
Analysis of the Implementation of Love for the Motherland Character Education Through Civic Education Subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap

Lutfi Cahyadi¹, Wakhudin²

^{1,2}Master of Basic Education, Universitas Muhammadiyah Purwokerto

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ABSTRACT

The purpose of this study is to find out how (1) Planning for Love of the Motherland Character Education through Civic Education Subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap; (2) Implementation of Love for the Motherland Character Education through Civic Education Subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap; (3) Analysis of the Implementation of Love for the Motherland Character Education through Civic Education Subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap. This research uses a descriptive qualitative approach and with the chosen method, namely the case study method. Data collection techniques in this study used in-depth interviews, observations and document studies with interactive analysis. Based on the results of the study, it shows that (1) Education Planning for the character of love for the homeland through Civic Education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap was carried out with good planning. Before conducting character education, love for the teacher's homeland, educators prepare learning tools in the form of syllabi, lesson plans, assessment instruments and teaching materials. Then in learning media educators prepare laptops and LCD Projectors. Educators have an important task in teaching and learning activities in the classroom, therefore an interactive learning model with student character is needed. (2) The implementation of character education for love of the homeland through Civic Education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap uses learning models and learning media that are in accordance with the conditions of students so that students are enthusiastic about participating in teaching and learning activities and making learning goals easier to achieve. (3) Analysis of character education of love for the homeland through Civic Education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap found that character education can present positive traits for students regarding knowledge and the importance of meaning contained in civic education learning. The implementation of character education Love for the homeland has a significant influence on the formation of student character can be seen from the value of students above the minimum completeness criteria and in seen in activities that reflect the character of love for the homeland in flag ceremonies, picket squads and extracurricular activities.

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Corresponding Author:**Lutfi Cahyadi**

Universitas Muhammadiyah Purwokerto

Jl KH Ahmad Dahlan, Banyumas 53182, Indonesia

Email: cahyadilutfi@gmail.com**1. INTRODUCTION**

The character possessed by a nation greatly determines the existence of that nation. Becoming a nation with character is the dream of every society. The phenomenon that occurs among students is a decline in morale. Conditions in the field still found several violations committed by students in terms of hitting ethics, morals and law from mild to serious. In test activities, it is still common to find students who cheat in order to graduate with minimal effort. Furthermore, students who did not pass the exam were also found to have committed acts of self-harm to the point where there were those who committed suicide. Such a phenomenon illustrates the condition of some of our students which worries all components of the nation, including the President of the Republic of Indonesia. President Joko Widodo considered character education to be very important to produce superior national human resources (HR). At a limited meeting regarding the "2020-2035 Education Roadmap" which was attended by Vice President Ma'ruf Amin and the ranks of Ministers of the Advanced Indonesian Cabinet, the President said, character education should not be forgotten because this is very important in building the nation's mentality and character.

The Indonesian nation also wants to have a superior and noble civilization. We can achieve such civilization if society is also a good society (good society). The aspiration to become a nation with character can be achieved with a society that behaves well, cares and is noble. The right way to achieve these goals is through education. Education is at the forefront in building a generation of Indonesians with character. Through education it is hoped that there will be an increase in good character. In the world of Indonesian education, character education is not something new, but has been carried out since the beginning of independence, the old order, the new order, and the reform period in different names and forms, but not optimally. In Law no. 20 of 2003 concerning the National Education System, it has been emphasized that National Education has the function of developing capabilities and forming dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. With character education that is applied systematically and continuously, a child will become emotionally intelligent.

Based on the results of a study by Marvin Berkowitz from the University of Missouri-St. Louis, shows an increase in the motivation of school students in achieving academic achievement in schools that implement character education (Suyanto, 2010: 3). Classes that are comprehensively involved in character education show a drastic reduction in negative student behavior that can hinder academic success. By implementing character education in schools, it is hoped that it can be a solution to social problems that occur in society. The situation on the ground shows that in lessons that develop national character, such as civics education, in practice it places more emphasis on cognitive rather than affective and psychomotor. Then in the assessment of these subjects it does not fully measure the student's personality. Based on this description, the formulation of the problem in this study is: (1) How to plan character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap; (2) How is the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap; (3) How is the analysis of the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap. Based on the formulation of the problem, the research objectives were obtained, namely: (1) To describe character education planning through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap; (2) Describe the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap; (3) Analyzing the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap.

