

# **Implementation Model of Integrated Character Education with Citizens Learning for Students of SMP Negeri 1 Boyolali Academic Year 2021-2022**

**Suyahman<sup>1,\*</sup>, Dewi Kusumaningsih<sup>2</sup>**

<sup>1</sup>Faculty of Teacher Training and Education, Veterans Bangun Nusantara University Sukoharjo

<sup>2</sup>PBSI Study Program, Lecturer Faculty of Teacher Training and Education Veteran Bangun Nusantara University Sukoharjo  
Jl. Letjend Sujono Humardani No. 1 SKH (0271) 593156, (0271) 591065, Indonesia.

**Corresponding author\***

suyahman.suyahman@yahoo.com

**Abstract:** The purpose of this study is to describe the implementation model of integrated character education with civics learning for students of SMP Negeri 1 Boyolali in the 2021-2022 academic year. This type of research is qualitative research using a phenomenological study approach. The research subjects were PPKn teachers and seventh grade students at SMP Negeri 1 Boyolali, and the object of the research was character education and civics learning. Data collection methods: observation, interviews, and documentation. The validity of the data is done by using triangulation of sources and methods. Data analysis techniques using interactive analysis techniques consist of 3 stages, namely: data reduction, data display and data verification. The results of the study based on observations in the field found that the implementation of integrated character education with civics learning for grade VII students at SMP Negeri 1 Boyolali for the academic year 2021-2022 was carried out during civics learning using the methods: role playing, demonstration, simulation games, and dramatization. The results of interviews with PPKn teachers and grade VII students obtained information: in general, teachers have difficulty in actualizing integrated character education in civics learning, pre-teachers find it difficult to formulate character education in civics learning, students generally do not understand the formulation of integrated character education implementation in PPKn learning. In conclusion, based on the results of observations and interviews, it can be concluded that the implementation of integrated character education in civics learning for grade VII students at SMP Negeri 1 Boyolali is carried out using the following methods: role playing, demonstration, simulation, dramatization.

**Keywords:** Character education, PPKn learning.

---

## **Introduction**

Implementation of learning Pancasila and Citizenship Education (PPKn) curriculum 2013 refers to the standard of the education process that has been regulated in the regulation of the minister of education and culture number 65 of 2013 concerning standards for primary and secondary education. Process standards are criteria regarding the implementation of learning in educational units to achieve Graduate Competency Standards (SKL). In line with that, the implementation of the 2013 curriculum civics learning management is intended for how each educational unit carries out learning planning, implementation of the learning process

and assessment of the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies.

The 2013 curriculum is characterized by the fact that all subjects taught in schools must be integrated with character education. This means that every teacher must have a target character value to be achieved at each meeting. Facts in the field found that there are still many PPKn teachers who carry out the conventional learning process. This is characterized by various characteristics including: teacher-centered learning, the lecture method dominates the learning process, learning is done textually, the teacher positions himself as a resource person, students are less empowered, the

teaching style and voice intonation are monotonous, the methods and media used are lacking variation, learning only measures aspects of knowledge and does not provide messages of character values in the learning process.

The impact is that students are not enthusiastic and less enthusiastic, students are less focused, students are lazy to ask questions, students' absorption capacity is not optimal and changes in character values are not clear. If this is allowed, then civics learning is not in accordance with the spirit of learning desired by the 2013 curriculum, the character of students is increasingly unclear and civics learning achievement is increasingly destroyed. Therefore, a solution must be found, one of which is to innovate learning that is more creative, adaptive, based on character education. This research is focused on implementing civics learning integrated with character education for students of SMP Negeri 1 Boyolali for the academic year 2021-2011.

The main problems in this research are formulated: 1) how is the implementation of integrated civics learning with character education for students of SMP Negeri 1 Boyolali for the academic year 2021-2011. What are the obstacles faced and how to overcome them? The objectives of the research are (1) to describe the implementation of integrated civics learning with character education for students of SMP Negeri 1 Boyolali for the academic year 2021-2011, (2) to describe the obstacles faced and how to overcome them the implementation of integrated civics learning with character education.

