

Character Building of Student Responsibilities Through Civics Learning at SD Negeri 1 Pomah

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Abstract

This study aims to determine the formation of the character of the responsibility of students through Civics learning at SDN 1 Pomah. This study uses qualitative research methods with data collection techniques using interviews, observation and documentation. The data obtained in the form of primary data derived from interviews and secondary data obtained from observations and documentation. The results obtained from interviews, observations and documentation include: the character of the responsibility of students at SDN 1 Pomah is still quite lacking evidenced by the lack of a sense of responsibility of students to go to school on time, lack of responsibility of students when carrying out morning apples, do not sing the Indonesia Raya anthem properly and correctly, do not do assignments on time and litter. The formation of the responsibility character of students through Civics learning at SDN 1 Pomah is done by making an agreement on the rules when carrying out Civics learning, the rules for shaping the character of the responsibility of students.

Keywords: PPKn, Character, Responsibilities

Introduction

Education according to the Law on the National Education System is an effort that is systematically planned in the formation of a learning and learning atmosphere that focuses on the activeness of students in developing the abilities contained within themselves to become someone who has spiritual strength religion, personality, intelligence, noble character, skills that will later be used and beneficial for himself, for society and for the nation and state. Education can shape the character of citizens who have good abilities in terms of academic, affective and skills. The character of a citizen can be the hallmark of a nation. Education can be taken either through informal education or formal education. Informal education is obtained from the family and community environment, while formal education is obtained in schools (Dewi, Anggraeni Dinie; Ulfiah, 2021).

Character formation in schools starts from elementary school which can be taken through Civics subjects which is one of the educations that can shape the character of a citizen (Magdalena et al., 2020). Today, the character of students in Indonesia is experiencing a decline. The COVID-19 pandemic has also

had an impact on the education sector in Indonesia. Changes that occur in the world of education are learning activities that were initially carried out face-to-face or directly after the COVID-19 pandemic, learning activities were carried out online or online without any direct interaction between teachers and students. Learning activities carried out in the network certainly require technology in the learning process, gadget and the internet are basic needs in the learning process in the network.

However, the learning carried out in this network causes a decline in the character of students, especially the character of responsibility. This is evidenced by the news reported from Detik.com that there are elementary school (SD) students who are cool to play online games in the midst of Distance Learning (PJJ) (Kencana et al., 2022).

Irresponsible habits when doing online learning also occur when face-to-face learning has been carried out. Responsibility is one of the characters that must be owned by every student in living his life. Responsibility is defined as the implementation of a job or obligation in the family environment, school environment, community environment and the environment of the nation and state for the best

results that are done sincerely and wholeheartedly (Hastuti et al., 2018).

Based on the pre-research that has been carried out by researchers at SDN 1 Pomah located in Tulung District, Klaten Regency, students both in carrying out online and face-to-face learning have not carried out their responsibilities as a student. When carrying out learning in the network, students when given assignments do not work independently, but there are some students whose tasks are done by their parents.

There are even students whose entire assignments are written down by their parents. Then, in face-to-face learning, the responsibility character of students at SDN 1 Pomah is also relatively low. There are some students who when in the implementation of learning do not want to listen to explanations from the teacher, besides that when given assignments or practice questions that are done at school some students do not do their assignments but only cheat from other friends.

PPKn in Elementary Schools (SD) is essentially an educational strategy based on Pancasila values in order to build and preserve noble and moral values in accordance with Pancasila and the 1945 Constitution with the hope of being realized in the behavior of carrying out daily life (Magdalena et al. , 2020). One of the focuses of Civics subjects is being able to form citizens who can carry out their rights and obligations. Carrying out obligations is part of the responsibility, therefore in Civics learning can shape the character of the responsibility of students. Responsibility is a crucial value because this value can also raise other positive values (PN Sari & Nurmalita, 2019).

Based on the description above, the researcher is interested in conducting research on the formation of the character of responsibility in SDN 1 Pomah. The formulation of the problem to be researched is how the character of the responsibility of students at SDN 1 Pomah and how the formation of the character of responsibility of students through PPKn learning at SDN 1 Pomah? . The results of this research are in the form of a scientific article with the title "The Character Building of Students' Responsibilities Through Civics Learning at SDN 1 Pomah".