The benefits of research are divided into two, namely theoretical and practical. Theoretical benefits: for the contribution of thought to the development of character education and as a consideration in solving students' moral problems. Practical benefits: for the education office it can be used as a guide in making policies in the field of education, for school principals it can be used as a basis for increasing motivation in implementing character education in civics education subjects.

2. RESEARCH METHODS

Based on the research focus that wants to describe and analyze the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap, this type of research is qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of writing about people or people's words and their visible or visible behavior (Harsono, 2011: 33). Qualitative research tends to analyze data obtained in an inductive way. Its main concern is the answer to the question of how people in their lives can be understood. Qualitative data is collected in the form of words. In qualitative research, it is possible for a researcher to explore concepts that are basically ignored in other research or approaches.

The position of the researcher in this study is as a research instrument in the sense of being a data collection tool. In this study the researcher also acts as a student, which means that the researcher is not allowed to provide material or other directions. According to Mantja (in Harsono, 2011: 158) the position of the researcher as a student in research is to observe the behavior of objects and here it is meant as a participating observer who tells what people are doing. Become a member of the group of subjects under study so that they are no longer seen as foreign researchers, but have become trusted friends.

3. RESULT AND DISCUSSION

3.1 Results

Based on the design of the problem formulation and indicators in this study which have been carried out through observation, interviews and document studies, the following data are obtained:

1.Planning for Character Education Through Citizenship Education Subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap

Based on the results of research conducted by the author through observation, class III and Class VI teachers at SD Negeri Karanggintung 01 Gandrungmangu Cilacap in planning learning for Citizenship Education subjects through teaching preparation, namely a written plan containing operational teaching objectives, material to be presented, choosing values the character values to be developed, the forms of learning activities, the learning models used, the time required, supporting learning media, and learning evaluations have been well prepared.

The form of teaching preparation is summarized in the lesson plan prepared by the teacher based on the curriculum, syllabus and process standards. In addition to the above, teachers must have educational and teaching skills, so the values they want to instill will be able to be interpreted to students. Therefore, in its application to the teaching and learning process in the classroom the teacher must have the skills to ask questions, generate motivation, attitudes and behavior that are in accordance with the values contained in cultural education and national character originating from Pancasila, religion, culture and goals. National Education. Researchers conducted interview techniques and document studies to obtain data on teacher preparation before starting lessons.

Based on the results of interviews, observations, and document studies above, it can be concluded that teachers at SD Negeri Karanggintung 01 plan to implement character education by preparing syllabus, lesson plans, teaching materials, and learning models to be applied. Syllabus and lesson plans are made by including character values in them. The characters that will be developed in the syllabus and lesson plans are placed in the "expected student character" section. Learning models that are often used are jigsaw and problem based learning.

2.Implementation of Character Education through learning Citizenship Education at SD Negeri Karanggintung 01 Gandrungmangu Cilacap

In practice it has been done quite well. After the teacher's preparation includes implicit learning tools with character education and the selection of the right learning model, in the implementation of learning the right material is chosen. The changing curriculum makes teachers have to be more careful in delivering material. With the change in the curriculum, the material presented has also changed.

Researchers conducted interviews, observation, and document study techniques, to obtain data on the implementation of character education through Citizenship Education subjects. According to Mrs. Katini Walidaini, a Class III teacher, the implementation of learning is divided into several parts. he says:

"The teacher's steps in carrying out learning activities include introduction, core activities, and closing activities. So the point is the same as learning in general.

Based on the results of the document study (RPP) and observation of the implementation of learning, it was found that the teacher divided the learning steps into three stages/activities. These steps are initial, core, and closing activities. In observing the implementation of learning the writer made observations in two classes, namely low class (class III) and high class (class VI).

