Moral Untuk Membangun Karakter Bangsa di MA Syekh Yusuf Sungguminasa. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X IIS 2 MA Syekh Yusuf Sungguminasa yang terdiri dari 18 laki-kali dan 6 perempuan dengan total 24 orang. Teknik pengumpulan data yang digunakan yaitu angket dan dokumentasi. Sementara teknik analisis data yang digunakan ialah yaitu analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa nilai signifikan : dari tabel Coefficient diperoleh nilai signifikansi sebesar $,000 < 0,05$, sehingga dapat disimpulkan bahwa variabel X berpengaruh terhadap variabel Y. Begitupun nilai t : diketahui nilai t hitung sebesar $4,281 > \text{tabel}, 2,064$, sehingga dapat disimpulkan bahwa variabel X berpengaruh terhadap variabel Y.

Kata Kunci: PPKn Teacher, Moral Ethics and National Character.

INTRODUCTION

In general, the parents of students strongly agree with the influence of the teacher in inserting cultural education, of course the parents of students will respond positively, meaning that they fully agree. It can be understood that the behavior of human children is controlled by certain rules (regulated behavior). It can be said that the influence of the teacher is very important in determining the extent to which students' attitudes act as part of society, whether it is in accordance with religious norms, morals, customs, and laws that apply in society or not.

In schools as educators or teachers, teachers are one of the determining factors for the success of any educational effort. As teachers and educators, teachers must have the appropriate competence or ability in learning to improve the quality of learning. That is why any educational innovation, especially in the curriculum and the improvement of human resources produced and educational efforts always boils down to the teacher factor.

In order to build and strengthen students, it is necessary to combine the three components of educational institutions. One of the efforts that can be made is that educators and parents gather together to try to understand the symptoms of children in the negative phase, which include the desire to be alone, lack of willingness to work, experiencing boredom, there is a sense of anxiety, there is social conflict, there is emotional sensitivity,

lack of self-confidence, there is an interest in the opposite sex, excessive feelings of shame, and a fondness for fantasizing by studying the negative symptoms of adolescents in general, parents and formal, non-formal and informal educators. There are still many students who cheat when they are facing exams, are lazy, brawls between fellow students, engage in promiscuity, get involved in drugs, etc. with that have an impact on the social and family environment. It was found that teacher educators always gave bad examples of their students. So in this case ethics and morals become a priority in the influence of PPKn teachers to build national character in facing global challenges.

Ir. Soekarno as one of the founding fathers on various occasions reminded the Indonesian people of the importance of nation and character building. The development of the national character is very necessary considering that the Indonesian nation is very heterogeneous and has plurality, not only horizontal but also vertical. With a strong character, the Indonesian nation will be able to stand equal to other nations, even if it is not impossible to surpass the progress of other nations. The noble ideals formulated by the nation's founders, namely to create an independent Indonesian state, are due to the inculcation of a character that is not strong enough so that it is easy to split. Good character cultivation needs to be done from an early age, such as in elementary schools (Kanji

et al., 2019b) (Kanji et al., 2019a) (Nursalam et al., 2020) (Kanji et al., 2020b) (Kanji et al., 2020a), at the secondary school level (Suardi, Agustang, et al., 2020) (Suardi et al., 2018) (Suardi et al., 2019) or at the college level (Suardi, Nursalam, et al., 2020) (Suardi & Syarifuddin, 2018) (Suardi & Nursalam, 2020) so that it becomes a habit when he becomes an adult.

The implementation of planting moral ethics and character of a person starts from the family environment, community environment and school environment. Cultivating character in the family environment, the first character education received is the duty of parents as the first cultivator of their children's character. The family is a school for love, a place of learning that is full of harmony.

Pancasila and Citizenship Education subjects are subjects that focus on self-formation. For this reason, the role of Pancasila and Citizenship education teachers is not only to convey material but must provide the right approaches to develop students' moral intelligence in daily life both in the school environment, family, community in accordance with the norms and regulations that apply in society.

The study of ethics and morals is currently growing rapidly. We can find various books and articles on ethics and morals everywhere. In many ways this development was very encouraging. Compared with a decade or two ago, today more people are

paying attention to moral issues and they are trying to build a moral society. Issues of morality cannot be viewed as lip service. Nowadays concern over ethical issues often arouses participants' sensitivity to moral issues that are often discussed, even though these discussions may not be able to produce "definite answers" to the various moral dilemmas that have been faced by society.