## Theory

### 1. PPKn study civics learning.

Subjects aim to produce students who have faith and noble character as directed by the Indonesian philosophy of life, namely Pancasila so that they can act as effective and responsible citizens answer. The discussion in its entirety includes four national consensus that are related to each other, namely Pancasila, the 1945 constitution, the Unitary State of the Republic of Indonesia. (NKRI), and Bhinneka Tunggal Ika (Saputra, *et al.*, 2014).

The purpose of PPKn learning is very relevant to today's real life, with the development of science and technology in the field of informatics which is very advanced and the acceleration of the era of globalization, so that it can worry about the development of students facing the challenges of obstacles that are full of turmoil in the world community in the past. which will come. With these developments, it is hoped that educators can provide students with attitudes, knowledge and skills in responding to life which is always changing throughout time. This change will happen so rapidly that nothing can stop it. In learning civics subjects, teachers are required to understand the characteristics, concepts, learning objectives, implementation strategies, basic competency maps, core competencies, determining topics and elaborating basic competencies into indicators that must be achieved by students.

All of these study materials become activities for managing the implementation of civics learning in accordance with the approach used in the 2013 curriculum, students are facilitated by student books, competence as an instrument to direct students to become (1) quality human beings who are capable and proactive in responding to the challenges of an ever-changing era; (2) educated human beings who believe and fear god almighty, have noble character, are healthy, knowledgeable, capable, creative, independent; and (3) responsible democratic citizens (Saputra, *et al.*, 2014). Teachers can enrich it with creations in various other forms of appropriate and relevant activities originating from the natural social environment (Saputra, *et al.*, 2014).

Civics learning can be efficient and effective, if the teacher has the necessary competencies in the learning process. As a professional teacher, you should be able to apply the 4 required competencies, namely: pedagogic competence, social competence, personality competence and professional competence. Professional civics teachers in carrying out the learning process must be able to create an interesting and fun learning process so that it creates an attraction for students to seriously participate in learning. Good civics learning is student-centered learning, so that students are empowered in the learning process.

Civics learning must be able to educate students to respect and respect differences of opinion, this is in line with humanism learning theory. Civics learning must be able to modify student behavior from bad to good, this is in line with behaviorism learning theory.

Civics learning must be able to foster personal interaction and interpersonal interaction so as to create an interactive learning atmosphere, this is in line with social learning theory. One of the steps in the preparation of the 2013 curriculum is the rearrangement of civics to become civics, with the following details: (1) Changing the name of the subject of Pancasila and Citizenship Education (PKn) to Pancasila and citizenship education (PPKn). (2) Placing civics subjects as an integral part of the group subjects that have a national strengthening mission. Coordinate KI-KD and PPKn indicators nationally by strengthening moral values and Pancasila; the values and norms of the 1945 constitution of the republic of Indonesia; the values and spirit of *Bhinneka Tunggal Ika*; as well as insight and commitment of the Unitary state of the republic of Indonesia. 3) Strengthening the development of students in the dimensions: (1) knowledge of citizenship; (2) citizenship attitude; (3) citizenship skills; (4) constancy of citizenship; (5) citizenship commitment; and (6) citizenship competence (7) develop and implement various learning models in accordance with the characteristics of civics which are oriented towards developing the character of students as intelligent and good citizens as a whole. (8) Develop and implement various process assessment models PPKn learning and learning outcomes.

According to the Balitbang Pusurbuk Kemdikbud, 2013, the scope of the curriculum/main substance of civics is as follows: (1) Pancasila, as the basis of the state and the nation's view of life; (2) The 1945 Constitution as the basic law that becomes the constitutional basis for the life of society, nation and state; (3) *Bhinneka Tunggal Ika* (unity in diversity), as a form of diversity in the life of society, nation and culture.

