# CHARACTER DEVELOPMENT OF PRIMARY SCHOOL STUDENTS' ISLAMIC SOCIETY OF INTEGRATED LUWUK LEARNING THROUGH CIVIC EDUCATION

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| Article history: | | Abstract: |
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| | | Education character is an effort to create a generation of people who are smart and good (*smart and good citizenship*) or have noble character and personality. The success of character education implies that learning is not necessarily seen from the perspective of the cognitive domain, but how to balance the cognitive, affective, and psychomotor domains with the aim of realizing a complete human being. Civic education is a subject that contains character values that can be developed for students. This research is descriptive qualitative with field studies and interviews that try to provide a solution for how character education is carried out by taking a Civic Education learning approach. This research was conducted at the 6th grade level of elementary school. From the results of the study it was found that it can be concluded that civic education strongly supports the formation of character in students. |

## INTRODUCTION

The success of the education process cannot be separated from how the planning process, implementation and supporting policies are carried out on an ongoing basis. Because education is the basic capital of development, every country is able to place it on the main goal. This is also in accordance with the objectives of the formation of the Unitary State of the Republic of Indonesia which was finally stated in the preamble of the 1945 Constitution paragraph IV, including "Educating the Life of the Nation". Because the predecessors (*founding fathers*) realized that education is the main means in changing the nation's civilization for the better.

According to Law no. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation. , and country. Therefore, the success of a learning process is determined by the factors of the teacher, infrastructure, environment and of course the students themselves, have the will or motivation to be able to actively develop their potential. So that the purpose of education in order to prepare a superior generation that is competitive and has a personality or national character can be optimally achieved in accordance with the mandate of the law.

The purpose of education is how to form a whole generation which means having intellectual intelligence, good attitude and with the skills needed to live life in society. This is the task of the teacher in carrying out the learning process as part of the educational process to be able to produce learning whose output is a balance of cognitive, affective or attitude and psychomotor achievements. Therefore, in the learning process, the obligation and role of the teacher is very vital, the teacher must be able to act as a facilitator and identify all the advantages and disadvantages of learning models that will be applied so that it really creates an effective learning.

Citizenship education is an effort to equip students with basic knowledge and skills regarding citizen relations as well as education for national defense in order to become citizens who can be relied on by the nation and state. According to the Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Elementary and Secondary Units, Citizenship Education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled and characterized as mandated by Pancasila and the 1945 Constitution.

Character education is the creation of a school environment that helps students in the development of ethics, responsibility, through models and character teaching that both universal values and values are instilled through learning civic education subjects.

## RESEARCH METHOD

This research is descriptive qualitative with data collection techniques in the form of literature studies from various references that are relevant to the observed phenomena, namely character education in Civic Education learning at the Integrated Madani Islamic Elementary School. According to (Kim, H., Sefcik, JS, & Bradway, C., 2016) Qualitative descriptive (QD) is focused on answering research questions related to who, what, where and how an event or experience occurs until it is finally studied in depth. to find patterns that appear in these events. In summary, it can be explained that descriptive qualitative (QD) is a research method that moves on a simple qualitative approach with an inductive flow. This inductive flow means that qualitative descriptive research (QD) begins with an explanatory process or event which finally can be drawn a generalization which is a conclusion from the process or event.

Qualitative descriptive (QD) is associated with character building activities through learning media. Citizenship education facilitates the development of students in their social environment). Meanwhile, according to (Mohajan, Haradhan, 2018). Qualitative descriptive research is defined as research that examines natural social action events emphasizing the way people interpret, and understand their experiences to understand social reality so that individuals are able to solve their own problems. The purpose of this study was to determine the extent to which the character development of the students of the Madani Luwuk Integrated Islamic Elementary School through civic education learning.

## DISCUSSION

Character education is something that absolutely must be implemented because basically all teachers as educators have the same goal in shaping the nation's character. Not necessarily character education is the responsibility of moral education or character education and Pancasila education, but it is the responsibility of all fields of study. Therefore, when implementing the 2013 curriculum, the balance of the learning domain between cognitive, affective and psychomotor becomes an absolute output as part of national character education.

Character is a person's character, or morals obtained from internalization with his environment. A person's character will be good if it is based on moral and ethical values that apply and are agreed upon in society. The importance of the three components of good character, namely moral knowing or knowledge of morals, moral feelings or feelings about morals, and moral actions or moral actions. Good character will appear after the three character components can be fulfilled in students. Character is a combination of morals, ethics, and morals. Morals are more focused on the quality of human actions, actions or behavior or whether those actions can be said to be good or bad, or right or wrong. On the other hand, ethics provides an assessment of good and bad, based on the norms that apply in a particular society, while the moral order emphasizes that in essence humans have embedded beliefs in which both (good and bad) exist. These factors are interrelated and support each other in shaping a child's personality.

Character education has three main functions. First, the function of the formation and development of potential. Character education shapes and develops the potential of students to think well, have a good heart, and behave in accordance with the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. Third, the filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not in accordance with the nation's cultural values and dignified national character. Thus the formation of this nation's character must involve the synergy of the three components of education, including informal, formal and non-formal education.

