

Personality Competence of Civic Education (PPKn) Teachers As an Example of Character Education for Students in Schools

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Abstract

This study aims to determine: 1) Forms of exemplary in the personality competence of PPKn teachers 2) Implications of exemplary Civics teachers on student character education in schools. The research method used is to use literature review reviews and interviews conducted with one of the PPKn teachers in junior high schools. 1 Imogiri. It can be seen that the personality competence of Pancasila and Citizenship Education teachers is a very important aspect in the character education of students. This can be done with the example shown by the PPKn teacher in the school environment. These examples are the democratic personality of the teacher, the disciplined personality of the teacher, the patient teacher's personality, and the tolerant personality of the teacher. This example must be implicated by PPKn teachers so that they can be examples for students through observation and practice in the school environment. Through this, students have shown improvement in their character, which was initially not good enough to become better and can eliminate students' bad habits. These bad habits include skipping school, not attending the flag ceremony, being disrespectful, bullying, smoking, etc. This habit has begun to be reduced by the existence of character education carried out by Civics teachers through the example of their personality competencies.

Keywords: Personality Competence, Exemplary, Civic Teachers, Character Education

Introduction

Education is an important aspect of life. Besides being an important aspect, education plays a big role in improving the progress of the nation, because it is a printer of quality human resources as a leader of the nation. Resource Quality human beings are also very dependent on the educational process that has been carried out. Education as a basic need that provides understanding in thinking, behaving, acting, and behaving as in the life of society and state. (Pangestu, 1963). With this education, the things taught do not only cover the cognitive realm or are related to knowledge, but also the realm of his attitude that leads to the cultivation of the character education of learners. Character building is needed in today's digital era and it is hoped that students will become citizens with strong character so that they are able to

develop all their potential, become good citizens, and can realize their goals. Life. In accordance with the objectives of national education written in Law Number 20 of 2003 concerning the national education system, it can be concluded that national education has a function to shape disposition and develop abilities. All nations that play a role in civilization. In addition, it also has a function to educate the nation's life and aims to realize students who have faith, devotion to God Almighty. As well as being noble, independent, capable, healthy, berilmu, independent, and being a good citizen.

Quality education relies on the performance of teachers in carrying out their main professional duties, namely educating. In Law Number 14 article 1 of 2005 concerning teachers and lecturers, it states that teachers are professional educators with the main task of educating, teaching, guiding, directing,

training, assessing, and evaluating participants students in early childhood education pathways formal education, primary education, and secondary education. To realize professional educators, teachers are required to master four teacher competencies as stated in Law Number 14 of 2005.

To become a professional teacher, teachers must master four teacher competencies that have been stated in Law Number 14 of 2005. (1) et al., 2019). The four competencies are personality competence, pedagogical competence, social competence, and professional competence. These competencies have a great influence on the learning process in schools. One of the competencies that stands out is personality competence. Personality competence is closely related to the personality of a teacher which reflects the personality of a person who is mature, authoritative, wise, wise, stable, steady, and has a noble character. This competence has a lot to do with the personal behavior of the teacher himself who in his daily life whether he has shown noble values or not.

Mastery of teacher personality competencies is expected to be a *role* for the teacher model or example for the students he teaches a character education.

Teachers who have a vision and mission in the implementation of character education are Teachers of Pancasila and Civic Education. PPKn teachers carry a great responsibility in promoting moral values guided by the values of Pancasila and the 1945 R1 Constitution. (Kartika, 2016). Because the content in this KDP subject focuses on building the character of capable citizens. The definition of capable here is to be able to understand and carry out the rights of the obligation to be a good *citizen*. Character education is the cultivation of good attitudes and morals by teachers to students in schools as a form of example. (Sri Utaminingsih, Mas Fierna Janvierna LusiePutri, 2020). The good character of the learners will appear when they are well briefed and the examples set by the teachers.

The problem that arises at this time Is that the low character of students is even

experiencing moral degradation that must be overcome immediately. (Jamil et al., 2017). This can be known in daily life in the school environment, as well as in society, many students in adolescent age behave badly and even violate norms in society. Based on the results of the 2021 Lentera survey, 45% of adolescents in Indonesia aged 13 to 19 years have smoked, while according to BNN (National Narcotics Agency) as many as 70% of drug users in Indonesia are currently in productive age and As many as 22% of students. Smoking and drug abuse fall into the category of juvenile delinquency. In 2016, according to the head of the Reproductive Health Sub-Division, The Office of Occupation Control of Family Planning for Women's Empowerment and Child Protection (PPKBPPPA), the number of juvenile delinquency increased to more than 20%. (Yoga, 2019)

Looking at the results of the survey, it is very important the role of teachers in providing character education to their students. With this, students will find it easier to understand the importance of character education that must be built from an early age so that the delinquency experienced by adolescents can be immediately overcome through the Education route. Therefore, this study aims to find out how the example of character education for students in schools.

