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Strengthening the Moral of Students Through PPKN Learning

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ABSTRACT

Moral education is education that must be instilled in children. The age of elementary school children is golden period to apply learning to form the morals and character of these students. Civics is a subject that is expected to be a means for teachers to educate and shape the morals and characteristics of each student. The formation of good character and morals will produce positive sides for a child, one of which is the growth of a sense of responsibility, courtesy and discipline. Factors that can affect the morale of a child are the environment, friends, as well as media and technology

ABSTRACT

Pendidikan moral merupakan pendidikan yang harus ditanamkan kepada anak. Masa usia anak sekolah dasar merupakan masa emas untuk menerapkan pembelajaran pembentukan moral dan karakter dari siswa tersebut. Mata pelajaran PKN merupakan sebuah mata pelajaran yang diharapkan bisa menjadi sarana guru dalam mendidik dan membentuk moral serta karakteristik bagi setiap siswa. Terbentuknya karakter dan moral yang baik akan menghasilkan sisi positif bagi seorang anak salah satunya yaitu tumbuhnya rasa tanggung jawab, sopan santun, dan kedisiplinan. Faktor-faktor yang dapat mempengaruhi moral dari seorang anak adalah lingkungan, teman, serta media dan teknologi.

INTRODUCTION

Education becomes a knowledge transformation process involving several aspects or components that support educational activities. However, education, which currently places too much emphasis on cognitive knowledge, can be seen from teachers who fail to address the moral and character development of their students. That's why the government is currently promoting character-based compulsory education (Aprillita, 2022). Moral education is an education whose provisions have been determined which will later guide the way of humans to do things or good habits and will provide direction for good and bad actions, attitudes and behavior. Moral education plays a very important role in the world of education to shape character in good habits and to be able to distinguish between good and bad things, what can be done and what is not worth doing (Rukiyati, 2017).

Elementary students' interest and attention to Civics subjects is very low. This is understandable, this is because the Civics subject matter is too abstract and full of values. Usually students only memorize the material, do not understand its meaning, do not fully appreciate its meaning, and do not apply it either at school or in their daily environment. Civics is a subject that is used as a vehicle for developing and preserving values and morals that are rooted in the culture of the Indonesian nation. These values and morals are expected to be realized in the form of behavior in daily life both as individuals and as members of society, and creatures created by God Almighty. Citizenship Education can be expected to grow students' understanding and understanding of character formation and to make good character cultivators as expected in moral education. Having character aims to educate our students to become whole individuals who are independent and based on noble morals and character.

Moral education is the cultivation, development and formation of noble character in children. Moral education must be a special program or lesson, but it is a dimension of the whole educational effort. Moral education is a moral joint, the virtue of behavior that must be carried out by students, cultivated and accustomed from childhood to adulthood. This means that one's morals can be nurtured and can be developed towards a perfect level of development in an educational process (Raharjo, 2005).

Elementary school age is a golden age for children's development to obtain

the educational process. This period is valuable years for a child to recognize various kinds of facts in his environment as a stimulant for the development of his personality, cognitive, psychosocial, and moral aspects. The nearest school is needed to optimize children's abilities. The formation of students' abilities at school is influenced by the learning process they take. The learning process will be formed based on the teacher's views and understanding of the characteristics of students and also the nature of learning. Thus, the learning process needs to be adjusted to the level of student development. To support this, teachers need an understanding of morality itself (Uce, 2017).

The problems that arise in SD N. 132404, especially in learning Citizenship Education, can be identified by several problems including a lack of courtesy in behavior towards teachers, parents and fellow friends, and a lack of student discipline .

RESEARCH METHODS

The approach used in this research is a qualitative approach which aims to find out or describe the event or events under study so that it is easier to obtain objective data. Qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed (Sugiyono 2013) . The research focus is on strengthening the morale and discipline of students through PKN learning at SDN 132404 Tanjungbalai.

Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. The data collection techniques used were observation and interviews with informants who are one of the teachers who teach at SDN 132404. In addition, literature studies were also carried out to fulfill theoretical studies obtained from journals and books related to the research theme.

RESULTS AND DISCUSSION

Implementation of Citizenship Education Learning at SD N. 132404

Civics has been included in thematic learning. Thematic learning is integrated learning that links several subjects, the advantages of thematic learning are that it is more student-centered so students can be more active and get meaningful experiences, and also thematic learning uses the principle of learning while playing

so that the learning atmosphere is more enjoyable.

Based on observations and experiences in the field, the problems faced by SD N 132404 students caused Civics learning to tend to be less interesting, considered trivial, boring, and had other negative impressions. These problems include: First, the curriculum is too heavy. According to the author, the Civics curriculum content for the elementary level is too high compared to the abilities of elementary school age children. Second, teaching based on textbooks (textbook center). Textbooks have been a mandatory guide. Third, the practice of teaching Civics so far has mostly taken place with conventional approaches. During teaching, the teacher uses more lecture and question and answer methods. Students only become listeners in class, then answer questions.

Efforts to Improve Politeness in Behaving Towards Teachers, Parents and Fellow Friends Through Citizenship Education Learning.

Politeness is an attitude or behavior that is kind, respectful and civilized and is accompanied by a sense of compassion and refined manners which is reflected in behavior, speech, way of dressing, and so on. A child must have good morals from a young age, so that he is loved when he grows up, is blessed by his God, loved by his family and everyone. A child must also have good manners wherever he is, both in the home environment and in the school environment.

- Manners at home. Every child must pay attention to good manners in his home by respecting his parents, brothers, sisters and everyone in the house. A child may not do something that angers one of them and may not fight against his older siblings and may not fight with his younger siblings and may not disturb the housekeeper. When playing, he plays regularly without shouting and acting inappropriately for him, especially when someone in the house is sleeping/sick.
- Politeness of students towards their teachers. Honor your teacher as you respect your parents, by sitting politely in front of him and talking to him with respect. When he speaks, then don't interrupt the conversation, but wait until a teacher finishes talking, listen to the lessons given by the teacher. If you don't understand something from the lessons that have been delivered, then ask him gently and respectfully, by raising your finger first so that a teacher

allows you to ask, if he asks you about something then stand up and answer the question with a good answer.

Civics teachers must have a strategy to instill the character of good manners in schools so that they run well and obtain maximum results. Strategies that can be carried out by the teacher include exemplary/example, spontaneous activities, reprimands, environmental conditioning, and routine activities. Besides that, it can also be done by integrating into programmed/planned activities such as instilling values through certain activities. The PPKn teacher at SD N. 132404 Tanjungbalai in overcoming the obstacles of students who are not polite, namely usually reprimanding students who are not polite then if reprimands and advice are not heeded, the PPKn teacher will record the student's name and take further action and be given more direction.

Another obstacle experienced by the PPKn teacher at SD N. 132404 Tanjungbalai in instilling the polite character of students is the lack of awareness of students to be polite. Therefore, to overcome students' lack of awareness to be polite, Civics teachers try to develop Civics learning materials by incorporating polite character values into learning materials. This is stated in the Lesson Plan (RPP), in the 2013 curriculum it is very emphasized because of the assessment of skills and attitudes so that Civics teachers are required to teach character education, including the character of manners.

Implementation of Pkn Teachers in disciplining students

The teacher as an educator is someone who becomes an identifiable role model for students and their environment. So that a teacher must have personality quality standards such as: responsible, authoritative, independent and disciplined.

As the results of an interview with the principal at SDN 132404 stated:

"All class teachers are responsible according to their schedule of teaching hours and all the actions they take, some teachers are already authoritative in teaching so that children prefer to choose teachers they like, some teachers can handle problems directly there are also problems that I have to get down hands, namely problems with parents of students, and teachers are disciplined on time to come to school because on average the teacher's house is close to the school environment.