The teacher is one of the elements in the educational process and a figure of a leader who is responsible, educates the lives of their students. So that in the implementation of moral ethics in schools, it is necessary to be supported by family and society so that it can run according to what is expected by having good goals for students with support from various aspects, students not only have good moral ethics in school but are also able to be practiced. at home with guidance from parents.

These three components have a major influence on the personal formation of the child. School as a formal educational institution needs to take a role in developing the effective side of students. In other words, in moral implementation, schools need to emphasize more on fostering student behavior because moral ethics is basically not just mastery of knowledge or cognitive mastery. Until now, learning moral ethics which is characterized by effective aspects is deemed less effective.

In his understanding, it must be instilled and well accepted so that what has

been learned in school is not just knowledge, but rather implanting what is learned. The importance of this can create a sense of responsibility in each student with the hope that when they are adults this will stick and not easily fade in the face of progress that occurs. This good moral will lead to a better life in the state for every society by being guided by God and making the guidelines for every action.

The government must be responsive and alert to the decreasing moral ethical issues of the younger generation and through the Ministry of National Education are virtuous and have faith and fear God Almighty because being a morally educated person is a reflection of individuals who have learned from ready to act in certain ways, at the same time being aware and proud of all his values and actions.

Morality is reflected in attitudes and behavior that can judge the good and bad attitudes and behavior of someone who sees it. In the moral itself there are several things that can be said that whether each student already has good moral ethics or not yet seen from the sense of empathy in understanding the feelings of friends at school, respect that distinguishes between teachers and peers, tolerance about how to respect friends By not discriminating against religion, ethnicity, race, class and respecting any differences of opinion, students are also expected to have a conscience in realizing that when they do something wrong and then not ashamed to apologize, besides being able to control themselves by not

interrupting others. Think before taking action so that you can know the positive and negative impacts of the action. Kindness is also very important to find out whether students have a sense of concern for fellow creatures of God.

The understanding of these values is part of the content of citizenship education learning which is contained in the understanding of the material from civics education learning which is able to foster moral ethics that are owned by students, so that good mastery of material is expected to affect the high learning achievement of civic educators. the stronger the morale of the students with a good understanding.

The emergence of ethics that has been going on so far, shows that we actually need moral theories. Without holding on to moral theories, we can move forward to deal with real problems. We tend to expect to obtain ideal moral theories, which we might call "ideal theories", namely theories that offer views about what it means to be justice or moral rights or the public interest in an ideal society.

Building the character of the nation (nation-character building) is very important in maintaining and maintaining the existence of a nation and state, so it is not surprising that at the beginning of independence, the first President of the Republic of Indonesia Soekarno, has emphasized the principle of sovereignty in politics, standing on his own feet. (Independent) in economics, and have a

personality in culture (Fathah, 2008: 3). However, until now the character of citizens has not shown good character, as seen from the many behavior of citizens that deviate from the prevailing values, morals and norms.

On the other hand, the unethical behavior shown by these students is contrary to their responses which acknowledge and believe that character is important. The results showed that a) 98% said, "it is very important for me to be a person with good character"; b) 98% said honesty and trust are very important in personal relationships "; c) 97% said, it is important to me that people believe me "; d) 83% said, it is not appropriate to lie or cheat because it is contrary to character ". In the report of the survey results of The Ethics Of American Youth from the Josephson Institute Of Ethics, 2006, it was also concluded that the wider and deeper contradictory behavior that occurs reflects the cynical attitude of students themselves in the rationalization process by ignoring the truth of ethical judgments and behaviors that are stated to be contrary to beliefs. moral (Dimiyati, 2010: 88). The emergence of a conflict between the behavior and desires of students, where students state that character is important, but on the other hand lie, cheat, and steal, so this is where the importance of the role and function of educational institutions to overcome this, which is the hope in this study that this research is carried out with well in accordance with the expectations of researchers. In formal

education institutions, civic education subjects are subjects that have an important role in building student character. This can be seen in the explanation of article 37 paragraph (1) of Law No. 20 of 2003 which states that "Citizenship education is intended to shape students into human beings who have a sense of nationality and love the country". Likewise with the opinion of Djahiri (2006) which states that "PPKn is an educational program / procedural learning program that seeks to humanize (humanize) and cultivate (civilizing) and empower students (self and life) to become good citizens as demanded. juridical constitutional requirements of the nation concerned ". In line with that, Koesoema (2010) states that "character education is closer to civic education, because character education deals not only with the development of moral values in individuals, but also pays attention to the rational features of individuals in relation to the existing social structures in the people. For this reason, character education cannot be separated from the spirit to educate every citizen politically, so that citizenship education becomes an inseparable part of character education.

