

Building Integrated Knowledge and Developing Student Character in Civic Education Learning

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Abstract

Organizing learning for teachers who have the role of designing or designing learning, carrying out learning, and assessing learning in carrying out assignments is required not only to seek intellectual abilities/intelligence, skills, but also to have good character behavior attitudes. Likewise in learning Citizenship Education (Civics) from these needs this research was conducted to describe building integrated knowledge to develop the character of students in learning Citizenship Education. This research was conducted at SMA Negeri 27, Leihitu District, Central Maluku Regency. Sampling technique using snowball sampling Data collection techniques using observation, interviews, and documentation. The results of the research revealed that the process of building integrated knowledge developing character is applied in teacher activities using trigger questions asking moral experiences to connect students with learning material, conducting studies of subject matter by presenting problems in society, events that occur in society, local community culture, customary values -moral values in society. Obstacles faced by the ability of teachers who only focus on understanding the management of learning on knowledge of the material being studied and have not been solidly integrated for developing student character, the use of learning resources still depends on the teacher has not varied for students to find and practice character, and the hours of Civics lessons are limited. Learning efforts are carried out using problems that occur in society, local wisdom culture, moral values that have become customary in the community in facilitating studies to serve learning in finding material information and making students discover the characters that must be possessed from their environment.

Keywords: Knowledge, Student Character, Citizenship Education.



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INTRODUCTION

Striving for the formation of the intellectual and character of students in the implementation of education is the responsibility of each subject teacher by carrying out thought processing, heart exercise, exercise, and a combination of taste and intention sports that have integration with one another. As the National Character Development Master Design 2010-2025 by the Government of the Republic of Indonesia (2010) which explains that character comes from thought, heart, body, and a combination of taste and intention, each of which has integration. The following is a description of the principles for developing cultural education and national character;

1. Sustainable; implies that the process of developing cultural values and national character is a long process, starting from the beginning students enter until they finish from an educational unit.
2. Through all subjects, self-development, and school culture; requires that the process of developing cultural values and national character be carried out through every subject, and in every curricular and extracurricular activity.
3. Values are not taught but developed; implies that material on cultural values and national character is not ordinary teaching material; that is, those values are not used as the subject

of discussion as is the case when teaching a concept, theory, procedure, or fact such as in the subjects of religion, Indonesian language, Civics, Science, Social Studies, mathematics, physical and health education, arts, and skills. Subject matter is usually used as material or media to develop cultural values and national character.

4. The educational process is carried out by students in an active and fun way; This principle states that the educational process of cultural values and national character is carried out by students, not by teachers. The teacher applies the principle of "tut wuri handayani" in every behavior shown by students.

Encouraging efforts to form character in students in subjects, especially education and citizenship subjects, is a necessity which is emphasized in the vision and mission of learning Pancasila and Citizenship Education. By Dasim Budimansyah and Karim Suryadi, professor of civic education at the Indonesian university of education in their book *Citizenship Education and Multicultural Society* (2008, p. 55) outlines the mission of citizenship education (PKN) including; First, PKN is curricularly designed as a learning subject that aims to develop individual potential in order to become citizens of Indonesia who are noble, intelligent, participatory and responsible. Second, theoretically it is designed as a learning subject that contains cognitive, affective, and psychomotor dimensions that are confluent or mutually penetrating and integrated in the context of the substance of the ideas, values, concepts and morals of Pancasila, democratic citizenship, and national defense. Third, PKN is pragmatically designed as a learning subject that emphasizes content that carries values and learning experiences in the form of various behaviors that need to be manifested in everyday life and is a life demand for citizens in social, national and state life as a further elaboration. continued from the ideas, values, concepts and morals of Pancasila, democratic citizenship, and defending the country.