In line with this, the Civics teacher also explained that:

"Teachers help students who are developing and do not understand the subject matter by giving reassignments (remedial) and if students who already understand will be given another assignment, which aims to strengthen and deepen the knowledge gained."

As a supervisor, the teacher formulates the goals to be achieved, sets the time for the learning process and assesses the smoothness according to the needs and abilities of students. As from the results of an interview with the vice principal, stated:

"Before teaching the teacher formulates goals in accordance with the lesson plan and syllabus that will be taught, the teacher sets the time according to the schedule of teaching hours and the teacher assesses students, namely by taking daily scores, midterm and final semester exams, interrupted besides taking assignment scores"

Inhibiting Factors in the Formation of Student Discipline Character

Based on the results of research that the researchers have done with a teacher at SDN 132404 that there are inhibiting factors and teacher solutions in the formation of the character of student discipline at SDN 132404 Tanjungbalai, described as follows:

"As for the internal factors in this study, it was found that there was a lack of awareness of the students themselves and students' knowledge of the rules at school. As the results of an interview with one of the teachers, Mrs. Khoiriah, S.Pd, stated: "The obstacle factor in forming student character is because the children themselves are lazy to carry out the rules that have been made and they are negligent in learning. So no longer pay attention to the rules that have been made. As for the external factors, namely based on family circumstances and the influence of the school environment. As the results of the interview from Ms. Khoiriah, S.Pd, stated: "the inhibiting factor in the formation of the disciplined character of students at SDN 132404 Tanjungbalai from an external perspective faced by teachers is in the form of a lack of attention from parents to their children so that their children are less disciplined both coming to school on time and attending to school."

The teacher's solution in shaping the character of student discipline is by implementing discipline coaching programs including:

- 1) Post school rules in places that are often passed by students. For example in the classroom, in the teacher's room area, and the canteen area.
- 2) Install words of wisdom and motivation about discipline. Example: "your discipline will lead to your success".
- 3) Post pictures showing disciplinary behavior in the classroom area and outside the classroom. For example, a picture of a student leaving for school on time, doing assignments on time, attending ceremonies solemnly, and so on.
- 4) The teacher always reminds both inside and outside the classroom that students behave in a disciplined manner.
- 5) Post pictures showing the consequences of not being disciplined. An example of violating school rules, then a child is shown being punished.
- 6) Teachers always provide attention, guidance, and knowledge about discipline. Whether it's when carrying out teaching and learning activities in the classroom, as well as when non-formal activities outside the classroom.

In addition, the character of discipline can also be formed through exemplary. Exemplary here is an example from a teacher to students. Examples of exemplary forms that can be shown in the framework of disciplinary character formation are:

- 1) A teacher must dress neatly and politely according to the rules and norms that apply in society.
- 2) A teacher must be able to be present at school before the subject starts (cannot be late).
- 3) The teacher must be able to provide teaching on time and end at the right time too.
- 4) Doing habituation so that children are able to imitate it. Habituation here means habituation in terms of the character of discipline .

CONCLUSION

Based on the results of the study it can be concluded that moral education is very important for elementary school students for the formation of good character and morals. So that the existence of Civics subjects in each elementary school curriculum is an effort or policy that is used as a means of forming the morals and character of elementary school students. but what are the character values that must be instilled in elementary school students. The role of a teacher who has academic competence, which can compile programs related to instilling moral and character education values for elementary school children.

However, in instilling moral values and character education the main thing is the example of parents setting an example of positive behavior to their children, teachers setting an example to their students. Meanwhile, leaders set an example of good character to the community. The environment and friends are also supporting factors in the process of forming one's morals and character. So that in addition to the efforts of a teacher to provide the best moral education for their students, parents are also fully responsible for ensuring that they provide examples of attitudes and an environment that can shape good morals for their children.

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