MA Syekh Yusuf Sungguminasa is a religious school, where many students have different characters. With these various characters, many problems arose at MA Syekh Yusuf Sungguminasa such as going in and out during the learning process, arriving late during ceremonies and other days, lazy doing

assignments, skipping classes and so on. With the problems that occur, it will have an impact on the achievement of academic values and moral ethics of students at MA Syekh Yusuf Sungguminasa. Therefore, it is necessary to improve the ethical and moral education of MA Syekh Yusuf Sungguminasa students.

RESEARCH METHODS

Types of research

This type of research the researcher uses is correlational research using a quantitative approach. The quantitative approach is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know. Using the above approach, it is hoped that researchers can get an idea of the influence of PPKn teachers in instilling moral ethics to build national character.

Location and Time of Research

The research location was held at MA Syekh Yusuf Sungguminasa. The research location was chosen by the researcher because it met the criteria expected by the researcher who could support the research being carried out. The time that will be used in this research is approximately two months in July.

Population

The population in this study were all students at MA Syekh Yusuf Sungguminasa Somba Opu District, Kab. Gowa, amounting to about 321 students.

Table 1. Student Population MA Syekh Yusuf Sungguminasa

No.	Class	Gender		The number of students
		M	W	
1.	X MIA	12	23	35
2.	X IIS 1	14	11	25
3.	X IIS 2	18	6	24
4.	XI MIA 1	10	17	27
5.	XI MIA 2	9	21	30
6.	XI IIS 1	9	23	32
7.	XI IIS 2	18	16	34
8.	XII MIA 1	13	21	34
9.	XII MIA 2	17	20	37
10	XII IIS	15	28	43
Total				321
No.	PPKn teacher name	Gender		Total
		M	W	
1.	Nufriani, S.Pd	-	1	1
Total number				322 Person

Sample

As for the sample in this study is part of the total population of class X IIS students. By using purposive sampling technique, according to Notoatmodjo (2010) purposive sampling is a sampling based on certain considerations such as population characteristics or previously known characteristics. With the following data:

Table 2. Percentage of Sample Determination from Student Population Class X IIS 2 MA Syekh Yusuf Sungguminasa Somba Opu District, Gowa Regency

No	Class	Students	Division	Result	Roundin g
1.	X IIS 2	24	24x25%	6	6
Total					24

Research Instruments

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that it is more accurate, complete and systematic so that it is easier to process.

Questionnaire

Questionnaires or questionnaires are a number of written questions that are used to obtain information from respondents in reports about their personal or things they know. Based on this understanding, it can be concluded that a questionnaire is a method of collecting data by using a list of questions asked to respondents. In this study, a questionnaire was used to examine respondents in particular to find out how the independent variable affected the dependent variable. The type of questionnaire used is an indirect questionnaire. The measurement used is the Likert scale. The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. Meanwhile, the author's questionnaire making system uses a closed questionnaire with a total of 20 questions, where the respondent simply gives a checklist sign (√) on wrong one alternative answer is there. With alternative A's answer gets a score of 4, alternative B gets a score of 3, alternative C gets a score of 2 and alternative D gets a score of 1.

Documentation Method

Documentation, from the origin of the word document, which means written items. In carrying out the documentation method, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diary notes and so on. Based on the above understanding The researcher argues that the documentation method is a method used to obtain information from written sources. This method the authors use to obtain data about the brief history of MA Syekh Yusuf Sungguminasa, the condition of educators, students, organizational structure, and so on.

Data analysis technique

In analyzing the data in this study, using descriptive statistical analysis techniques and inferential statistics. In accordance with Sugiyono's explanation that data analysis techniques in quantitative research use descriptive statistics and inferential statistics.