Literature Review

Pancasila and Citizenship

Education Citizenship education is defined as "civic education" and "citizenship education" . The difference lies in where the education is obtained. Civic Education is education that is obtained in schools, where later citizens will receive education in shaping character when they go to school. As for civic citizenship, character-building education that we can get in various institutions and channels such as the closest is from the family, then in the community, through the mass media and so on (Winarno, 2019).

Citizenship Education in schools, another name is Civic Education, which is an educational program whose context has many faces, where citizenship education consists of various scientific fields, civic education is decorated by various other sciences, such as history, political science, law. , moral education, character and so on (Akbal, 2016).

We can also use Citizenship Education as a reminder that the implementation of our rights and obligations as a citizen is an important thing, with the hope that if we study and receive civic education in carrying out daily activities, it can reflect all the values contained in Pancasila. and in accordance with UU 1945 (Magdalena et al., 2020).

Citizenship Education has three important components, namely, civic knowledge related to civic knowledge, civic skills related to civic skills, and civic disposition related to civic attitudes. Citizenship knowledge is a significant basis for a citizen to master in order to be able to carry out citizenship skills and citizenship attitudes and character.

Citizenship skills are intellectual skills and participation skills that must be possessed by a citizen. Citizenship character is a character that citizens need to have, both private and public characters that need to be developed in living the life of the state and nation in accordance with the values of Pancasila and the 1945 Constitution (Hariyanto, 2021).

Pancasila and Citizenship Education or what is more often referred to as Civics is a subject that must be given at all levels of schooling, from Elementary School to Higher Education. It is hoped that the application of

Civics learning is in order to develop the morals, values and attitudes of students.

Civics is actually a science about the life of the Indonesian people to become citizens who can uphold the basic values of the Indonesian state, namely Pancasila. Civics is taught in schools which has a legal basis, namely Article 37 paragraphs 1 and 2 of Law Number 20 of 2003 concerning the National Education System.

The Law on the National Education System states that the primary, secondary, and higher education curriculum is required to contain Civics in order to build Indonesian students into citizens who love their homeland, have a sense of nationality in accordance with the basis of the Indonesian state, namely Pancasila (Sri Rahayu, 2017).

Character

way a person thinks and the way a person behaves is called character. Character becomes a person's identity in his life. , both from the closest environment, namely the family environment, then the community and nation environment. Referring to another understanding of Abdul and Dian, it is stated that character is a characteristic that exists in a person who becomes an identity that is different from other individuals.

The character that exists in a person needs to be developed properly and appropriately in order to become someone who has a strong character in carrying out his life. Character needs to be instilled early on when a person is small. A person's character is formed from various environments, the closest being the family environment, then the community environment, and the school environment (Siadari et al., 2018).

Character formation began to be instilled since childhood who came from the family. Entering the PAUD/TK level, students are given simple character education such as having to speak politely, respect someone who is older, respect someone when they are talking and so on. Entering the elementary school level, students are given character education through Civics subjects (Erlinda Risa Nur Aulia & Dewi, 2021).

Character Education educates students based on various values that are used as references in schools to recognize the various values that exist in the students' personalities as human beings with personalities so that they

can provide benefits to the surrounding environment. Character education in Indonesia is based on the values contained in the foundation of the Indonesian state, namely Pancasila. Character education can run well if all components from the school, vision and mission as well as goals are integrated in developing the character of students (Muchtarm, 2017).

Responsibility

Responsibility can be described as the behavior or attitude possessed by a person in carrying out obligations and duties that must be carried out both for oneself, society, the state, and God Almighty (Saputra et al., 2017). Responsibility can also be interpreted as the awareness that humans have for their actions and behavior both consciously and unconsciously.).

According to (Yuliyanto et al., 2018) Responsibility can be defined as the character possessed by a person in carrying out the tasks or obligations that have been given to him and cannot be avoided unless there is a clear reason and is able to bear any risks that may occur.

