

Understanding The Role of Civics Education Teachers in Shaping Children's Social Character at SMPN 3 Bilah Hulu School

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Abstract

The background of this research, there are some students who do not foster a social spirit in their environment. The purpose of the research is to find out how the Civics teaching staff in fostering social character in students. Then the method used by doing a qualitative descriptive approach. This qualitative descriptive researcher uses by observing the problems that researchers raise, the findings will later be narrated in the form of words to get a conclusion on the problems that researchers raise. To make it easier for researchers, the instrument used is an open interview in order to explore information from Civics teachers about fostering the spirit of social character in students in depth. The results of the discussion that teachers have a big role in shaping the social character of their students, especially Civics Education teaching staff because it is required that students can practice what has been stated in the values of Pancasila. The big impact of the success of the Civics Education teacher is to give birth to a generation with a religious spirit, honesty, discipline, responsibility, care, tolerance, mutual cooperation, courtesy, self-confidence.

Keywords: Teacher's Role, Character, Social.

1. Introduction

Civics teachers have a very important role in practicing the values contained in each item of Pancasila through the subject of Civics Education (Civics). Education itself according to experts means that a complex learning process in which there is learning about behavior, norms to education about science (Triatna et al., 2019). Education aims to train and develop the abilities possessed by individuals to be useful both for themselves and others. In addition, education also aims to form positive personality traits in individuals.

Epistemologically, Civic Education (PKn) is understood as the concept of civic/citizenship education. SMP Negeri 3 Bilah Hulu Labuhanbatu Regency has a study group for class 8-1 consisting of 25 students with a total of 18 educators. For Civics Education, the teaching staff is 1 person. From here, researchers are interested in digging deeper into the role of Civics teachers in shaping student character in order to foster a social spirit. This is based on the spirit of caring and communication between students that needs to be improved as a form of practicing the values contained in Pancasila.

Because we realize that one of the goals of education is to develop the potential of individuals to become members of society and citizens who are always active in social activities so that they develop properly. With the number of teaching staff as many as 15 in SMP Negeri 3 Bilah Hulu, of course, the demands for success on students are very high, among the demands of the educational environment is to foster a social spirit.

Growing and changing the character of those who previously lacked a social spirit and growing a social spirit is certainly not an easy matter, but various elements of society must also contribute to fostering a social spirit in our students. Character itself is very important and fundamental. An expert provides a view of character that provides a view of character, that character is destiny. Character will shape one's destiny (Lickona, 1996).

Shaping the character of students who lack a social spirit is certainly a serious concern so as not to be carried away later in the midst of community life. There is a message that needs to be a concern as spoken by Lickona, (1996) "Be careful of your thoughts, your thoughts become your words. Be careful of your words, your words become your

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deeds. Be careful of your actions, your actions become your habits. Be careful of your habits, your habits become your character. Be careful of your character, your character becomes your destiny".

Forming a social character in an educational environment, especially SMP Negeri 3 Bilah Hulu, must have a strong determination from various aspects, especially Civics teachers who are in charge of how to become good citizens. Such as being called to mutual cooperation activities, helping and feeling when a disaster occurs to friends or the school environment. If this is not immediately sought a way out, the future generation of the nation will certainly be a separate record.

On the basis of this background, a problem formulation can be drawn that Civics teachers who are in charge of the preparation of future generations need to pay attention so that students really have a very high social character both in the school environment and in the middle of society, especially students of SMP Negeri 3 Bilah Hulu.

2. Literature Review

2.1. Civic Education

Citizenship education is an education that reminds us of the importance of the values of the rights and obligations of citizens. Every thing that is done should be in accordance with the goals and ideals of the nation and not deviate from what is expected. Citizenship Education is an educational program that is based on political democracy which is expanded with other sources of knowledge, positive influences from school education, society, and parents, all of which are processed to train students to think critically, analytically, behave and act democratically in carrying out life based on Pancasila and the 1945 Constitution.

Learning Civic Education is defined as the preparation of young people to become citizens who have the knowledge, skills, and values necessary to actively participate in society (Sumarsono, 2001). Education is the influence of the environment on individuals to produce permanent changes in their behavioral habits, thoughts, and feelings (Damri, 2020).

Civic Education aims to prepare democratic citizens to support and develop democratic life. However, its implementation is often coupled with certain political interests. For our own environment, civic education in Indonesia in the past was more oriented towards the interests of the government than the interests of citizens. Therefore, the concept and materials of civic education are very thick with nuances of indoctrination, hegemony, legitimacy and political mobilization.