Descriptive Statistical Analysis

The data collected through a scale were analyzed based on descriptive techniques with a percentage description of the variable implementation of management functions and teacher performance variables, in this case the writer used the help of the SPSS 20 computer program. Furthermore, the interpretation of the respondent's score used the following 3 diagnosis categories.

Table 3. Categorization of Score

Information	Categorization
$X < (\mu - 1,0 \sigma)$	Low
$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	Moderate
$(\mu + 1,0 \sigma) \leq X$	High

Source: Saifuddin Aswar, Psychological Scale, (2012).

Inferential Statistical Analysis

Inferential Statistical Analysis to determine the Effect of PPKn Teachers in Instilling Moral Ethics to Build National Character in MA Syekh Yusuf Sungguminasa, researchers used a simple linear regression formula with the help of the SPSS computer program.

DISCUSSION

The description of PPKn Teachers in Instilling Moral Ethics at MA Syekh Yusuf Sungguminasa

Based on the results of research that has been carried out on all students in class X IIS 2 MA Syekh Yusuf Sungguminasa with a total of 24 students, the authors obtained data through the results of questionnaires from students. The description of the description of the PPKn Teacher in Instilling Moral Ethics at MA Syekh Yusuf Sungguminasa, can be seen in the table below.

Table 4. Data on the description of PPKn teachers in instilling moral ethics at MA Syekh Yusuf Sungguminasa

No	Questionnaire Value										Total
	1	2	3	4	5	6	7	8	9	10	
1.	4	3	3	4	3	4	4	4	4	3	36

2.	4	4	4	4	3	3	3	3	3	3	34
3.	4	4	4	4	4	4	4	4	3	4	39
4.	4	4	3	4	4	3	4	4	4	3	37
5.	4	3	4	4	3	4	4	4	4	4	38
6.	3	3	3	4	3	3	3	4	4	3	33
7.	4	4	4	4	4	3	4	3	4	4	38
8.	3	4	4	4	3	2	2	3	4	3	32
9.	4	4	4	4	2	4	4	4	4	4	38
10.	4	3	4	4	3	3	4	4	4	4	37
11.	4	4	4	3	4	2	3	4	4	4	36
12.	3	3	2	4	3	4	4	4	4	4	35
13.	4	4	3	4	2	4	3	2	4	4	34
14.	4	3	2	4	1	3	4	4	3	4	32
15.	4	4	3	4	4	3	4	4	4	4	38
16.	4	4	4	3	4	4	4	4	4	3	38
17.	3	4	4	4	4	3	3	4	4	3	36
18.	3	3	3	4	3	3	4	4	4	3	34
19.	4	4	4	4	3	4	4	4	4	4	39
20.	3	3	3	3	3	3	3	4	4	3	32
21.	4	3	3	2	2	4	4	4	4	4	34
22.	4	3	2	1	2	3	4	3	2	1	25
23.	3	3	3	3	4	3	3	3	3	3	31
24.	4	3	3	4	3	3	3	4	4	4	35

Based on the results of the data above, the descriptive results of data processing through the SPSS 20 computer program are obtained. As follows:

Table 5. Descriptive Statistics of PPKn Teachers in Instilling Moral Ethics in MA Syekh Yusuf Sungguminasa

	N	Minimum	Maximum	Mean	Std. Deviation
Variabel X	24	25	39	35,04	3,223
Valid N (listwise)	24				

Based on the table above, it can be seen that the highest score from the scale used = 39 and the lowest score = 25 from the number of samples (n) = 24. The mean value is 35.04 while the standard deviation value is 3.22. Furthermore, the output above is

categorized to see the descriptive level of PPKn Teachers in Instilling Moral Ethics at MA Syekh Yusuf Sungguminasa. The researcher categorized based on references from Saifuddin Azwar's book, where the categorization for psychological attributes was divided into three categories, namely low, medium, and high categories. So that based on the data in table 4.2, the frequency distribution table can be obtained as follows:

Table 6. Distribution of Descriptive Statistics Categorization of PPKn Teachers in Instilling Moral Ethics in MA Syekh Yusuf Sungguminasa

