

# IMPLEMENTATION OF CHARACTER EDUCATION AT CIVIC EDUCATION IN 5.0 ERA ON FIFTH GRADE STATE ELEMENTARY EDUCATION VIDYA QASANA

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## ABSTRACT

The purpose of this research is to apply the character education model in the 5.0 era, find out the obstacles faced, and solutions that can be implemented in character education for fifth grade students at SDN Vidya Qasana. This research is a descriptive qualitative research case study method. The research subjects were school principals, fifth grade teachers, fifth grade students and gardeners. Sources of research data, researchers obtained from observation, interviews, and documentation. Data collection techniques through interview techniques, observation, and documentation. The validity of the data in this study were technical triangulation and peer discussion. Data analysis was carried out through the process of data reduction, data presentation and drawing conclusions. The results showed that (1) The application of character education in Civics learning in class V era 5.0 in K13 learning was carried out by the teacher by giving concrete examples to students, respecting differences, instilling discipline, disposing of waste according to its type and instilling social attitudes. (2) The results of implementing character education in Civics learning in class can be seen from the teaching and learning activities in class showing several attitudes, among others, mutual respect, submitting assignments on time, leaving class asking permission, not being noisy in class, and independent learning not depending on people other. (3) Obstacles and solutions to implementing character education at SDN Vidya Qasana. The obstacle is the lack of cooperation between the school and parents of students, students often ignore politeness, teachers do not respond to programs made by the principal who are still concerned with their personal interests. The solution to facing these obstacles is to establish communication between schools and parents of students, remind each other between students, and increase cooperation between teacher boards.

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## 1. INTRODUCTION

Preparing quality human beings, one of which is through education. Education plays an important role in being able to compete and face challenges in the 5.0 era. In developing countries like Indonesia, education is highly prioritized because the progress of a country requires educated and skilled human beings. So that it can be competent for the development of science and technology. Education is an important thing that is used as a benchmark for a country so that a country is not left behind from other countries (Valencia-Vallejo,

López-Vargas, & Sanabria-Rodríguez, 2019).

Based on Law Number 20 of 2003 concerning the National education system, Chapter 1 Article 1 states that education is a conscious and planned effort aimed at creating a learning atmosphere and learning process so that students actively develop their potential With a spiritual soul, religious strength, self-control, individuality, wisdom, noble personality and skills necessary for oneself, society, nation and state. Attention to character issues can also be seen from the existence of the Strengthening Character Education (PPK) program by the government. Presidential Regulation No. 87 of 2017 Article 1 paragraph 1 states strengthening character education, abbreviated as PPK, is a character education movement under the responsibility of the education unit to strengthen student character through harmonization of heart exercise, taste exercise, thought exercise, and sports involving cooperation between units. education, family, and society. Education is a guide for a child's life to grow, which guides them from all the nature that exists in the child so that they can achieve the highest safety and happiness in life (Darmiany, Widiada, Nisa, Maulyda, & Nurmawanti, 2021; García Berdonés et al., 2014).

According to Thomas Lickona, character education is teaching that aims to shape a person's character for the better in the form of concrete actions, such as being honest, responsible, helping each other, working hard, respecting the rights of others and not just going around. Based on the definition above, it can be concluded that education is an activity carried out by students consciously to prepare students to be able to face challenges and competencies in the future in the development of science and technology which is currently growing. Therefore, as an educator must be able to develop knowledge and professionalism. Educators are a bridge or liaison for students to deliver them to become quality human beings (Birt, 2018).

The phenomenon that occurs in character education learning at SDN Vidya Qasana school is that there are assumptions and arguments by the surrounding community that those who attend school in that place have naughty children. SDN Vidya Qasana School is an elementary school located at Jl. Student Soldiers No. 23 Bumijo Jetis Yogyakarta with a total of 150 students. The Covid-19 pandemic has had an extraordinary impact on the character of students. A character that has experienced a decline marked by the low ethics and morality of the younger generation. Such as acts of violence, bullying, forming gangs/teams at school, brawls between students, fighting teachers, damaging school facilities and other problems (Dolmans, Loyens, Marcq, & Gijbels, 2016; Rosyidah, Umar, Nurmawanti, Hidayati, & Maulyda, 2021). This problem becomes the main one from time to time and from year to year, namely the concept of civics education which is known to be adequate but its implications need to sharpen its meaning and understanding.