Striving for these achievements, in the process of implementing learning is a discourse that is still difficult to achieve, by designing the implementation of an educational environment that is able to shape intellectuals and character, as well as the role of school responsibilities as education providers inside and outside the classroom. Carrying out a conventional form of learning planning for students, is a traditional model that places the teacher's function as a source of learning information, in implementing learning it makes students passive in building knowledge. This existence brings closer the formation of the child's personality in learning, to doctrinal practices that force them to accept a value, in practice it places learning difficulties in achieving its goals. This, as stated by Elmubarok (2008, p.57) that; "Traditional learning approaches or learning models tend to assume students have the same needs, and learn at the same time in a quiet classroom, with subject matter activities that are strictly structured and dominated by the teacher. In fact, the traditional approach or learning is difficult to achieve educational goals.

Related to this, making efforts to shape the personality of students is not built in conventional procedures, with the process of transferring knowledge that places passive students in the demands of the active role of the teacher, but is aimed at the role of the teacher providing support as a facilitator, towards the active involvement of students building knowledge that is integrated in seeking the formation of the character of students. This description encourages a study to build integrated knowledge to develop the character of students in learning civics education.

RESEARCH METHODS

To carry out studies on building integrated knowledge to develop the character of students in learning Citizenship Education research was carried out using descriptive

qualitative methods, namely research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. It has two main objectives, namely first to describe and reveal (to describe and explore), and secondly to describe and explain (to describe and explain) Sukmadinata Syaodih Nana (2011, p. 60). This research was conducted at SMA Negeri 27, Leihitu District, Central Maluku Regency. Sampling technique using snowball sampling Data collection techniques using observation, interviews, and documentation. Data analysis techniques are carried out interactively and continuously until the data found is saturated, with the steps taken starting with data collection, and so on data reduction, data display and then conclusion/data verification.

RESEARCH RESULTS AND DISCUSSION

The Process of Building Integrated Knowledge Developing Student Character in Citizenship Education Learning

Building knowledge related to learning materials is a routine activity carried out by teachers and students in face-to-face meetings in class after a long period of pandemic and earthquakes in Maluku from late 2019 to early 2021. Seeking learning in the process of building integrated knowledge to develop character has been seen by teachers The major learning steps include preliminary, core, and closing activities by creating a habituation of the classroom learning environment to practice character and use local Maluku regional values as a medium to help understand Pancasila and citizenship education learning materials.

In the preliminary activities the integrated knowledge building activities form the character of students beginning with the teacher creating a learning environment in the classroom through a routine of greeting students when entering otherwise the signal from the class leader stands ready to greet the teacher when he is about to enter the class in a student interview as a form of respect to the teacher, and then the teacher checks attendance, tidiness, class cleanliness, stationery books, sings nationalism songs, and then conducts apperception using trigger questions asking moral experiences to connect students with learning material and then provides motivational advice and words of wisdom. Interviews with teachers, the actions taken are realized not only as habits that should be done but also as a form of bringing students closer to good character.

The core activity in learning is the most important process of teacher activity facilitating students to build integrated knowledge in shaping the character of students. Observations made saw students in learning in the core activities through the activity of reviewing learning information using real-life media in society, problems that occur in society, regional local wisdom, moral values that have become habits applied in society in facilitating studies to find information on teacher learning materials using 5W+1H questions (What, When, Where, Who, Why, How) or ADIKSIMBA questions (What, Where, When, Who, Why, and How) the assessment is carried out in discussion groups which are facilitated using student worksheets (LKPD) with video links and pictures that support the discovery of information related to learning materials.

From the results of teacher interviews it was revealed that facilitating students to learn Citizenship Education subjects so that they are able to encourage students to find information on subject matter and encourage students to have good behavior through presenting contextual learning in the community environment then making students in discussion groups guided by student worksheets (LKPD) examine, solve, and find solutions to problems using information related to the material. Interviews with students revealed that learning Citizenship education was equated with becoming an Indonesian citizen which was shown in learning activities of problems in society, cultural habits carried out by the Maluku people, which were assigned by

the teacher in discussion groups connected according to the material being studied then students in each group were asked to do presentation and question and answer with other groups.