Pancasila and citizenship education are useful for building human beings who emphasize human beings who are dignified, dignified, moral, and have strong identity and character both in mental

attitude, thinking power and creativity. However, in the learning process, it is necessary to pay attention to the development of habituation processes, moral maturity, and mastery of civic knowledge to strengthen character development, such as respect and responsibility.

Learning principles of Pancasila and citizenship education a. Pancasila and citizenship education as social studies social studies are names or terms used by educational institutions in other countries, especially in western countries. Barr, Barth, and Shermis (1977) identified "the three social studies traditions, namely: (1) social studies as citizenship transmission (civic education); (2) social studies as social science; (3) social studies as reflective inquiry. These three traditions have their own meaning, purpose, content, and method (Wahab and Sapriya, 2012).

a. Social studies as citizenship transmission. The oldest learning tradition and commonly practiced by teachers. The purpose of transmitting citizenship is for students to learn and believe in the concept of citizenship taught by the teacher presenting assumptions, beliefs, and expectations about their society. Social studies taught as social science. This tradition was originally developed by the social science education consortium, which aims to enable students to acquire the knowledge, skills, and equipment of social science disciplines so that they will become effective citizens. The content of social studies as a social science is related to the problems, issues, and topics of the respective social science disciplines. Social studies taught as reflective inquiry is a learning tradition based on a philosophical position rooted in the past. The purpose of reflective inquiry is that citizenship is defined as decision making in a socio-political context.

This method is related to the process of making decisions and encourages students to analyze what is involved in a decision. Methodologically, Pancasila and citizenship education as a science is the development of one of the five traditions of social studies, namely citizenship transmission as stated by Barr, Barth and Shermis (1978). Currently, this tradition has developed rapidly into a scientific structure

known as citizenship education, which has a systemic paradigm in which there are three domains, namely: the academic domain, the curricular domain, and the socio-cultural domain (Winataputra, 2001). Pancasila and citizenship education that develops in the scientific community. The curricular domain is the concept and practice of Pancasila and citizenship education in the world of formal and non-formal education. The socio-cultural domain is the concept and practice of Pancasila and citizenship education in the community. The three domains are interrelated and bound by the conception of virtue and civic culture (civic virtue and civic culture) which include civic reasoning (civic knowledge), civic disposition, civic skills, self-confidence, citizenship (civic confidence), civic commitment, and civic competence (CCE: 1998).

- b. Pancasila as the main principle in learning Pancasila education and citizenship learning is closely related to the learning process. Law Number 20 of 2003 concerning the national education system for education states that learning 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, as well as the skills needed by himself, society, nation and state. In general, the purpose of Pancasila and citizenship education is the formation of good citizens, which of course differ according to the context of the country concerned (Winarno, 2011).

For that in the learning process Pancasila and citizenship education carries the concept of transferring Pancasila values into the scientific structure to be given to students. Therefore, there are three important things that need to be kept in mind (Kalid Clear & Winarno, 2019). First, Pancasila is not treated simply as a mere embodiment of state ideology. Pancasila must be seen as the philosophy of a living nation. The precepts are a reflection of a dynamic and open view of life and ideals in accordance with current development. Second,

Pancasila should be placed as part of Pancasila and citizenship education in a wider and general context. Pancasila is based on moral education or character education. Thus the learning process of Pancasila as part of democratic Pancasila and citizenship education no longer emphasizes on memorizing regulations, laws, and state administrative procedures, as well as political processes that are only "textual based". The learning process needs to focus on various social interactions in the relationship between citizens and citizens, citizens and countries that develop pluralism and dialogical and participatory citizenship.

- c. Basic principles of learning Pancasila and citizenship education according to Budimansyah (2002) the learning principles are the principles of active student learning (student active learning), cooperative learning groups (cooperative learning), participatory learning, and reactive teaching (reactive learning). The four principles are then explained as follows.