Various concepts of character education include the perspective concept of Abdullah Nashih Ulwan, Imam Al Ghazali, and the concept of Thomas Lickona's perspective. The concept of Imam Al-Ghazali is a concept which is more spiritual (exemplary methods, advice, and stories). While the concept of Thomas Lickona is teaching that aims to shape a person's character to be better in the form of more concrete actions. However, the researcher uses the perspective concept from Abdullah Nashih Ulwan because his ideas are in line with character development in this country, where his main idea is to create a generation with good character through complex methods between the spiritual and the world. Abdullah Nashih Ulwan's concept of character education in the book *Tarbiyatul Aulad Fil Islam* is divided into five ways or systems, including exemplary education, habituation systems, advice systems, punishment systems and attention systems. The values of character education according to the Ministry of National Education include 18 of them, religious, honest, tolerance, discipline, hard work, creative, independence, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, environmental care, social care, and responsibility. However, researchers only focus on tolerance, discipline, environmental care, and social care (Liu, Geertshuis, & Grainger, 2020).

Five examples of tolerant behavior are not discriminating between friends, not disturbing friends who are praying, helping each other between friends, not being arrogant towards friends, respecting and respecting the opinions or decisions of others. Examples of discipline include arriving on time before the bell rings, collecting assignments on time, leaving class asking permission, wearing school uniforms properly and neatly, and not provoking a commotion which will create a noisy class atmosphere. Examples of environmental care behavior are keeping the environment clean, not littering, reducing plastic bags, separating waste based on its type, doing community service (Indrilla, 2018). Meanwhile, examples of social care behavior include helping friends who are affected by disasters, participating in community service activities, visiting sick people, learning to be independent by not depending on others, and not bullying or cornering someone.

According to Brooks and Goble in his book Schunk (2012), There are three things that need to be

considered in carrying out education, namely principles, processes and practices in learning. In applying these principles, the values taught are in accordance with the existing curriculum. To make it easier for students to understand and apply it in social life. Based on the researchers' observations on January 24-25 2022, the researcher only found a problem that fifth grade students at Vidya Qasana Elementary School were lazy to do the assignments given by the teacher, they still had not kept up with the digitalization era and most teachers used more modern learning methods. conventional. On January 28, 2022, the researchers made observations again and conducted brief interviews with the class V teachers. The problem that often occurs is that students still have difficulty differentiating subjects in thematic books, especially Civics lessons. So that students do not understand the material with very limited reading in the thematic book. (In an interview with Mrs. Tyas as the fifth grade teacher).

This was confirmed by Mrs. Ardiyan Tyas Eritama as the fifth grade teacher that the problem is that most students at Vidya Qasana Elementary School only study at school, they do not study at home because parents are busy with their work, parents do not pay enough attention to their children's education, students play gadgets. until 01.00 WIB in the morning just looking for wifi by riding a mini bicycle, new students go to bed at 03.00 WIB in the morning, and there has been a phenomenon that students' heads have been repeatedly injured/leaked, the behavior of students destroying (crushing) their own books due to being stubborn and not willing to accept the differences of opinion of others (steadfast in his stance). Referring to the various problem descriptions above and based on the results of initial interviews at SDN Vidya Qasana, the researcher feels the need for further observations regarding the application of character education in Civics learning. So that researchers feel interested and motivated to research about "Implementation of Character Education in Civic Education Learning Era 5.0 Class V SDN Vidya Qasana".

## 2. RESEARCH METHOD

The method used in this study uses qualitative methods because qualitative methods are considered to function to obtain overall information. Thus it can be understood that the research technique is guided by findings in the field obtained through observation, interviews and documentation that have been analyzed beforehand. While the information acquisition strategy is done by merging or triangulation (Cai, 2020).

