

THE CHARACTER OF SOCIAL CARE IN CITIZENSHIP EDUCATION (PKn) LEARNING IN ELEMENTARY SCHOOLS

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Abstract

This research is motivated by the problem of student character which is a challenge for every Civics teacher to be able to direct the character of students who were previously not good into students who have good character. Environmental conditions in real life have found the behavior of many citizens who are not yet aware of environmental preservation to support their survival. The aim of this research is to determine the character of social care in citizenship education (PKn) learning in elementary schools. The research method used is descriptive qualitative by describing phenomena and existing literature. The results of this research show that the character of caring for the environment can be formed in students through a Citizenship Education learning model that is interesting and familiar to students. It is time for students to learn directly and interact in a real way in the living environment which is their learning environment. Students who carry out comfortable learning activities will influence the success of learning at school.

Keywords: Character, Social Care, Citizenship Education, Elementary School.

INTRODUCTION

Education is the main pillar in the development of a nation's human resources and society. Therefore, education for human life is an absolute need that must be fulfilled at all times. Without education, humans cannot live and develop according to their wishes or aspirations to progress, be prosperous and happy according to their life desires (Ihsan, 2016).

Education and learning are an inseparable package, learning is an important part of the educational process. To have a good quality education, you also need a good learning concept. Learning activities are held to shape character, build knowledge, attitudes and habits to improve the quality of life of students (Anwar, 2017). On this basis, an educator becomes an extension of the government in educating the nation's life.

Where an educator carries out his duties, namely educating and guiding, which is carried out in an integrated and programmed manner and is guided by the desired goals. Ratnawati in (Hoerudin, 2019) states that the teaching objectives themselves are essentially a description and at the same time the targets to be achieved in teaching and learning activities. In other words, the purpose of teaching can be known through students' understanding of the teaching and learning process carried out by educators. An educator in the teaching and learning process is one of the factors that is very influential in achieving learning objectives. In this case, the educator is also the person who provides and implements the teaching.

The specific function of the teaching model as stated by SS Chauhan in (Hoerudin, 2001) is as follows: 1) Guidelines. Teaching models can function as guidelines that can explain what teachers should do. By having a comprehensive

teaching plan, teachers are expected to be able to help students achieve teaching goals. In this way, teaching becomes something scientific, planned and is a purposeful activity, 2) Curriculum development. Teaching models can help in developing curriculum for different units and classes in education, 3) Determining teaching materials. The teaching model specifies in detail the different forms of teaching materials that teachers will use to help good changes in students' personalities, as well as 4) Helping improvements in teaching. Teaching models can help the teaching learning process and increase teaching effectiveness.

As for Soekamto, et al. In (Trianto, 2009) stated the function of the learning model as: A conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and functions as a guide for learning designers and teachers in planning teaching and learning activities. Thus, learning activities are truly activities that are purposeful and systematically organized. The function of the learning model cannot be separated from the existence of teachers as information givers, teachers who convey information in each lesson, can develop curricula for different units and classes in education.

To understand learning models, it is necessary to group learning models. The learning models are grouped into four groups. These groups are: 1) Information Processing Teaching Model Group (the information-processing family), 2) Social Teaching Model Group (the social family), 3) Personal Teaching Model Group (the personal family), and 4) Model Group Behavioral Systems Teaching (the behavioral systems family) (Joyce dkk., 2011).

Information processing models (information processing models) emphasize ways of enhancing the natural human urge to form meaning about the world (sense of the world) by obtaining and processing data, sensing problems and producing appropriate solutions, as well as developing concepts. and language to transfer the solution/data" (Supriadi dan Darmawan, 2012). "The main aim of these category models is to help students develop methods or ways of processing information obtained from their environment. These models also explain how to process information with different approaches" (Azis, 2012).

The information processing teaching model group is oriented to students' ability to process information that can improve their abilities. According to (Rusman., 2010) explains that "information processing refers to the event of collecting/receiving stimuli from the environment, organizing data, solving problems, finding concepts and using verbal and visual symbols".

The information model group includes several learning models, including the inductive thinking model, inquiry training model, scientific inquiry model, concept discovery model, advanced planning model and memory model. Below there is a family of information processing models consisting of learning models, figures and the objectives of the learning models.

Culture and character cannot be formed and built in a short time. Building national culture and character takes a long time and must be done continuously. The character inherent in the Indonesian nation recently did not just happen suddenly, but

has gone through a long process. Our country pays great attention to the importance of noble moral education (character education) in schools in helping to instill religious and national values through science, technology and arts (IPTEKS) which are taught to all students. This is confirmed by the direction and goals of national education as mandated by the 1945 Constitution, namely increasing faith and piety as well as fostering noble morals in students, which in this case are all citizens who take part in the education process in Indonesia (Marzuki, 2012).

Based on the problems above, it is very important to conduct further research related to the character of social care in civic education learning in elementary schools.