- 1) The principle of active student learning this model adheres to the principle of active student learning. Student activities are almost throughout the learning process, starting from the planning phase in class, field activities, and reporting. In the planning phase of student activities, it is seen when identifying problems using brainstorming techniques. Each student may present problems that are of interest to him, besides of course those related to the subject matter. After the problems are collected, students vote to choose one problem for class study.
- 2) Participatory learning the basic principle of participatory learning is that students learn by doing (learning by doing). One form of acting is that students learn to live in a democracy. Because in each step of this model has a meaning that has to do with the practice of living in a democracy. For example, when choosing problems for class studies, students choose the meaning that students can respect and accept opinions that are supported by the most votes. During the debate, students learn to express opinions,

listen to other people's opinions, express criticism and otherwise learn to accept criticism, while remaining level-headed. This process supports the adage that "democracy is not in heredity but learning" (democracy is not inherited, but is learned and experienced). Therefore, teaching democracy must be in a democratic atmosphere (teaching democracy in and for democracy). This goal can only be achieved by learning while doing or in other words must use the principle of participatory learning.

- 3) Reactive teaching the principle of reactive teaching is to emphasize how teachers create strategies so that students have motivation to learn. Therefore, the teacher must understand the condition of the students so that the learning material is interesting, not boring. Teachers must have high sensitivity to immediately find out whether the learning activities are boring for students if this happens, the teacher must immediately find a way to overcome it. Procedure for the learning process of Pancasila and citizenship education steps.

The structured, strategic and representative learning procedure for Pancasila and citizenship education is as follows.

- 1) Learning Pancasila and citizenship education with the concept of deep knowledge and constructed knowledge. At the junior secondary level, material development should be by "Showing respectful behavior on the basis of morals, norms, principles, and the spirit of citizenship". For the upper secondary level, material development is carried out by "practicing with awareness of values, morals, norms, principles, spirit and responsibility, the meaning of a civilized Indonesian nation and state" (attachment to Permendikbud number 21 of 2016 concerning content standards for elementary and secondary education).
- 2) Applying values by setting an example (ing ngarso sung tuladha), build the will (ing madya mangun karsa), and develop

students' creativity in the learning process (tut wuri handayani) (Ki Hadjar Dewantara's education concept).

- 3) Based on the values of Pancasila, among others, by compiling instruments learning that forms competent learners and become competent graduates by referring to the indicators competence attitudes, skills and knowledge as stated in appendix number 22 of 2016 concerning education process standards elementary and intermediate below.
- 4) Have a mission to strengthen nationality and drive character education sourced from the values and morals of Pancasila as mandated by government regulation, namely Pancasila and citizenship education as subjects that carry the mission of personality development.

## 2. Character education study

Recently, character education is increasingly being discussed in the midst of Indonesian society, especially by academics. The attitudes and behavior of the Indonesian people and nation today tend to ignore noble values that have long been upheld and rooted in daily attitudes and behavior. The values of noble character, such as honesty, politeness, togetherness, and religion, are gradually being eroded by foreign cultures that tend to be hedonistic, materialistic, and individualistic, so that these character values are no longer considered important if they conflict with the goals to be obtained. Character education is a must because education not only makes students smart, but also has character and manners so that their existence as members of society becomes meaningful both for themselves and for others.

Building national character takes a long time and must be done continuously. The character inherent in our nation lately has not just happened suddenly, but has gone through a long process. Education which is an agent of change must be able to improve the character of our nation. Therefore, our education needs to be reconstructed so that it can produce a generation that is more qualified and has noble character or character. In

other words, education must be able to carry out character building so that students and graduates can participate in filling developments in the future without leaving the values of noble character.

Character education is a conscious effort made by educators to students to shape the personality of students who teach and form good morals, ethics, and a sense of culture and character that fosters the ability of students to make good and bad decisions and realize that goodness in everyday life. -day by conducting education, teaching, guidance and training. Character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individuals, but also good for society as a whole. According to Dafid Elkind and Freddy Sweet Ph.D, a deliberate (conscious) effort to help humans understand, care about, and implement core ethical values. Character education is defined as our deliberate effort from all dimensions of school life to help develop character optimally. And in another source it is stated that: "character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individual individuals, but also good for society as a whole.