Based on the explanation above it is concluded that the teacher has tried to instill character values. The initial character activities that are instilled include being polite and religious, the core activities include

responsibility, thinking logically and critically, believing, being independent, working hard. While the teacher's core activities instill a logical attitude by asking about the material that has been studied. The attitude of students who appear independent, responsible, think logically, religiously, politely.

Based on the results of the interviews above, it is known that one of the planting of character education materials is through learning. Character education values are instilled in accordance with learning materials and through various learning activities. In learning Citizenship Education with material on institutions in the composition of the central level government, the values that can be instilled include being trustworthy (trustworthiness), Respect and attention (respect), the sea (diligence), responsibility (responsibility), brave (courage), integrity (integrity), care (caring), Honest (fairness) and citizenship (citizenship).

In the early learning activities of Citizenship Education, the teacher instills religious values through prayer activities in accordance with their respective religions and beliefs. In the core learning activities, the value of trustworthiness and attention is instilled through activities where students are asked to name the levels of government that exist in Indonesia. Meanwhile, the values of caring, honesty, and civic values are instilled through activities where the teacher facilitates interaction between students and between students and teachers, the environment, and other learning resources.

3. Analysis of the Implementation of Character Education through Citizenship Education Learning at SD Negeri Karanggintung 01 Gandrungmangu Cilacap

Evaluation is a very important learning stage and especially also in learning character education through Citizenship Education subjects. In addition to knowing the results achieved in the Citizenship Education learning process, this evaluation can also determine better next steps or actions. In evaluating/assessing the implementation of character education, it is not only measuring the cognitive domain but also the affective domain. This is in line with the opinion of Mrs. Katini and Mrs. Umi. Mrs. Katini as a class III teacher said:

"There are two assessments of the implementation of character education in Citizenship Education, namely the cognitive domain is evaluated at the end of learning through daily Assessments, Mid-Semester Assessments, Final Semester Assessments, and Year-End Assessments. While the affective domain is evaluated during the learning process.

In line with the opinion of Mrs. Katini, Mrs. Umi as the class VI teacher also stated:

The assessment is carried out in two stages, namely the process and outcome stages. Assessment at the process stage is activeness, cooperation, disciplinary responsibility, and others. While the results stage is used to evaluate cognitive aspects, either through daily tests, midterm assessments (PTS), end semester assessments (PAS), and year end assessments (PAT).

In evaluating the results (cognitive domain) of the assessment, which is usually more written, students are expected to be able to answer questions in the form of multiple choice, filling in, and short descriptions/essays. In the following, examples of learning evaluations in formative tests (after the learning process ends) are presented based on competency standards and basic competencies for both low grades, represented by class III and high grades represented by class VI.

a. Low Grade (Class III)

No	Question Form	Problems example
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1.	Multiple choice	<p>1. The abilities and strengths possessed by every human being are:</p> <ol style="list-style-type: none"> same different compatible equal <p>2. In order for us to be appreciated and respected by others, we should...</p> <ol style="list-style-type: none"> hostile to others support the crimes of others appreciate and respect others giving present <p>Someone Which own price self is reflected in the form</p> <ol style="list-style-type: none"> suggestion association policy behavior
2.	Stuffing	<p>4. Appreciate it people other like you appreciate.....</p> <p>4. Method get dressed someone reflects....</p> <p>4. Making your own bed is a child's act.....</p>
3.	Essay	<p>7. Mention 2 ways to increase self-esteem!</p> <p>7. How method see people others have self-esteem / not?</p>

b. High class (class VI)

Below is presented the question form given to class VI semester I Question Class VI Semester I

No	Question Form	Problems example
1.	Multiple choice	<p>1. Which on duty deal with the dispute over the authority of state institutions is....</p> <ol style="list-style-type: none"> Judiciary Commission Constitutional Court Supreme Court attorney General's Office <p>State institutions that organize elections in Indonesia that are independent and non-participant are</p> <ol style="list-style-type: none"> DPR DPD CPC KPU <p>The agency responsible for the judiciary is...</p> <ol style="list-style-type: none"> Judicial commission Constitutional Court supreme court attorney General's Office
2.	Stuffing	<p>4. The body that exercises the highest judicial power is</p> <p>4. MPR stands for</p> <p>4. An institution that is free from interference by anyone is....</p>

3.	Essay	7.	Name three institutions that are included in the legislature!
		7.	State the duties and powers of the MPR!
		7.	What is KPU?
		7.	Mention the duties of the KPU!