No	Category Limits	Interval	Frequency	%	Category
1	$X < (\mu - 1,0 \sigma)$	$X < 31,8$	2	8,3%	Low
2	$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	$31,8 \leq X < 38,2$	20	83,4%	Medium
3	$(\mu + 1,0 \sigma) \leq X$	$\leq X 38,2$	2	8,3%	High
total			24	100%	

The results of the category analysis above showed that as many as 2 respondents rated PPKn Teachers in Embedding Moral Ethics in the low category with a percentage of 8.3%, then 20 respondents rated PPKn Teachers in Embedding Moral Ethics in the medium category with a percentage of 83.4% and 2 respondents assessed that the PPKn Teacher in Instilling Moral Ethics was in the high category with a percentage of 8.3%. Thus it can be concluded that the assessment of PPKn Teacher respondents in Instilling Moral

Ethics at MA Syekh Yusuf Sungguminasa is in the medium category.

Description of Building National Character at MA Syekh Yusuf Sungguminasa

Based on the results of research that has been conducted on all students in class X IIS 2 MA Syekh Yusuf Sungguminasa which consists of 24 students, the authors obtained data through questionnaires from students. The description of the description of Building National Character at MA Syekh Yusuf Sungguminasa.

Table 7. Data Description Building National Character in MA Syekh Yusuf Sungguminasa

No	Questionnaire Value										Total
	1	2	3	4	5	6	7	8	9	10	
1.	4	3	4	3	4	4	4	3	4	4	37
2.	4	3	4	2	3	4	3	3	2	4	32
3.	4	3	4	4	4	4	4	4	3	4	38
4.	4	4	4	4	4	4	3	3	4	4	38
5.	4	3	3	4	3	4	4	3	3	4	35
6.	3	3	3	3	2	2	3	2	3	3	27
7.	4	3	3	1	3	4	4	4	4	4	34
8.	4	4	4	4	4	3	3	3	4	4	37
9.	4	4	4	3	3	4	4	4	4	4	38
10.	4	4	4	4	4	4	3	2	3	3	35
11.	4	3	3	4	4	3	2	1	3	3	30
12.	4	3	2	3	4	4	2	1	3	1	27
13.	4	3	2	4	4	2	3	4	1	3	30
14.	3	4	1	3	4	3	1	3	2	4	28
15.	4	3	4	4	4	4	2	4	4	4	37
16.	4	3	4	4	4	4	4	4	4	4	39
17.	4	2	2	3	4	3	3	2	3	4	30
18.	3	3	3	3	2	2	3	3	3	4	29
19.	4	4	4	4	4	4	4	4	4	4	40
20.	4	3	4	3	3	4	3	3	3	4	34
21.	4	3	4	3	4	4	4	4	3	4	37
22.	4	3	2	1	2	3	4	3	2	1	25
23.	3	3	3	3	3	3	3	3	3	3	30

Based on the results of the data above, the descriptive results of data

processing through the SPSS 20 computer program are obtained. As follows:

Table 8. Descriptive Statistics Building National Character in MA Syekh Yusuf Sungguminasa

	N	Minimum	Maximum	Mean	Std. Deviation
Variabel X	24	25	40	33,46	4,433
Valid N (listwise)	24				

Based on the table above, it can be seen that the highest score from the scale used = 40 and the lowest score = 25 from the number of samples (n) = 24. The mean value is 33.46 while the standard deviation value is 4.43. Furthermore, the output above is categorized to see the Descriptive level of Building National Character in MA Syekh Yusuf Sungguminasa. The researcher categorized based on references from Saifuddin Azwar's book, where the categorization for psychological attributes was divided into three categories, namely low, medium, and high categories. So that based on the data in table 4.5, the frequency distribution table can be obtained as follows:

Table 9. Distribution of Descriptive Statistics Categorization Building National Character in MA Syekh Yusuf Sungguminasa

No	Category Limits	Interval	Freq	%	Category
1	$X < (\mu - 1,0 \sigma)$	$X < 29,9$	5	20,8 %	Low
2	$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	$29,9 \leq X < 37,8$	14	58,4 %	Moderate
3	$(\mu + 1,0 \sigma) \leq X$	$\leq X 37,8$	5	20,8 %	High
Total			24	100 %	

The results of the category analysis above show that 5 respondents rated Building National Character in the low category with a percentage of 20.8%, then 15 respondents rated Building National Character in the medium category with a percentage of 58.4% and 5 respondents rated Building Character Nation is in the high category with a percentage of 20.8%. Thus it can be concluded that the respondent's assessment of Building National Character at MA Syekh Yusuf Sungguminasa is in the medium category.