Learning is encouraged to discuss in groups conducting contextual studies of community life is a form of integrated knowledge building process developing student character as in teacher interviews it was revealed that apart from being an excuse because of demands from implementing 2013 curriculum learning activities felt in experience so far teaching has the benefit of being able to help students understand material lessons at the same time can bring students to introduce and practice the application of good character in the environment where they live. For closing learning activities the process of building integrated knowledge develops student character in observations seen to be carried out through the teacher asking students to convey conclusions about the material being studied and reflecting on the learning that has taken place and giving individual assignments to find information from various sources as student literacy and numeracy related to the material covered. studied. Teacher interviews related to closing learning activities are a common step to end learning but in practice they are able to confirm to students what has been learned and the benefits of learning it and provide opportunities to observe and analyze the community environment where each student lives.

Interviews with students convey the end of learning activities provide learning experiences what is learned provides benefits that can be traced to its application in society, so that it becomes a guide for everyone to have an attitude that must be appropriate to their environment. This situation provides a statement demanding everyone's actions to obey, submit, and comply, not to be in conflict. Violating it because in the end it can result in sanctions in accordance with the rules and norms that apply in society. The process of learning to build knowledge is integrated to form the character described above, Winarno (2010, p.3) calls it value education, value is something that is valuable or valuable, and the word education refers to an action or experience that has an influence related to growth or development. soul (mind), character (character), or physical abilities (psychical abilities) of individuals. value education is guidance for students to realize the value of truth (logical), goodness (ethical), and beauty (aesthetic), through the process of internalizing values and habituating action. Mardiatmadja in Mulyana (2011, p.119) by explaining that "values education is an assistance to students so that they realize and experience values and place them integrally in their whole life". Mulyana (2011, p.110) explains that what is meant by value education is the cultivation and development of values in a person.

Constraints to Building Integrated Knowledge Developing Participant Character in Citizenship Education Learning

Carrying out face-to-face learning with students in class with the process of building knowledge integrated into developing student character in Civics Education (Civics) subjects is a condition that cannot escape the problems faced by teachers and students. Observations made show that short lesson hours make each student learning activity carried out in a hurry, the use of student learning resources is still limited by relying only on information from power points displayed by the teacher, the ability of teachers who have not been able to use and manage learning that is able to facilitate students find learning information related to the material studied from various sources as well as developing student character.

In interviews conducted with students, it was explained that learning took place very quickly, we were in a hurry in doing group assignments so that the work results were not optimal, some had not been completed, in group work and presentations not all group members were actively involved, the limited textbooks became an obstacle. in completing group

assignments. Interviews with teachers revealed some of the problems encountered when studying civics education subjects including in the 2013 curriculum there were only 2 hours available for Civics lessons so that learning activities were carried out in a rush with time, book learning resources were very limited, students learned a lot depending on the teacher's explanations. and understanding that is still lacking in the process of developing student character in learning is still limited to getting students to practice good behavior during learning takes place in class and outside the classroom when at school.

Gunawan Agus (2015, p.100) that; Supporting factors in the implementation of learning include a conducive classroom atmosphere, complete facilities and infrastructure, conditions for students who are enthusiastic about participating in learning and the application of appropriate strategic models. The inhibiting factors in the implementation of learning include; the condition of students' different ability to form groups, inappropriate time allocation, and the limited media that students have that hinders teachers in developing students' potential. Sanjaya (2008, p.52) that; which affect the learning system process activities, including;

1. Teachers, namely as planners, teachers are required to correctly understand the applicable curriculum, student characteristics, existing facilities and resources, so that all of them are used as components in preparing learning plans and designs.
2. Students, namely the learning process can be influenced by the development of children who are not the same, in addition to the number of other characteristics inherent in the child.
3. Facilities and infrastructure, namely, the completeness of facilities and infrastructure can foster passion and motivation for teaching teachers. and can provide a variety of choices for students to study.

Efforts to Build Integrated Knowledge to Develop Student Character in Citizenship Education Learning

From the observations made, it can be seen that the teacher's efforts in building integrated knowledge to develop student character are pursued by presenting learning using the facilities available privately owned laptops and school-owned infocus which are already available to provide learning information, using multimedia media in power point teaching materials in organizing learning, using problems that occur in society, regional local wisdom, moral values that have become a habit applied in the community in facilitating studies to serve learning in finding material information and making students find the character that must be possessed from their environment.