The character of responsibility is a character value that must be instilled in a person's personality to be able to become someone who has a good personality. According to Daryanto in (Nurhadi & HarahapMuhammad, 2020) responsibility is a behavior and attitude in fulfilling obligations and duties that are mandatory for a person both for himself, his family, society, state and nation. Abu and Munawar in [16] define responsibility as a difference between right and wrong, forbidden and recommended, bad and good by realizing that one must keep a distance from things that are considered negative and try to approach things that are considered positive.

Yaumi (2014) in (PN Sari & Nurmala, 2019) mentions several indicators that can be an indication that a person has a responsible character, these characters include: carrying out work or tasks to be completed, in doing tasks one does not need to be asked to do and not need to wait to be told to do work, understand more about what will be received from each behavior and action taken, before acting, think about what will be done, in doing work oriented to maximum results, tidying up everything used in carrying out work or task

after completing a task or job, having the spirit to do good things, carrying out tasks or work sincerely.

Method

This research is a type of qualitative research. According to Creswell (2008) in Raco (2010) qualitative method is an approach or search to understand the central symptoms by conducting interviews with participants by asking broad and general questions.

The research uses a case study research design. According to Baxter & Jack in (Fadli, 2021) a case study is a detailed and intensive approach to deepen information about the matter to be studied, whether it be in the form of events, programs or other activities in order to obtain deeper information about it. The phenomenon that researchers take is usually referred to as a case, which means that it is actual and ongoing, not a past event.

Data collection in this study used several techniques, including interview, observation and documentation techniques. Interview in (Juliya & Herlambang, 2021) is a technique for collecting research data which is carried out by interacting directly with the resource person, the interview is conducted face to face between the interviewer and the resource person.

According to Asyari 1983 quoted in (Samsu, 2017) observation is an observation made by recording systematically aimed at problems in research in order to get problem solvers under study. This study uses participant observation, namely observations made with researchers in the observation section. Data collection techniques with documentation are interpreted as data collection techniques that are carried out indirectly on the subject under study, documentation as a complementary document from interviews and observations (Sidiq & Miftachul Choiri, 2019).

The research was conducted at SDN 1 Pomah, Tulung District, Klaten Regency. The research population was all teachers at SDN 1 Pomah with a sampling technique using purposive sampling, namely Class 6 teachers. There are two data in this study, namely primary data and secondary data. Primary data obtained from interviews with Class 6 teachers, and secondary data obtained from

observations and documentation in Civics learning.

Result and Discussion

Results

Based on research conducted by researchers through interviews, observation and documentation, the results obtained to answer the formulation of research problems include:

Character Responsibilities of Students at SDN 1 Pomah

Based on interviews that have been conducted with one of the teachers at SDN 1 Pomah with the initials GN explained that the character of the responsibility of students at SDN 1 Pomah is still not perfect in carrying out their obligations. The resource person explained that it can be seen that the responsibility of students to go to school on time has not been carried out properly, there are still many students who leave late for school. Then the resource person with the initials GN explained that when carrying out the morning apple students when the line was not neat and there were still many joking even though there was already a leader of the apple in front. The morning service is usually filled with singing the Indonesia Raya anthem, but many students don't sing the song properly and correctly and there are even many participants who joke when singing the Indonesia Raya anthem.

The results of interviews and subsequent observations were that before carrying out learning, whether it was theme learning or Civics learning, students felt they were still not ready when learning was about to begin, for example, students forgot about the material that had been taught and did not know the next material to be studied even though the teacher had previously given the lesson. an appeal to learn certain material. The next explanation is that students are less responsible when carrying out learning, for example students often go out to the bathroom and back and forth sometimes there are students who snack and leave the class. When students' snacks do not throw garbage in its place, this also shows that the character of students' responsibility is still lacking.

Character Building of Students' Responsibilities Through Civics Learning

Based on interviews and observations that have been carried out by researchers with resource persons, it is said that the formation of the character of students' responsibility through learning Civics at SDN 1 Pomah is done by making an agreement with students when implementing Civics learning for students. must clean their seats before starting the Civics lesson. During teaching and learning activities the teacher provides a rule that during the lesson if there are students who do not pay attention and joke outside the limits, they will be given a sanction to stand in front of the class until the lesson is over.