The Influence of PPKn Teachers in Instilling Moral Ethics to Build National Character in MA Syekh Yusuf Sungguminasa

The research hypothesis tested in this study reads: "There is an Influence of PPKn Teachers in Instilling Moral Ethics to Build National Character in MA Syekh Yusuf Sungguminasa". Furthermore, Simple Linear Regression Test, Hypothesis testing in this study uses the SPSS 20 computer program, which is known as follows:

Correlation

Table 10. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,674 ^a	,454	,430	2,434

Predictors: (Constant), Building Nation Character

The table above explains the value of the correlation / relationship (R), which is 0.674. From this output, a coefficient of determination (R Square) of 0.454 implies that

there is a relationship between the PPKn Teacher variable in Instilling Moral Ethics to Build National Character at MA Syekh Yusuf Sungguminasa.

Decision making in a simple regression test

Table: 11. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	18,641	3,863		4,825	,000
Building Nation Character	,490	,115	,674	4,281	,000

Dependent Variable: PPKn Teachers in Instilling Moral Ethics

The table above explains that based on the significant value: from the Coefficient table, a significance value of, 000 <0.05 is obtained, so it can be concluded that variable X has an effect on variable Y. Based on the t value: it is known that the tcount value is 4.281 > t table, 2.064, so that it can be It is concluded that variable X affects variable Y

The type of research used in this research is quantitative research which aims to determine the effect of PPKn Teachers in Instilling Moral Ethics to Build National Character in MA Syekh Yusuf Sungguminasa.

The results of the PPKn teacher questionnaire data analysis in instilling Moral Ethics showed that as many as 2 respondents considered being in the low category with a percentage of 8.3%, then 20 respondents rated

being in the medium category with a percentage of 83.4% and 2 respondents rated being in the category high with a percentage of 8.3%. Meanwhile, the results of the questionnaire data analysis for Building National Character showed that as many as 5 respondents rated being in the low category with a percentage of 20.8%, then 15 respondents rated being in the medium category with a percentage of 58.4% and 5 respondents rated being in the high category with a percentage 20.8%.

Character is a dynamic organization of individual psychophysical systems that determine individual behavior and thoughts. Character education is a teacher's conscious and sincere effort to teach values to his students.

This is supported by a statement from William A. Galston (Institute for Philosophy and Public Policy University of Maryland). He stated that the virtue of citizens is the core of one's traditional moral beliefs in behaving in a democratic society, and there must be government intervention through a civic education because if at a young age they have learned to be tolerant, then later on, the government will no longer need to force adults to behave wisely.

Teachers can integrate character values in classroom learning and are able to manage class management. The principal can design a school culture that characterizes and excels the school. Then, schools are able to

design public involvement in order to increase the role of parents and society.

Lickona (1992) views that character or character has three interrelated elements, namely moral knowing, moral feeling, and moral behavior or moral concepts, feelings and moral attitudes and moral behavior. Character education is character education plus, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action), without these three aspects, character education will not be effective.

Direct moral teaching can be in the form of presenting concepts through examples and definitions, class discussions (Suardi, 2017) (Kanji et al., 2018) (Suardi & Kanji, 2018) and role playing, or through giving gifts (praise) for appropriate behavior. . Indoctrination and inculcation methods can be classified as direct approaches in moral education. Meanwhile, value clarification, cognitive moral education, and value inquiry can be classified as indirect approaches to moral education.

In previous research conducted by Ragil Danu Saputro "The Role of PPPKn Teachers in Improving Disciplinary Character Education through Pancasila and Citizenship Education" it can be understood that PPKn learning has been carried out by integrating character education in planning, implementing, and evaluating learning. Suggestions although there are still some that need to be improved, then the results of the

learning research carried out are expected to be able to help the teacher in developing the character of student discipline.