Literature Review

Definition of Personality Competence

Every teacher is required to have competencies that are very useful in the education and learning process. Competence is defined as a set of smart and responsible actions as a condition that can be a measure of a person being considered capable and customizing tasks in a certain field of work (Sartono, et al, 2002: 1). Competence is also referred to as a set of knowledge, attitudes, values, skills that are reflected in everyday life to think and act. Teacher competence is also regulated in Law No. 14 of 2005 concerning Teachers and Lecturers which states that:

Competence is a set of knowledge, skills,

and behaviors that must be possessed, lived, and mastered by teachers and lecturers in carrying out educational professional duties . 1) et al., 2019)

Regulation of the Minister of National Education No. 16 Year 2007 concerning academic qualification standards and teacher competencies developed “four main competencies for teachers, namely pedagogical competence, personality competence, social competence , professional competence. The explanation of the four competencies is

1) Pedagogic competence

Pedagogic competence is the competence of teachers in managing learning and distinguishing from other professions . Because pedagogic competence belongs only to a teacher.

2) Personality competence

Personality competence is a teacher's competence which includes an adult, wise, authoritative, wise, responsible, noble character, and role model for his students. This teacher's personality competence is very important because it plays a role in shaping the character of students . (Sahjohan, 2021)

The teacher has the main task of educating, so that the personality raised by the teacher is in the things that are daily observed by the learners in the learning process and outside the process . This teacher's personality becomes a good example for students which later the behavior will be reflected in daily behavior. This is what makes the teacher a figure who *is bullied* and *imitated*. Indicators of personality competence are contained in the regulation of the Minister of National Education number 16 of 2007 concerning academic qualification standards and teacher competencies , as follows :

Act in accordance with Indonesian religious, legal, social, and cultural norms, present yourself as a steady, stable, mature, wise, and authoritative person, Show a high work ethic and responsibility , Work independently professionally , Upholding the teacher's professional code of ethics, Understanding the teacher's code of ethics,

Implementing and behaving in accordance with the teacher's code of ethics.

3) Professional competence

Professional competence is the ability to master learning materials broadly and deeply. This competency is also related to mastery of the curriculum, mastery of curriculum substance, mastery of scientific substance, scientific methodology. (Larasati & Gafur, 2018)

4) Social competence

Social competence is the ability of teachers to communicate and establish kinship relationships in the school environment and society.

Based on some of these understandings, it can be concluded that competence is a set of skills, nilia, attitudes that must be possessed by teachers and mastered. Then, the teacher competence itself consists of four competencies, namely pedagogical competence, personality competence, professional competence , and social competence. (Sahara et al., 2018)

Pancasila and Civic Education

Pancasila and citizenship education is one of the subjects taught with the aim of producing good citizens . (Widiatmaka, 2016).. In this regard, ppkn subjects include at least three dimensions including civic knowledge, civic skills, and civic attitudes.

PPKn aims to enable students to:

- a. Think critically, rationally, and creatively in responding to civic issues
- b. Actively and responsibly participate, act intelligently in civic, national, state activities
- c. Develop positively and democratically in shaping oneself based on the characters of Indonesian society.
- d. Interact with other nations in the world arena directly or indirectly utilizing information technology and complementary foods. (BSNP, 2006 : 232)

Meanwhile, according to Winarno (2014: 54), what is meant by PPKn teachers is teachers who master the subjects of Pancasila and citizenship education. (Marzuki and Yoga Ardian Feriandi, 2016). The role of PPKn teachers in terms of fostering the character and ethics of students is to foster:

- a. Student Piety
- b. Student manners
- c. Student Discipline
- d. Student health

Exemplary

In a broad sense, exemplary is an educator's inherent speech, attitude, and behavior (Aqib, 2011:86). Meanwhile, according to the big dictionary, exemplary Indonesian comes from the word "example" which has the meaning of something that can be imitated or imitated in behavior. In the world of education, exemplary education can be interpreted as an approach or method that is influential in preparing and shaping the potential of students and developing them to be more mature. (Prasetyo et al., 2019)

According to Hidayatullah (2010: 43) explained that there are three elements that reject a person's *uku* can be exemplified or become *tauladan*, namely:

- a. Readiness to be evaluated and assessed.
The point is that the person has
- b. Have competence in speech, attitude and good behavior that can be exemplified by others.
- c. Integrate. Integration means that what is said and what is done is the same or the similarity of the two.

Based on these opinions, it can be seen that exemplary is the cultivation of *adab*, morals, which are taught so as to form good habits through a person's real example. This example is guided by three elements that are ready to be evaluated, have competence, and integrate. If this is done well *oleh guru*, then Education The character of learners through this example will be easy to apply.