Meanwhile, in the process assessment the teacher uses an attitude scale to measure the extent to which students have achieved the character developed in learning. Based on the attitude scale format, the teacher makes observations of all students during the learning process by giving a v (check) mark on a score with a range of 1 - 4. The following shows an example of the attitude assessment format/attitude scale used in the low and high classes.

Low Grade

No	No Learners	Perseverance				Believe Self				Tangg. Answer				Cooperation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	

High Grade

No	No Learners	liveliness				Discipline				Cooperation				Democratic			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	

After each evaluation the teacher conducts an analysis of the results. For students who have not reached the KKM, remedial will be held, while students who have reached or exceeded the KKM will be given enrichment. This is in accordance with the statement of Mrs. Umi which stated:

"As in learning in general, in the cognitive aspect for children who have reached/beyond the KKM are given enrichment and those who have not reached the KKM are reminded."

Based on the exposure from the results of interviews and document studies, it can be concluded that the assessment in the implementation of character education through Citizenship Education subjects through the results and process stages. In the results stage, students are assessed for their cognitive level through post tests, daily tests, midterm tests, semester tests and class promotion tests. The questions given in the results stage include multiple choice, filling in, and essay. In process assessment there are two kinds of performance and product. For students who have not reached the KKM, remedial is held.

Based on the results of interviews and observations in the implementation of character education through the Citizenship Education subject, it was found that the character of Grade III and VI students at SD Negeri Karanggintung 01 Gandrungmangu Cilacap obtained good results. In the implementation of character education, it turns out that it is able to foster a positive attitude for students about the importance of the content or meaning of the Citizenship Education subject in particular. In line with the results of the interview above, in this case the implementation of character education through Citizenship Education lessons greatly influences the formation of children's character.

3.2 Discussion

Planning for character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap is very structured, because the planning is very thorough using syllabus and lesson plans in accordance with the existing curriculum. Based on the results of interviews, observations and literature studies, it was obtained an illustration that planning in learning carried out by the teacher is preparing a syllabus and learning implementation plan (RPP) whose contents must contain the character values to be developed. This is in line with the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Elementary and Secondary Education Units which explains that the planning of the learning process must include a syllabus and learning implementation plan (RPP).

Compared with the results of research conducted by Lapsley (2007) with the title "Teaching Moral Character: Two Strategies for Teacher Education" The planning of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap is more structured and clearer because the character values that will be developed in learning are explicitly written in the syllabus and lesson plans.

From the explanation above it can be concluded that the planning stage for the implementation of character education includes preparing the syllabus, lesson plans and teaching materials. In making the syllabus and lesson plan, it must contain the values of attitudes and behavior in order to streamline the learning process and shape the character of students according to what is planned. While teaching materials need to receive careful consideration because an important part of the teaching and learning process is related to the achievement of learning objectives.

The implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap in the learning steps, both in low and high grades, is divided into 3 (three) stages of activity, namely initial activities, core activities, and final activities. The stages of the learning process can stimulate students to be active and interactions arise. This is in line with the opinion of Masnur Muslich (2007: 72) which states that the sub-component of the implementation of learning is directed at three aspects of activities, namely:

- 1) Pre-learning activities
- 2) Core activities
- 3) Closing activities

Learning outcomes are the result of the interaction of external stimuli with internal knowledge of students. This is in line with Gagne's opinion (Rumiyati, 2008: 18) in learning Citizenship Education, activities such as exemplary performance and transfer of learning are very necessary. Factors from the outside (external), namely the stimulus and environment in learning activities and factors from within (internal), namely factors that describe the state and cognitive processes of students.

From the explanation above, it can be concluded that the implementation of the learning process includes initial activities, core activities, and final activities. From this scope in the learning process there must be a stimulus or stimulus. With the existence of a stimulus or stimulation there will be interaction so that the self-potential of students during the learning process is formed and learning is more meaningful.