Facing the challenges of the era which is currently entering the era of the industrial revolution 4.0 which is full of advances in digitalization technology, planting and strengthening the nation's character is very vital and urgent. The development of individualistic, hedonic, materialistic values and so on is a bad impact of the current of globalization and the 4.0 industrial revolution. If this is allowed, it will have a bad influence on the continuity of national life which no longer reflects the values of the nation's personality.

He further explained that there are four basic reasons why the education system in Indonesia needs to emphasize character education, these reasons are: 1. Because many families (traditional and non-traditional) do not carry out character education; 2. Because the school's role is not only aimed at forming smart children, but also good children; 3. The intelligence of a child is only meaningful when it is based on goodness; 4. Because forming students to have strong characters is not just an additional task for teachers, but also the responsibility attached to their role as teachers. With integrated character education in the learning process, this signifies meaningful learning, namely capabilities that are useful for the lives of participants, both for the benefit of further learning and contributing to problem solving in the community.

The Ministry of National Education has identified eighteen characters that must be able to be implemented by teachers in the learning process, including:

1. Religion is an attitude and behavior that is obedient in carrying out the teachings of their religion, and is tolerant of other religions.
2. Honesty is an attitude that can be trusted in words and actions.
3. Tolerance is attitudes and actions that respect differences in religion, ethnicity, race, opinions, attitudes, and actions of others.

4. Discipline is an action that shows orderly behavior and obeys various applicable rules and regulations,
5. Hard work is an attitude and behavior that never gives up in an effort to achieve goals.

The role of the teacher in the process of developing the character of students is very vital, the teacher must make the basis of a constructivist approach that makes students learn as a learning subject. Second, mastering ICT and updating information, third creating an interactive, inspiring and fun learning atmosphere, fourth providing evaluation and feedback after the learning process takes place. Broadly speaking, the components that must be prepared by teachers as infrastructure are the availability of an internet network, preparing learning strategies, preparing learning content (effects, images, audio, video and simulations), providing a learning management system (zoom, video calls, etc.). can support the success of the online learning process.

The Ministry of National Education explained that the strategy for implementing character education in the education unit includes the following steps, one of which is: Integration in subjects. Each subject contains character values that need to be developed, made explicit, linked to the context of everyday life. Thus, learning character values is not only at the cognitive level, but touches on internalization, and real practice in the daily lives of students in society. Students can be directed to become Indonesian citizens who love their homeland, are democratic, responsible, peaceful citizens, honest, care about social and environmental issues, work hard, have a national spirit, are friendly based on the spirit of mutual cooperation, especially if it is associated with with the context of the social environment. So that gradually the character will grow into an identity or identity which is shown through daily behavior and interactions.

In the learning process of Citizenship education, students are expected to actively develop their potential by reconstructing various knowledge including instilling and developing character values in the community with full responsibility in carrying out the learning process with what is learned in the learning module delivered by the teacher.

The success of this learning is largely determined by the factor of the teacher providing direction and feedback, the activeness of students in the learning process with responsibility and the role of parental supervision in the assessment process. The characteristics of success in character building through civic education learning are as follows: (1) the enthusiasm of students in receiving lessons. 2) there is feedback from students, 3) there is a change in the character or attitude of students, 4) getting along well with friends. And 5) more polite towards teachers.

The integration of character values and the development of civic education learning materials requires teacher creativity and must continue to pay attention to the following principles: 1. The principle of relevance of subject matter should be relevant to the achievement of competency standards and basic competencies. 2. The principle of consistency if there are four kinds of basic competencies that must be mastered by students, then the material that must be taught must also include four kinds. 3. The principle of adequacy means that the material taught should be adequate in helping students master the basic competencies being taught. Learning as an educational activity with the aim of achieving results or graduate competencies is a planned and systematic activity in realizing the goals of national education. A teacher is required to have the ability to plan learning.

The strategy for implementing character education through citizenship education subjects is an effort in the learning process to be able to develop life skills or student skills. Therefore, it is necessary to emphasize educational materials as life skills. Life skills are empowered to students so that they are not uprooted from the roots of their own socio-cultural life. Moreover, the current education process is full of challenges in the flow of information and globalization undermines the joints of the lives of the nation's children. Because, basically the principles of value education and character building are not only carried out at the cognitive level, but touch internalization, and real experiences in everyday life.

## CONCLUSION

Based on these results it can be concluded some that civics education can develop the character learners to have three main functions, namely:

1. The function of the formation and development potential. Character education forms and develops the potential of students to think critically, have a good heart, and behave in accordance with the Pancasila philosophy.
2. Repair and strengthening function. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation.
3. Filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not in accordance with the nation's cultural values and dignified national character.

Teachers in developing learning materials must analyze learning materials that are tailored to each character value with the aim that the learning materials with the output produced are in accordance with the needs of the community. Civic education learning can be a reference for parents in improving the character of their children at home.

**SUGGESTIONS**
1. Teachers should be given an understanding of how the techniques and strategies in character education in online learning are the embodiment of learning from home.
2. Teachers must try to be creative in exploring information and characteristics of students in determining learning models with the expected learning outcomes in online learning. The success of national character education in the midst of the current onslaught of information flows requires the main role of parents and the home environment as school partners in the Nation and Character Building effort.

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