Character Education

According to the Language center of the Ministry of National Education, character is innate from the heart, soul, personality, mind, character, nature, character, personality, temperament, and disposition. Character is a collection of attitudes, behaviors, motivations, and skills. Meanwhile, character education is an effort made to create a good or conducive environment for individual growth. Character education requires the arrangement of three components, namely aspects of competence, desire, and habits that are regularly interconnected. Character education must be given to formal education starting from kindergarten, elementary / *mi*, junior high school / *MTs*. *SMA / MA*, *SMK / MAK* and Higher Education through the process of learning, extracurricular, school activities, the creation of culture packaged in the form of habits (Daryanto, 2013: 43).

Based on the description above, it can be concluded that character education is an existing and planned effort carried out to help the development of the soul so that students have conducive environmental conditions to behave commendably or become *kamil* people. When schools can work with families to create character education, children will succeed not only in school but throughout their lives (Grace, 2012:197).

Method

This research is a qualitative research. Qualitative research is a research method intended to interpret the phenomena occurring and use a scientific background. Qualitative research also contains data in the form of written or spoken words from people and their behavior so that they can be easily understood (Sugiyono, 2013). The data collection method used is through review of review literature from books, national journals, and internationally. In addition, it was also through an interview with one of the PPKn teachers who taught at SMP N 1 Imogiri. After the data is obtained, it is analyzed using descriptive data analysis techniques

Result and Discussion

Exemplary forms in the personality competence of PPKn teachers

The success of human resources is greatly influenced by the schooling conditions experienced by a person. This includes the personality characteristics of teachers who have the main task of teaching. One of the competencies that reflects the behavior of the teacher is personality competence. Pseudoa subject teacher must master this personality competence. Moreover, ppkn teachers who have a vision and mission to shape the character of students. PPKn teachers have a great responsibility in producing the next generation of the nation with a civic character.(Ibda, 2012). In accordance with this research which examines the personality competence of PPKn teachers as an example of student character education in schools. Because in SMP N 1 Imogiri, there are still many students who violate the rules in schools and in the community. Teachers as educators have a significant and effective role in instilling student character education through their example.

According to the results of interviews that have been conducted, it can be known that personality competence is a very important competency to be mastered by PPKn teachers, and the teachers who are the resource persons in this study strongly agree about It is. The personality competence mastered by PPKn teachers is a reflection of the example of PPKn teachers shown to their students. So it can be concluded that PPKn teachers at SMP 1 Imogiri have a good understanding of the teacher's personality competence, although the application is still not optimal.

Teacher behavior is a reflection of the creed, way of thinking, and attitude that automatically appears in the habits shown in everyday life. This personality competence can be seen during the learning process and outside the learning hours. Kepribadian competence is related to the attitude of the teacher that can be exemplified by students. For a thousand pieces of advice delivered would be useless without the

example shown from the teacher. A teacher in teaching his learners must be full of responsibility, confident, and doing well done. Then teaching and learning activities will also be carried out properly to achieve the goals of the KBM.

The exemplary forms of KDP teachers that are often shown for student character education include :

a. Democratic teacher personality

The personality of a democratic teacher is shown by the teacher being able to give rights and obligations to someone who is meant by students to fulfill their interests and desires, so as to create conducive learning conditions. In the learning process, the teacher as a leader in the classroom must be willing to accept criticism and suggestions for the good of the next learning. Teachers also play a role in activating students to cause high enthusiasm for learning, so that students and students are easy to master the material taught. In addition, teachers also create democratic learning during the learning process by involving student interaction so that two-way communication between teachers and students occurs.

b. Disciplined personality of the teacher

The discipline of a teacher in carrying out his duties is very necessary in learning so that it can be modeled by his students as well. The disciplinary attitude shown by ppkn teachers such as: Enter the classroom on time according to the hours set by the school, Remind students to worship on time, If there is an assignment the teacher will discuss the task and correcting it, For students who violate the regulations will be subject to sanctions to cause a deterrent effect. This can show which students are disciplined and have not been disciplined, in terms of dressing, ppkn teachers also remind students to always be neat and wear uniforms according to their schedule.

Likewise with teachers, the clothes used are also neat and decent so that students can imitate as a form of exemplary.

- c. The personality of the teacher who is the preacher

Patience is very important for a teacher to have. Under any circumstances, a patient attitude can show the professionalism of a teacher. Especially when facing students who violate the rules. KDP teachers are seeing to face learners whomisbehave or can be said to be naughty. To deal with the hal, the teacher does not immediately scold the child but confirms and asks about the situation of his family or asks about the condition that the child is experiencing. So that over time the child will be comfortable telling stories with the teacher, from there the teacher can make a conclusion as to why the child can violate the rules at school. The KDP teacher will also give advice and pay attention to the child. So that other students will also imitate the attitude of the teacher who is the spreader when they face a problem later.