The function of character education according to Darma Kusuma, explains that in the context of education in schools, character education functions: (a) develop the basic potential to be kind-hearted, good-minded, and well-behaved, (b) strengthen and build the behavior of a multicultural nation, that is:

1. To be understood, liked and cultivated among teachers, so that the intellectuals possessed by teachers are maintained and grow and develop. So that the scientific tradition and educational technology can balance and even excel from other schools or institutions.
2. Propose to the authorities to actually support teacher self-development activities, such as guiding, meeting facilities, giving time and providing funding.

According to Budi (2019) the function of character education is to develop the basic potential of a child to have a good heart, behave well, and think well. Its main function is to

strengthen and build the behavior of the nation's multicultural children. In addition, character education also functions to improve human civilization and a good nation in the association of the world.

Character education can be done not only in school, but also from various media including family, environment, government, business world, and technology media. The purpose of character education is to form a nation that is strong, noble, moral, tolerant, cooperates or works together. In addition, character education also forms a nation that has a patriotic spirit or likes to help others, develops dynamically, is oriented to science and technology, has faith and fears god almighty. Character education in schools that is implemented in self-development education, among others; through extracurricular activities at school, such as: OSIS management, scouts, PMR, PKS, KIR, sports, arts, religion and others. With this extracurricular activity it is very touching, easy to understand, and carried out by students as part of channeling interests and carried out by students as part of channeling interests and talents that can be developed as a manifestation of national character education. According to the curriculum center for research and development of the ministry of national education, 2013, contains 18 character values, namely: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, appreciating achievement, friendly/communicative, love peace, love to read, care for the environment, care for social and responsibility.

## **Materials and Methods**

This type of research is a qualitative research, using a case study approach. The subjects of this study were civics education teachers and seventh grade students at SMP Negeri 1 Boyolali, the objects of the research were: civics learning and character education.

Methods of data collection using the method of observation, interviews and documentation. The research instruments used were: observation

sheets, interview sheets and a list of documents. The validity of the data is done by triangulation n sources, namely the author cross-checks the results of interviews with teachers and interviews with students, also triangulates methods, namely the authors cross-check the results of data obtained through observation with the results of data obtained through interviews. Data analysis techniques using interactive analysis techniques consist of 3 steps, namely: data reduction, data display and data verification.

## Results and Discussion

### 1. Results

Based on the results of observations in the field, it was found several things related to the implementation of integrated civics learning with character education: the implementation of civics learning was not carried out simultaneously with character education. The fact is that the teacher in the learning process uses the lecture method more and provides less opportunity for students to ask questions, students are passive, students play alone, teachers only pursue time targets, there is less inculcation of character values in students. From the results of interviews with teachers, information was obtained that teachers did not make learning tools as required according to the 2013 curriculum, teachers were less able to design interesting and fun civics learning, teachers were less able to develop teaching materials, teachers only referred to 1 textbook, teachers were less able to use with varied methods and media, teachers find it difficult to integrate character education in the civics learning process that is carried out.

The results of interviews with students obtained information: the teaching style and voice of the teacher are monotonous, learning is not interesting and not fun, the teacher lacks mastery of the material, the teacher is not able to give concrete examples of character values related to the material being taught, the language used by the teacher is difficult to understand, the teacher arrives late, the teacher does not provide examples of attitudes, behavior with character. Based on the personal data of students provided by the BP and PPKn

teachers, information was obtained: that students carried out many attitudes, behaviors and actions that were lacking in character, including coming late, entering class not saying greetings, not doing assignments given by the teacher, truant, scribbling on walls. school, let the water faucet continue to flow, and don't care about his sick friend.

Based on the facts in the field obtained through observation, interviews, and documentation data, action must be taken to solve it. Actions are carried out comprehensively by involving the principal, vice principal for curriculum, vice principal for student affairs, the teacher council and parents.