METHODS

This research seeks to analyze and describe the character of social care in citizenship education (PKn) learning in elementary schools. The type of research used in this research is a descriptive analysis method. According to (Hanafiah, 2021) descriptive analysis is empirical research that investigates a specific symptom or phenomenon in a real life setting. The results of this research were collected using primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2018) a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Rahayu, 2020) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

This research uses qualitative research with field research methods (field research). According to (Arifudin, 2019) this approach is adapted to the main aim of the research, namely describing and analyzing the character of social care in civic education (PKn) learning in elementary schools. So that this method will be able to explain the problems of the research (Arifudin, 2020).

Determining appropriate data collection techniques greatly determines the scientific truth of a research. The data collection techniques used in this research are observation, interviews and documentation.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve a goal. Even though the study is actually an effort within the scope of science, it is carried out to collect realistic data systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the analysis of social care characters in citizenship education (PKn) learning in elementary schools from books, articles, journals, theses, theses, ebooks, etc. (Tanjung, 2021).

Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Nasser, 2021).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Arifudin, 2021) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect

information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on the character of social care in civic education (PKn) learning in elementary schools.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic or discussion that is being or will be explored (Ulfah, 2021). These details can be found in scientific literature, research and scientific writings, dissertations, theses and other written sources. According to (Hadiansah, 2021) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be researched (Hasbi, 2021). With this method, researchers can see and feel directly the atmosphere and condition of the research subject (Juhadi, 2020). The things observed in this research are the character of social care in citizenship education (PKn) learning in elementary schools.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (Tanjung, 2019).

Documentation is a technique for collecting data through existing documents or written notes (Tanjung, 2020). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Rusmana, 2020) the documentation method is a way of collecting information or data through examining archives and documents. Documentation strategies are also data collection techniques proposed to research subjects. The data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely the analysis of the character of social care in civic education (PKn) learning in elementary schools.

Muhadjir in (Fitria, 2020) states that data analysis is the activity of carrying out, searching for and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the findings material for other people, edit, classify and present it.

RESULTS AND DISCUSSION

New Paradigm of Civics in Elementary Schools

As time goes by, humans and aspects of life in this world also develop. Current world developments are leading to a civil society that demands Civics as one of the subjects studied in schools to adapt and develop in accordance with the ever-changing demands of society. Currently, development and improvement of national character is something that really needs to be done.

The task carried out by Civics in the new paradigm as explained by Winataputra, et al in (Hoerudin, 2017) is to develop democratic education which has three main functions, namely: developing citizen intelligence, fostering civic responsibility.), and encourage

citizen participation. The Civics learning model in the new paradigm has characteristics as expressed by Suharno in (Puspita, 2020), namely as follows: a) Learning and training students to think critically, b) Getting students to know, choosing and solving problems, and c) Training students think in accordance with other social skills that are in line with the inquiry approach. Based on the explanation above, the task of Civics in the new paradigm is to develop education that develops citizen intelligence (both in the rational, spiritual, emotional and social dimensions), fosters civic responsibility and encourages citizen participation.

The scope of Civics subjects includes the following aspects: 1) National unity and unity, including: living in harmony with differences, love of the environment, pride as an Indonesian nation, youth oath, state integrity, positive attitude towards the unitary state of the Republic of Indonesia, openness and guarantee of justice, 2) Legal norms and regulations, including: order in family life, order in school, norms that apply in society, regional regulations, norms in national and state life, the national legal and judicial system, law and international justice, 3) Human rights, including: the rights and obligations of children, the rights and obligations of members of society, national and international human rights instruments, the promotion, respect and protection of human rights, 4) The needs of citizens, including: mutual cooperation, self-esteem as community members, freedom of organization, freedom to express opinions, respect for collective decisions, personal achievement, equal status of citizens, 5) State constitution, including: the proclamation of independence and the first constitution, constitutions that have been used in Indonesia, the basic relationship between the state and the constitution, 6) Power and politics, including: village and sub-district government, government and autonomy, central government, democracy and political system, democratic culture towards civil society, government system, press in a democratic society, 7) Pancasila, including: the position of Pancasila as the basis state and state ideology, the process of formulating Pancasila as the basis of the state, the implementation of Pancasila values in everyday life, Pancasila as an open ideology, and 8) Globalization, including: globalization in its environment, Indonesian foreign policy in the era of globalization, the impact of globalization, international relations and international organizations and evaluating globalization (Wuri & Fatuhrrohman, 2018).

The aim of Civics learning in elementary schools, as explained by Winarno in (Hoerudin, 2010) is to shape the character or disposition of students. According to Mulyasa in (Hoerudin, 2013), the aim of Civics learning is to make students: a) Able to think critically, rationally and creatively in responding to life problems and citizenship issues in their country, b) Able to participate in all fields of activity, actively and responsibly, so they can act intelligently in all activities, c) Can develop positively and democratically, so that they are able to live together with other nations in the world, are able to interact and are able to make good use of information and communication technology. This will be easily achieved if value and norm education is still instilled in students from an early age because if students already have good values and norms, then the goal of achieving good citizenship will be easily realized.