The resource person with the initials GN said that in Civics learning students were given an understanding of understanding the implementation of obligations and rights, the teacher always reminded students that so that students could get their rights, they had to be responsible for carrying out their obligations. Before learning begins when learning Civics, students are asked to report if there are friends who violate school rules, this is according to the resource person so that not only in Civics learning, students carry out their responsibilities.

Discussion

Character Responsibilities of Students at SDN 1 Pomah

Pendidikan Nasional is not only aimed at developing the academic abilities of citizens but also aims to build the character of their citizens. An important character to be formed in Indonesian citizens is the character of responsibility. Instilling the character of responsibility is important to instill in students starting from when they enter elementary school education (SP Sari & Bermuli, 2021).

Kusuma in PN Sari and RC Nurmala (2019) defines that character education is a change in life values to develop into better values so as to form a better personality. One of the values that is considered important in character development is the value of the character of responsibility. The importance of inculcating this character in students is because the character of responsibility can help students to build their personal health, build democracy in society and to be able to

maintain relationships with other individuals. Responsibility is a very crucial character for students in optimizing efforts as a student.

The responsibility of a student is to carry out his obligations, namely to study with a sincere heart and earnestly. According to Fitri quoted from Triyani (2020) there are several indicators of students who have a sense of responsibility, including: students are able to do their duties both at school and at home well, students have responsibility for actions taken for example if they violate school rules students want to get sanctioned, able to carry out picket assignments according to schedule, able to complete group assignments with friends (Triyani et al., 2020).

Based on the above, the character of students at SDN 1 Pomah has not shown good implementation. It can be seen from the results of interviews and observations made that there are still many students who do not carry out school rules, for example coming to school late. In addition, their responsibility to the environment is still considered lacking because there are still students who litter

Character formation of Student Responsibilities Through Civics Learning at SDN 1 Pomah

PPKn is one of the various lessons that must be included in the curriculum of the education unit, both basic education, secondary education to higher education. The need for civic education in the education curriculum has been stated in the RI Law no. 20 of 2000 concerning the National Education System, to be precise in chapter 10, article 7 paragraph 1 and paragraph 2. In the SISDIKNAS Law, PPKn has a significant position in achieving the goals of national education, namely to shape the character of citizens who are in harmony with the various values of Pancasila and the 1945 Constitution (Sri Rahayu, 2017).

Character values need to be integrated in learning, in addition to developing character values in learning students can implement the values taught during the learning process. Character education actually exists in various subjects, but character education is a domain that exists in Civics subjects.

Character education contained in Civics contains education regarding national character and community character. In Civics

learning, students will be provided with character values that are the hope of the state and nation and become a citizen who is the mainstay of the state. Civics in the teaching and learning process can also develop the values of Pancasila and the 1945 Constitution.

Students when participating in Civics learning subjects will also gain an understanding of how to be good citizens and how to carry out their responsibilities as citizens. Learners' mindsets and attitudes Students as citizens will be formed in accordance with civilized human values.

The character of responsibility in Civics learning can be trained through discipline in carrying out tasks, implementing learning rules and school rules that are included in the assessment of Civics learning. Elementary school students will try to be the best of their friends, by directing students to good character later when they grow up, good character is inherent in students. The character of responsibility is also integrated in Civics learning through group discussions that can foster a responsible attitude of students towards their obligations.

According to the explanation above, the formation of the responsible character of students at SDN 1 Pomah has been integrated into PPKn learning. Provision of regulations when carrying out Civics learning and provision of regulations in participating in learning. This regulation is an agreement between the teacher and the students. This is intended so that students are accustomed to carrying out their responsibilities as students when learning Civics takes place. It is also hoped that the implementation of this regulation will make students accustomed to carrying out their obligations not only in Civics learning.

Conclusion

Character education is important to be integrated from an early age. Character education can be obtained from family, community and school. Character education is applied in schools that implemented by the school by integrating character values into subjects. Civics is one of the subjects that contains the domain of character education. Citizenship education needs to be instilled since students enter elementary school.

Elementary school is an important period for implementing character education because elementary school is the basis for the next level of education. Civics learning can develop the character of the responsibility of students which is carried out by providing regulations regarding the implementation of Civics learning that focuses or focuses on developing the character of student responsibility

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