### 2. Discussion

By looking at the results of the research above, what needs to be done is to revolutionize learning. The learning revolution is carried out so that the weaknesses of the learning components can be addressed to suit the interests and needs of the times. The learning revolution is carried out in an effort to realize the integration of character education into stronger civics learning. The learning revolution is carried out so that a more innovative, creative, adaptive learning process based on character education is created in the nuances of PAIKEM GEMBROT. It is characterized by student-centered learning, the learning process is interesting and fun, the teacher acts as a facilitator, the potential of students can be explored and developed to the fullest, the target value of character in the learning process is clear.

The strategy used by PPKn teachers to integrate character education in the learning process is carried out through: habituation/habit, namely the teacher always gets used to being and behaves with character, by example, namely the teacher gives examples of character behavior in the PPKn learning process.

The obstacles faced by teachers in integrating character education into the civics learning process are: in textbooks there are no concrete examples of attitudes, characteristic behavior in everyday life, the civics Education curriculum KI and KD are lacking. clearly shows the target of character values that must be achieved by the teacher, as well as the support of facilities and infrastructure

in a more sophisticated and modern learning process and a less supportive school environment.

### Conclusions

Based on the results of the research and the description of the discussion above, it can be concluded that implementation of integrated civics learning with character education is less than optimal. The obstacles faced by teachers are very complex, involving both software and hardware.

### References

- Aqib, Zainal dan Sujak. 2011. Panduan dan Aplikasi Pendidikan Karakter cet 1. Yrama Widya, Bandung.
- Budi S. 2019. Pelaksanaan pendidikan akarakter masa pandemic covid -19, makalah tidak dipublikasikan.
- Dahar Wilis Ratna. 2011. Teori-teori belajar dan Pembelajaran. Glora Aksara Pratama, Bandung.
- Hidayatullah, M Furqon. 2010. Pendidikan Karakter: Membangun Peradaban Bangsa. Yuma Pustaka, Surakarta.
- Istarani. 2011. 58 Model Pembelajaran Inovatif (Referensi Guru Dalam Menentukan Model Pembelajaran. Media Persada, Medan.
- Insasi, A. 2019. Analisis Muatan Nilai-Nilai Karakter dalam Buku Teks Pendidikan Pancasila dan Kewarganegaraan Kurikulum 2013 Kelas VII Tingkat Sekolah Menengah Pertama. Jurnal Pendidikan Kewarganegaraan dan Hukum, 702-706.
- Kemendiknas. 2011. Pedoman Pelaksanaan Pendidikan Karakter. Pusat Kurikulum Perbukuan, Jakarta.
- Kesuma, Dharma dkk. 2011. Pendidikan Karakter Kajian Teori dan Praktik di Sekolah. PT Remaja Rosdakarya, Bandung.
- Moleong, Lexy J. 2018. Metodologi Penelitian Kualitatif. PT Rosdakarya, Bandung.
- Miles, Matthew B Huberman, A Michael. 2009. Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru. UI Press, Jakarta.
- Makalah pengertian pendidikan karakter Sumber: <https://makalahnih.blogspot.com/2014/09/kata-pengantar-alhamdulillahsegala-puji.html>
- Nurhadianto. 2014. Internalisasi Nilai-Nilai Pancasila dalam Upaya Membentuk Pelajar Anti Narkoba. Jurnal Pendidikan Ilmu Sosial 23 (2): 44-54.
- Pusat Kurikulum Balitbang Kemendiknas, 2013, 18 nilai karakter di sekolah,
- Samani, Mukhlas dan Hariyanto. 2011. Konsep dan Model Pendidikan Karakter. PT Remaja Rosdakarya, Bandung.
- Sutopo, HB. 2002. Metodologi Penelitian Kualitatif, Dasar-dasar Teori dan Terapannya Dalam Penelitian. UNS Press, Surakarta.
- Zubaedi. 2012. Desain Pendidikan Karakter. Kencana Prenada Media Group, Jakarta.