The learning methods used in the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap vary. In the low class, lecture, question and answer, discussion, and assignment methods are used, while in the high class, the method of observation, question and answer, discussion, assignment, and demonstration, and problem solving is used. According to the researcher's opinion, the learning method used is appropriate. This is evident from the learning process which makes students more active and not bored and the planned learning objectives can be achieved.

Learning Media is no less important. Media is perceived as a tool to facilitate students' understanding in learning activities. Therefore, the media is the most important part in the learning process so that students are stimulated and foster interest in learning. The media used in the learning process at SD Negeri Karanggintung 01 Gandrungmangu Cilacap is not only material. In the lower grades, much of the learning that is carried out places more emphasis on giving direct examples to the teacher himself and directing students to do the things they get in everyday life. The reason is because the material being studied is related to the daily lives of students, both in the school environment and at home.

Assessment of the implementation of character education through the Citizenship Education subject at SD Negeri Karanggintung 01 Gandrungmangu Cilacap was carried out in two stages, namely the process stage and the result stage. At the process stage which is intended to evaluate the attitude of students during learning takes place using an attitude scale. This assessment is carried out to observe the behavior of students during the learning process. The attitudes or character values that are evaluated are religious, honesty, tolerance, discipline, hard work, curiosity, cooperation, love of the motherland, and democracy. The attitudes or character values that are evaluated are some of the values selected by schools to be developed by taking from 18 national character

values identified by the Ministry of National Education, namely religious, honesty, tolerance, discipline, hard work, independent, democratic, creative, curiosity, enthusiasm nationality, love of the motherland, respect for achievement, friendship, peace-loving, fond of reading, environmental care, social care, and responsibility.

From the results of interviews with teachers, observations, and document studies it turns out that the implementation of character education through the subject of Citizenship Education at SD Negeri Karanggintung 01 Gandrungmangu Cilacap is able to increase the good attitude of students as capital for forming national character and at the same time increasing aspects of their knowledge. Below is the data (value) indicating the increase in question.

Attitude Aspect Average Value					
Class III			Kelas VI		
Previous Daily Deuteronomy-her	Time Diary Observation	Ascension	Previous Diary	Time Diary Observation	Ascension
72	74	2	71	73	2

The Average Value of Aspects of Knowledge					
Class III			Kelas VI		
Previous Daily Deuteronomy-her	Time Diary Observation	Ascension	Previous Daily Deuteronomy-her	Time Diary Observation	Ascension
70	73	3	72	74	2

The results of this evaluation are the same as the research conducted by Berryhill (2007) entitled "*Comparative Implications of Character Education Program in Public School in Arkansas*" that the implementation of the character education program in all public schools in Arkansas resulted in higher character scores, as well as academic scores.

4. CONCLUSIONS

The conclusions from this study are: (1) Planning for character education through civic education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap in planning the implementation of character education by preparing a set of teaching materials such as syllabus, lesson plans, learning models and learning media. teaching materials arranged in it contain character values. In the syllabus and learning implementation plans there are characters that will be developed in the "expected student character" section. In the process of teaching and learning activities, teachers usually use contextual teaching and learning models and problem-based learning; (2) The implementation of character education through civics education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap uses various learning models and learning media as tools to achieve learning objectives. In the implementation of learning, live and dead media are used by the teacher, in other words, the teacher becomes a learning medium by giving real examples. With the variety of models and methods used by the teacher to eliminate the boredom of students in learning; (3) Analysis of the implementation of character education through civic education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap through two stages, namely the first stage of results. The teacher prepares posttests, daily assessments, midterm assessments, end of semester assessments, grade promotion assessments in the form of multiple choice questions, short answer (fill in) and essays with process assessment on performance and products.

For students who have achieved a minimum completeness score will be given enrichment and students who have not achieved a minimum completeness score will be given remedial questions. From the evaluation activities carried out, it was found that the implementation of character education through civics education subjects at SD Negeri Karanggintung 01 Gandrungmangu Cilacap represented by third and sixth grade students was good. In the implementation of character education, it turns out that it is able to foster a positive attitude for students about the importance of the content or meaning of character education through Citizenship Education subjects. It can be concluded that the implementation of character education through Citizenship Education lessons greatly influences the character formation of students.

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