The reviewers in this research process used qualitative methods, the researchers tried to describe the application of character education in Civics learning in the 5.0 era of class V students with a total of 29 students with 8 informants namely the principal, class 5 teacher, 5 students and gardeners and the time the research was conducted at April 18 2022 to June 2 2022 in the even semester of the 2021/2022 academic year. Researchers used triangulation techniques to obtain data from researchers conducting interviews, observations and documentation of the same origin using various information gathering procedures. The method used for analyzing qualitative data is done repeatedly until the data is complete and saturated. With this, the researcher conducted data analysis using procedures according to Miles and Huberman in Sugiyono (2013), namely data reduction, data display and verification or conclusion. The following is a picture of the procedure for analyzing the data that the researcher intends.

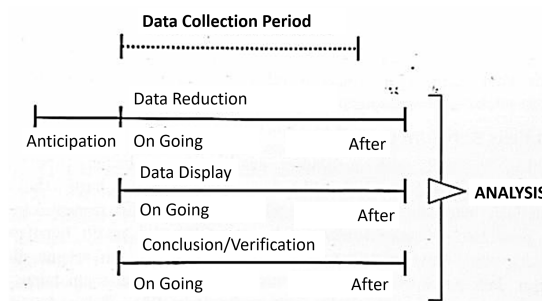


Figure 1. Data Analysis Stages

The picture above shows that after the researcher has collected the data, the next step the researcher must take is to anticipate before making reductions. Data analysis was carried out by the reviewers in this

research by following the procedure proposed by Miles et al. (2014), namely 1) data reduction, 2) data display, and 3) conclusion/verification.

### 3. RESULT AND DISCUSSION

In the research process, 8 were involved, namely the school principal, grade 5 teacher, 5 students and the gardener. All informants involved were people who were directly involved in this research process in the application of character education in Civics learning in the 5.0 era. The following is an explanation of the application of character education at Vidya Qasana Elementary School, Yogyakarta City through PPKn material and students' habits in their daily lives at school. The results of the research described are as follows:

#### **The application of character education in Civics learning in class V in the 5.0 era of SDN Vidya Qasana**

SDN Vidya Qasana City of Yogyakarta was established in 1965, which is located at Jalan Prestasi Pelajar No. 23 Bumijo, Jetis, Prov. Special Region of Yogyakarta. SDN Vidya Qasana has 25 educators and educational staff and has 150 students who come from around the environment itself and there are several transfer students from the surrounding area. SDN Vidya Qasana is one of the schools that is accredited A and is the only choice in the village to send their children to this elementary school. In addition, the school often wins championships, especially in sports at the sub-district level. Apart from excelling in academic and non-academic activities, SDN Vidya Qasana also continuously instills and develops habits in students to have piety to God Almighty (Desoete, 2019). This can be seen from the behavior of the teaching staff who always instill an attitude of tolerance, greeting, honesty, discipline, courtesy through the habit of shaking hands when coming to school. In addition, the school continues to make daily habits to care for the environment, such as disposing of trash in its place. This was confirmed by the principal of SDN Vidya Qasana Yogyakarta City.

”What determines character education is through habituation. Like doing the midday prayer together (high class) so that there is an increase in habituation. Throw garbage in its place. If habituation is not carried out on students, students will feel careless / loose. So ladies and gentlemen teachers keep supervising students in all activities that constitute character education. . .”

#### **The results of the application of character education with the Istiqomah model in learning Civics class V in the 5.0 era SDN Vidya Qasana**

From the results of observations and documentation carried out by researchers in the implementation of learning, the teacher applies religious values, courtesy, honesty, discipline, cooperation, tolerance, independence in carrying out tasks and being responsible. Based on the results of the analysis of character education according to the lesson plan (RPP). The RPP made by the teacher must include several characters that are in accordance with the 2013 curriculum (K13). So indirectly character education is included in every ongoing learning. And reinforced by Mrs. Ardiyan Tyas Eritama as a grade 5 teacher:

“Habituation of character in teaching and learning activities in that class every morning after being prepared to read prayers, sing Indonesia Raya, before reading Pancasila first, then reading short surahs in the Qur'an”. (April 21st 2022)

This habituation is carried out continuously by students because through habituation a strong personal-will will be formed that is in accordance with expectations. The teacher prepares materials and media (if needed) that will be used when learning begins. After the students line up in front of the class led by the class leader, the students enter by shaking hands with the teacher, after that the students tidy up the chairs and beforehand the class has been cleaned according to the picket schedule and also if there is trash hand it over to be disposed of in the trash. Then one of the students leads the prayer, reads Pancasila, then sings Indonesia Raya, and then reads short surahs in the Qur'an.