Interviews conducted with teachers revealed the experience of participating in training activities using as much media as possible in the form of videos, pictures, writings related to the material being studied by students in power point is part of the action that is pursued in learning, in addition to exploring the problems that occur in society, culture Habits that contain values and morals in society related to material are carried out by asking students in the initial activities and core activities to help connect them with learning material so that besides being able to easily understand the material being studied other good things they will also be very familiar with and apply good moral values in the environment.

From the results of student interviews, it was revealed that when we studied, the teacher used a lector and focused on displaying pictures and videos, then a question and answer session was carried out at the beginning of learning with experiences that had been experienced, encountered in everyday life, then continued with group discussions about problems experienced by the community, habitual attitudes good behavior, culture in Maluku such as sasi, traditional land, pela-gandong and writings containing information on the material being studied to supplement Citizenship Education study notes. According to Superka in Elmubarok

(2008, pp. 61-73) identifies the broad role of the teacher in seeking the formation of values, through the approach taken by the teacher in the following processes;

1. Instilling values, namely helping students accept certain values so that student values change that are not in accordance with the desired values.
2. Cognitive development, namely helping students in making more complex moral judgments based on higher values, and encouraging students to discuss the reasons when choosing values and their position in a moral value
3. Value analysis, namely helping students use the ability to think logically and scientific findings in analyzing social problems related to certain moral values, and helping students to use rational and analytic thinking processes in making connections and formulating concepts about their values.
4. Clarification of values, namely helping students to realize and identify their own values and the values of other people, and helping students so that they are able to communicate openly and honestly with others, relate to their own values, and help students to they are able to use the abilities of rational thinking and emotional awareness together to understand their own feelings, values, and patterns of behavior
5. Learning to do, namely providing opportunities for students to perform moral actions, both individually and collectively based on their own values, and encouraging students to see themselves as individual beings and social beings.

Pangundi Luhur (<http://pldeltamas-jkt.pangudiluhur.org/artikel>, 26 October 2015) that opportunities and opportunities for teachers to play their role optimally, in terms of developing the character education of students in schools, as follows;

1. The teacher should not position himself as an actor who is seen and heard by students, but the teacher should act as a director who directs, guides, facilitates the learning process,
2. Teachers are required to care, want and be able to relate the concepts of character education to learning materials in the subjects they teach.
3. The teachers (program supervisors) through the self-habitation program prioritize or emphasize contextual character and noble character development activities.
4. Teachers need to prepare facilities and carry out various types of activities that support student character education development activities.
5. Establishing cooperation with parents of students and the community by placing parents of students and the community as facilitators and resource persons in character education development activities carried out in schools.
6. Be a role model for students. someone tries to imitate, imitate what is liked from the model/ figure. is an opportunity for a teacher, either directly or indirectly, to instill character values in students' self.

CONCLUSION

The process of building integrated knowledge of developing character is creating a learning environment to understand and practice moral values. To build integrated knowledge to develop students' character in this process, it is carried out in preliminary activities in apperception activities the teacher uses trigger questions asking moral experiences to connect students with learning material. In the core activity of studying the subject matter is carried out by presenting problems in the community, events that occur in the community, the culture of the local community, the habits of the moral values of the community. For closing activities students are asked to conclude the material studied and reflect on the learning that has taken place as well as giving individual assignments to find information from various sources as

student literacy and numeracy related to the material being studied in understanding and practicing character.

Constraints on building integrated knowledge develop the character of participants in Citizenship Education (Civics) learning the ability of teachers who only focus on understanding managing learning on knowledge of the material being studied and not being solidly integrated for student character development, the use of learning resources still depends on the teacher has not varied for students to find and practicing character, and limited Civics lesson hours conducting studies exploring material for student character development. Efforts to build integrated knowledge develop the character of students in Civics learning using problems that occur in society, regional local wisdom, moral values that have become customary in the community in facilitating studies to serve learning in finding material information and making students find a must-have character from his environment.

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