- d. Teacher's personality of tolerance/tolerance
Tolerance is a willing attitude

accept or appreciate the different thoughts, actions, and understandings of others who are different from ours. It is important for a teacher to have an attitude so that a harmonious relationship is established between students and teachers. PPKn teachers open opportunities to all students who want to communicate with the teacher without exception. Even teachers are also very happy when many students are open and ask for advice or solutions when they are experiencing problems. This is the so-called approach between teachers and students. In this multicultural life, ppkn is required to be able to create unity between students and school residents. Differences that often arise if not accompanied by an attitude of tolerance will cause divisions that have an impact on the disintegration of the Indonesian nation. The tolerant attitude that the teacher must show is not to discriminate between students during the teaching and learning process. Although each student

has a different cognitive level and background. The teacher's attitude of tolerance can be exemplified by students in facing a difference in school and society.

Implications of PPKn teacher example on student character education in schools

Character education is a character building process that uses education in realizing good character. If it involves education, it will not be separated from teachers who play an important role in building the character of students. KDP teachers are mainly who typea educate during The learning process cannot be separated from material that is not only knowledge but also the attitude of students to become good citizens. Being a good citizen is shown by a character with a citizenship character. This is where the important role of PPKn teachers who become tauladan to their students for character education. (Yani, 2019). Currently, in the school environment, there are many students who behave less politely towards other school residents. In fact, among them not only violates school rules, but also behaves provocatively when schools increase learning hours to improve the quality of education. Learners also often bully students who may be perceived differently by them. This bullying behavior can cause deep trauma to the victim. In addition, brawls are also often carried out between schools, even though this behavior has caused many casualties as a result of this. On the other hand, many students bravely smoke in the school environment, skip class during ceremonial hours, even during learning hours. Such behavior reflects the still lack of character education among students. If this is not addressed immediately then moral degradation will continue to occur. Through their personality competencies, KDP teachers can be exemplary for students to shape their character. However, there are also a few KDP teachers who still do not show an attitude that can be exemplary. This can be shown by there are still PPKn teachers who are not disciplined in learning hours and disciplinary attitudes even though not all PPKn teachers are like that.

From within the PPKn teacher himself, his personality competence must also be improved. In addition, there are also many PPKn teachers who have practiced their personality competencies well. Such behavior is shown when teaching in class. KDP teachers often give examples of how to be disciplined by getting used to entering the classroom in an orderly manner and in accordance with their learning hours. Then the students will follow the teacher's behavior to teach the class with discipline during the learning process. In addition, KDP teachers also always give polite examples when meeting with older school residents to say hello, shake hands, smile, and look down. With this the student who sees the behavior will also follow suit.

The positive impact of the PPKn teacher's example, students become well-behaved children, do not skip school, follow learning to completion, participate in flag ceremonies, clean schools, do not *bully*, do not smoke, etc.

Exemplary forms in the personality competence of PPKn teachers

Being a teacher who has an example is one of the indicators of personality competence that has been written in the Regulation of the Minister of National Education No. 16 Year 2007 concerning academic qualification standards and teacher competencies, namely presenting themselves as honest, noble character, and role models for students and the community. PPKn teacher based on the interview that has been conducted has the following examples: Democratic teacher personality, Disciplined teacher personality, Spreading teacher personality, Teacher personality tolerance. These four personalities are important aspects that are very useful for shaping the character education of students in schools. KDP teachers have a great responsibility in fostering the behavior of students who understand their rights and obligations to become intelligent citizens and Characteristic. (Dwintari, 2017)

The Indonesian nation strives to live a democratic life, so through this democratic

education, it will form a democratic generation as well. Democratic attitudes can be obtained by interactive learning between teachers and students. Students and teachers can complement each other, learn from each other, exchange ideas, and help each other. With this, the process of learning can run conducive which is in line with the opinion of Fakhruddin (2012: 49-61) PPKn teachers as good class managers, teachers must also maintain conducive classes.

However, in the learning process, sometimes it goes not according to desire, learning becomes not conducive because there are students who lack discipline such as entering class late, talking to themselves when the teacher explains, not being orderly in dressed, etc.

Conclusion

The personality competence of teachers of Pancasila and Civic Education is a very important aspect in the character education of students. This can be done by example shown by the PPKn teacher in a real way in the school environment. These exemplary forms are the personality of a democratic teacher, the personality of a disciplined teacher, the personality of a teacher who is a spreader, and the personality of a tolerant teacher.

This example must be implied by PPKn teachers so that they can be an example carried out by students through observation and practice in the school environment. Through this, students have shown improvements in their character, which was initially not good for the better and can eliminate students' bad feelings. These bad habits such as skipping school, not participating in flag ceremonies, being disrespectful, bullying, smoking, etc. have begun to be reduced by the existence of Education.

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