This was corroborated by the homeroom teacher for class V SDN Vidya Qasana Yogyakarta City. The goal to be achieved from the habituation of character education in teaching and learning activities (KBM) in schools is so that students are fostered in terms of morals so that they are not detrimental to themselves, the school and the community. The most important character value is the child's character. Because in this day and age morals are very important and most important of all to fortify life and if not supervised then students can go out of bounds, especially in terms of association and deviant attitudes. With the existence of various habits and rules that are applied in elementary schools to fortify the morals of students to be even better.

Table 1. Results of the 1st, 2nd &amp; 3rd Observation Character Education Development Recapitulation

Name	Attitude	Analysis
M. Shogun Maulana	Good	Both in tolerance, discipline, care for the environment, care for the social, and maintain it.
Amalia Briana Santoso	Good	Both in tolerance, discipline, care for the environment, care for the social, and maintain it.
Bima Firstian Antono	Good	Both in tolerance, discipline, care for the environment, care for the social, and maintain it.
Ganis Angga Kusuma	Not Good	Need guidance and direction in an attitude of tolerance, discipline, care for the environment, care for the social and maintain it.
Keanu Sheva Putra Asmara	Good	Both in tolerance, discipline, care for the environment, care for the social, and maintain it.

Of the various habits that have been implemented above, Vidya Qasana Elementary School also has a program to determine character education, namely improving cleanliness, manners, manners and Friday morning religious (istighosah and tahlil). Every Thursday kliwon a qhotmil Qur'an is held alternately for the high class. However, it cannot run optimally because students' study from home (BDR) and face-to-face meetings are limited due to the corona outbreak. Students usually do all the habits that have been applied in schools and can shape the character of students to become virtuous individuals. Planting student character is done continuously. After the data obtained by the researcher is as the researcher described above, then as a follow-up to this research, namely analyzing the collected data using qualitative methods to determine student character (Kartika, 2020). Following up on the previous stage regarding learning outcomes using the Istiqomah model by using the media in the form of a simple video about a short story about the school gardener at SDN Vidya Qasana named Mr. Kendel. The researcher made this video aiming to make students aware of environmental care related to the theme being taught, namely theme 8 (the environment of our friends), sub-theme 1 (humans and the environment) and learning 3. From this lesson the emphasis is on assessing tolerance and caring attitudes social and environmental care.

#### **Obstacles and teacher solutions when implementing character education in Civics learning in class V in the 5.0 era SDN Vidya Qasana**

There are several obstacles faced by teachers when implementing character education as follows:

1. Lack of cooperation between the teacher council
2. Lack of cooperation between the school and parents of students
3. Lack of student awareness

While the solutions to overcome the above obstacles are as follows:

1. Increase cooperation between the teacher council
2. Establish better communication between the school and the parents of students
3. Always remind and give examples every time.

#### **4. CONCLUSION**

Following are the conclusions from the results of research that has been carried out during the implementation of research in the field, namely (1) The application of character education in Civics learning which is applied in class V in era 5.0 SDN Vidya Qasana Yogyakarta City, namely the teacher makes lesson plans in which there are character values that are suitable for application on the materials and methods to be used. Teachers often use group discussion methods. So that students are more active and students' character values are visible. Assessment of the achievement of teacher character education uses behavioral observations during learning and outside learning. (2) The results of the application of character education with the Istiqomah model in Civics learning applied in class V in the 5.0 era at SDN Vidya Qasana Yogyakarta City can be seen when the teacher shows the video, all students pay more attention and are more enthusiastic about participating in learning. So that students are happy and motivated to always do good. (3) There are several obstacles including: Lack of cooperation between the teacher council, Lack of cooperation between the school and parents of students, and Lack of student awareness. While the solutions to overcome these obstacles are: Increasing cooperation between the teacher council, Establishing better communication between the school and the guardians & Always reminding and giving examples every time.

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