According to Winarno in (Hoerudin, 2021) the aim of Civics subjects is to form intelligent, characterful and skilled citizens. Ahmad Susanto in (Mulyanto, 2017) stated that the aim of Civics lessons is for students to master and understand various basic problems in social, national and state life, and to be able to overcome them with critical and responsible thinking based on Pancasila, Indonesian insight and national resilience. Mukhlis Anwar in (Sudrajat, 2021) also stated that the aim of Civics is to prepare students who are directed to become patriots defending the nation and state.

Looking at the meaning of several opinions above, it can be concluded that the aim of the Citizenship Education (PKn) subject is learning that teaches students to become citizens who are aware of defending the country and are sensitive in developing national identity and morals in national and state life. The knowledge in Civics learning is basically knowledge that will provide us with various aspects of life now and in the future.

Efforts to Increase Social Care Attitudes

In order to create a spirit of good social care in students, they must have the means and efforts to make it happen. In this case, according to (Mayasari, 2021) efforts can be made to increase students' social awareness which can be carried out in the learning process at school. Schools as education providers have the potential to provide education with social care values through teachers and all administrators of school interests. Instilling these values can be integrated in each subject so that these values are truly realized in students. According to (Rahman, 2021) educators are quite an important factor in integrating values in schools. Apart from that, schools also have various kinds of activities both inside and outside the school involving local residents who can foster an attitude of social awareness.

What character values are contained in national character, these are values that develop, apply, are recognized, believed and agreed to be implemented by every citizen in a country (Ulfah, 2019). Nurgiyantoro in (Ulfah, 2020) that these values are noble values (supreme values) which are used as guidelines for life (guiding principles) which are used to achieve a higher level of humanity, with dignity, for the sake of peace and happiness. The humanity in question includes, among other things, solidarity among human beings, respect for human nature and dignity, equality and mutual help, respect for differences, and creating peace. Character as a noble value is behavior that is built based on believed values and is positioned as an instrument to achieve something.

This is reflected in the individual character who is imbued with the principles of Pancasila in each of these parts as explained in the master design for national character development, 2010-2025 quoted (Hoerudin, 2020) which can be expressed as follows: 1) Character that comes from sports heart, including being faithful and devout, honest, trustworthy, fair, orderly, obeying the rules, responsible, empathetic, daring to take risks, never giving up, willing to make sacrifices, and patriotic, 2) Character that comes from thought, including being intelligent, critical, creative, innovative, curious, productive, science and technology oriented, and reflective, 3) Characters originating from sports/kinetics include clean and healthy, sportive, tough, reliable, resilient, friendly, cooperative, determinative, competitive, cheerful, and persistent, and 4) Character that

originates from feelings and intentions, including humanity, mutual respect, mutual cooperation, togetherness, friendly, respectful, tolerant, nationalist, caring, cosmopolitan (global), prioritizing the public interest, love of the homeland (patriotic), proud to use Indonesian language and products, dynamic, hard working and work ethic.

The character of caring for the environment cannot be acquired instantly, but requires a long process and a relatively long time. A person will have a caring attitude towards the environment because of habits that take place continuously and sustainably. Habits (habituations) that take place continuously will be firmly embedded in the subconscious mind (subconsciousness), so that later their actions will be expressed in daily life (habits) as character values that they already have. A child who has the character of caring about the environment will have a positive impact on the survival of the environment around him. The character of caring for the environment that has been ingrained from an early age will not easily fade when he grows up. Even with the right education, this character will grow stronger. He will definitely be more concerned about the existence of animals, plants, water, land and air around him as an ecosystem that is interconnected and must be protected. In this way, the ecosystem will be well maintained so that it is not easily damaged and causes ecological disasters everywhere. This is where the importance of efforts to prevent (mitigation) ecological disasters from an early age (Jayawardana, 2016).

Character values related to the environment need to be promoted as an effort to instill environmental awareness from an early age. Hidayat and Sundari in (Darmawan, 2021) that schools are formal institutions which are expected to contribute to instilling character values related to the environment with the aim of preventing the environment from damage and preserving it.

So it can be concluded that caring for the environment is an attitude and action shown by a person to always try to protect, prevent and preserve the environment around him and invite other people to preserve the environment.

CLOSING

Conclusions

Based on the results of the research and discussion above, it can be concluded that environmentally caring character education is an effort to instill character values in students in the form of a caring attitude towards the environment in order to create an environmentally friendly mindset and daily behavior (sustainable living). What is meant by environment or what is usually called the living environment is all animate and inanimate objects as well as all conditions that exist in the space we occupy. Broadly speaking, there are two types of environment, namely the physical environment and the biotic environment. The character of caring for the environment can be formed in students through a Civics learning model that is interesting and familiar to students. It is time for students to learn directly and interact in a real way in the living environment which is their learning environment. Students who carry out comfortable learning activities will influence the success of learning at school.

Suggestions

Based on the results of the research that has been carried out, the researcher provides several suggestions, namely:

1. The use of certain learning models can be used as alternative learning, especially in Civics subject material on the impact of globalization.
2. The use of certain learning models requires quite a long time and activities so teachers should be able to combine the available time with the material to be taught, so that learning objectives are achieved optimally.

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