Based on the results of the research, it shows that the PPKn Teacher in Instilling Moral Ethics can have a strong influence on Moral Ethics to Build National Character at MA Syekh Yusuf Sungguminasa. This theory is proven by the results of research conducted, namely the PPKn Teacher in Inculcating Moral Ethics is in the medium category (83.3%) resulting in the Moral Ethics for Building National Character in the medium category (58.4%) at MA Syekh Yusuf Sungguminasa. In addition, from the Coefficient table, a significance value of, 000 <0.05 is obtained, so it can be concluded that variable X has an effect on variable Y. Likewise, the t value: it is known that the value of t count is $4.281 > t$ table, 2.064, so it can be concluded that variable X affects variable Y. Thus it can be concluded that the Role of PPPKn Teachers in Improving Disciplinary Character Education Through PPKn learning can help in the development of student disciplinary character.

CONCLUSION

Based on the results of research on the influence of PPKn teachers in instilling moral ethics to build national character in MA Syekh Yusuf Sungguminasa, it can be concluded that:

1. Based on the results of the research of the PPKn teacher in Instilling Moral Ethics, it

shows that 2 respondents considered being in the low category with a percentage of 8.3%, then 20 respondents rated being in the medium category with a percentage of 83.4% and 2 respondents rated being in the low category. high category with a percentage of 8.3%. Thus it can be concluded that the assessment of PPKn Teacher respondents in Instilling Moral Ethics at MA Syekh Yusuf Sungguminasa is in the medium category.

2. Based on the results of the research on Building the Character of the Nation, it shows that 5 respondents considered being in the low category with a percentage of 20.8%, then 15 respondents rated being in the medium category with a percentage of 58.4% and 5 respondents rated being in the high category with percentage of 20.8%. Thus it can be concluded that the respondent's assessment of Building National Character at MA Syekh Yusuf Sungguminasa is in the medium category.
3. Based on the significant value: from the coefficient table, it is obtained a significance value of, $000 < 0.05$, so it can be concluded that the variable of PPKn teachers in instilling moral ethics has an effect on the variables of building the nation's character. Likewise the t value: it is known that the tcount value is $4.281 > ttable, 2.064$, so it can be concluded that the PPKn teacher variable in instilling moral ethics has an effect on the variable building

the character of the Nation in class X IIS 2 MA Syekh Yusuf Sungguminasa.

REFERENCES

- [1] Abdul Latif. Peran *Guru Pendidikan Dalam Pendidikan Karakter Peserta Didik Kelas X di SMK Negeri Paku*. Jurnal papatuzda. Vol II. No.1 Mei 2016
- [2] Accarya fkip Universitas Dwijendra, ISSN No.285-0018 Maret 2016
- [3] Amran, A. 2016. *Pendidikan Pancasila di Perguruan Tinggi*. Depok: PT.Rojakrafindo Persada.
- [4] Baso, A. 2015. *Pendidikan Pancasila*. Makassar: CV. Media Sembilan-Sembilan.
- [5] Bertnes, K. 2013. *Etika*. Yogyakarta: Penerbit katolik Indonesia.
- [6] Darmadi, Hamid. 2011. *Metode penelitian pendidikan*. Bandung: Alfabeta.
- [7] Drs.I Made Kartika, M.Si. 2016. Peran *Guru PPKn Dalam Mengembangkan Karakter dan Sikap Nasionalisme Pada Siswa SMA Dwijendra Den Pasar*. Jurnal Kegiatan pendidikan Widya Lickona, T. 2012. Character Matters How to Help Out Children Delop. Jakarta: PT. Bumi Aksara.
- [8] Hasnah, K., Amin, B., Syakur, A., & Suardi, S. (2018). Peningkatan Hasilbelajar Bahasa Indonesia Melalui Model Pembelajaran Kooperatif Tipe Numbered Heads Together. *JRPD (Jurnal Riset Pendidikan Dasar)*, 1(1), 25-33.
- [9] Jito Subianto. 2013. *Peran Keluarga, Sekolah, dan Masyarakat Dalam Pembentukan Karakter Berkualitas*. Vol.8 No 2, Agustus 2013
- [10] Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2019). Evaluasi Integrasi Pendidikan Karakter dalam Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *JED (Journal of Etika Demokrasi)*, 4(2).
- [11] Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2020). INTEGRATION OF

- SOCIAL CARE CHARACTERS AND MORAL INTEGRATIF ON SOCIAL SCIENCE LESSONS IN ELEMENTARY SCHOOL. *AL-ISHLAH: Jurnal Pendidikan*, 12(2), 413-427.
- [12] Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2019). MODEL INTEGRASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN ILMU PENGETAHUAN SOSIAL DI SEKOLAH DASAR. *JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar*, 5(2), 104-115.
- [13] Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2020). Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools. *JED (Journal of Etika Demokrasi)*, 5(1), 1-14.
- [14] Nurchall. 2010. *Membentuk Karakter Siswa Melalui Keteladanan Guru*. Jurnal pendidikan dan kebudayaan. Vol.16, Edisi khusus III, Oktober 2010
- [15] Nawir, M., & Hasnah, K. (2020). *MODEL PENDIDIKAN KARAKTER PADA MATA PELAJARAN ILMU PENGETAHUAN SOSIAL DI SEKOLAH DASAR* (Vol. 1). CV. AA RIZKY.
- [16] Poespoprodjo, W. 2013. *filosof Moral*. Jakarta: CV Pustaka Grafika.
- [17] Prima Melati. 2016. *Peran Guru PPKn Dalam Membina Etika Siswa di Sekolah*. Vol. 3 Nomor 2 Desember 2016/ ISSN 2460-1802
- [18] Suardi, S. (2018). Penerapan Model Pembelajaran Saintifik Approach Berbasis Media Pembelajaran Kearifan Lokal pada Mata Kuliah Dasar-Dasar Sosiologi dalam Membangun Karakter dan Meningkatkan Hasil Belajar Mahasiswa Pendidikan Sosiologi Universitas Muhammadiyah Makassar. *JED (Journal of Etika Demokrasi)*, 3(2).
- [19] Agustang, A., & Sahabuddin, J. (2020, October). MODEL KOLABORASI SOSIAL PENDIDIKAN KARAKTER DI SEKOLAH SWASTA KECAMATAN BISSAPPU KABUPATEN BANTAENG. In *PROSIDING SEMINAR DAN DISKUSI PENDIDIKAN DASAR*.
- [20] Hasnah, K. (2020). *PENGUATAN PENDIDIKAN KARAKTER: BERBASIS INTEGRATIF MORAL DI PERGURUAN TINGGI* (Vol. 1). CV. AA. RIZKY.
- [21] Suardi, S. (2017). Peningkatan Hasil Belajar Sosiologi Pokok Bahasan Interaksi Sosial Melalui Metode Diskusi pada Siswa Kelas X MA. Muhammadiyah Panaikang Kecamatan Bissappu Kabupten Bantaeng. *JED (Journal of Etika Demokrasi)*, 2(1).
- [22] Suardi, S. (2018). Penerapan Model Pembelajaran Saintifik Approach Berbasis Media Classroom. *Indonesian Journal of Sociology, education, and Devopment* 2(2).
- [23] Suardi, S., & Kanji, H. (2018). Lecture Model of Student Transfer Discussion Method to Increase Student's Activeness and Learning Outcomes. *Journal of Educational Science and Technology (EST)*, 4(1), 48-54.
- [24] Suardi, S., Herdiansyah, H., Ramlan, H., & Mutiara, I. A. (2019). Implementasi Pendidikan Karakter Melalui Mata Pelajaran Pendidikan Kewarganegaraan di SMA Jaya Negara Makassar. *JED (Journal of Etika Demokrasi)*, 4(1).
- [25] Suardi, S., Megawati, M., & Kanji, H. (2018). Pendidikan Karakter di Sekolah (Studi Penyimpangan Siswa di Mts Muhammadiyah Tallo). *JED (Journal of Etika Demokrasi)*, 3(1).
- [26] Syarif Firmansyah. 2017. *Peran Guru Pendidikan Nilai Moral Yang Terkandung di Dalam Materi Demokrasi di Kelas VIII Sekolah Menengah Pertama Negeri 1 Sungai Raya Kepulauan Kabupaten Bengkayang*. Vol7. Nomor 1. Mei 2017
- [27] Ubaedillah, A & Rosak, A. 2016. *Pendidikan Kewarganegaraan, Pancasila, Demokrasi, HAM, dan Masyarakat Madani*. Jakarta: Prenamedia Goup