Historically, citizenship education comes from education about citizenship (Citizenship). Citizenship Education (Dianti et al., 2014) explains that Citizenship as it relates to school activities has two meanings in a narrow sense, citizenship only includes the legal status of citizens in a country, government organizations, managing power, legal rights and responsibilities. The interesting thing about Dimond's opinion is that there is a connection between Citizenship and learning activities in schools given the importance of this discipline for the lives of citizens with each other and with the country in which they are located. In further development, the importance of citizenship has given birth to a citizen movement (civic community) that is aware of the importance of civic education (Bego et al., 2016).

Another focus of Civics Education is to educate young people to become critical, active, democratic, and civilized citizens of Indonesia in the sense that they are aware of their rights and obligations in the life of society and the state and their readiness to become part of the world's citizens "Global Society" (Adnan, 2005).

2.2. Character

In a Law No. 20 of 2003 concerning the National Education System. Article 3 of the National Education System Law states "National education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". The purpose of national education is a formulation of the quality of Indonesian human beings that must be developed by each unit of education. Therefore, the formulation of national education goals is the basis for the development of character education.

Character is a person's character, character, morals, or personality that is formed from the internalization of various virtues that are believed and underlie the person's perspective, thinking, attitudes, and ways of acting. These virtues consist of a number of values, morals, and norms such as honesty, courage to act, trustworthiness, respect for others.

Based on some of the above definitions, it can be concluded that character education is a process of instilling character values to learners in order to become a whole human being with character in the dimensions of heart, mind, body, as well as taste and spirit. In other words, character is interpreted as a good personal quality, in the sense of knowing goodness, wanting to do good, and actually behaving well.

According to Kemendiknas the objectives of character education include:

- a. Developing the heart/conscience or affective potential of learners as humans and citizens who have character values.
- b. Develop students' habits and behaviors that are commendable and in line with universal values and the nation's religious cultural traditions.
- c. Instill leadership and responsibility in students as the next generation of the nation.
- d. Develop the ability of learners to become independent, creative, nationalistic-minded human beings.
- e. Developing a school life as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and *dignity*.

3. Research Methods

In order to get answers to the formulation of the problems that researchers raise, the approach that researchers use by taking a qualitative descriptive approach. This qualitative descriptive researcher uses by observing the problems that researchers raise, the findings will later be narrated in the form of words to get a conclusion on the problems that researchers raise.

So the researcher in collecting data using a research instrument in the form of an open interview. The reason researchers use an open interview system in order to explore information from Civics teachers about fostering students' social spirit is really deep.

4. Results and Discussion

Many experts provide views on the meaning of the role itself, which reveals that role is a dynamic aspect of position (status), if a person carries out his rights and obligations, then he carries out a role (Huda, 2020). In an organization, each person has various characteristics in carrying out the duties, obligations or responsibilities that have been given by each organization or institution.

Another view that expresses the meaning of role is that a person who has to relate to two different systems, usually organizations (Octavia & Sumanto, 2018). An activity carried out because of an obligation or demand in a profession or related to circumstances and reality. So a role is the behavior desired by others towards someone who is in accordance with their position in a system. So roles are influenced by social circumstances both from within and from outside and are stable. Individual behavior is closely related to roles in everyday life in society. Because the role has the content of a thing and an obligation that an individual must fulfill in society and the state. A role must be lived in accordance with the norms that apply also in society. From the role that is carried out in everyday life, an individual will appear social status (Mufidah, 2019).

Another view of the role according to language is a set of behaviors that are expected to be possessed by those who are positioned in society. Role in English role is called "role" whose definition is "person's task or duty in undertaking". This means "a person's duty or obligation in an endeavor or work". Role is defined as a set of behaviors that are expected to be possessed by people who are positioned in society. Meanwhile, a role is an action performed by a person in an event.

According to Law No. 20/2003 on the National Education System Article 1, regarding general provisions point 6, educators are educational personnel who qualify as teachers, lecturers, counselors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialties, and participate in organizing education. In other words, it can be said that teachers are educators.

The representative of people in the education environment is the teacher. Educators can be interpreted as people whose duties are related to efforts to educate the nation's life in all its aspects, both spiritual and emotional,

intellectual, physical, and other aspects, his view adds that legally formal, a teacher is someone who obtains a decree (SK), both from the government and the private sector to teach (Muspiroh, 2016).

Teachers as the main actors in the implementation of educational programs in schools have a very important role in achieving the expected educational goals. In the teaching and learning process, teachers have the task of encouraging, guiding, and providing learning facilities for students to achieve goals. Teachers have the responsibility to see everything that happens in the classroom to help the process of child development.

The role of the teacher in general is as an educational task including educating, teaching, and training. The role of the teacher in carrying out duties at school must be able to make himself a second parent and be able to attract the sympathy of students so that any lesson given should be able to motivate students in teaching (Nasution, 2016).

4.1. Civic Education Teachers in Shaping Student Character

Character is often equated with ethics, some define character as a system of beliefs and habits. If we conclude that character is morals or morals that have been embedded in the mind, in other words, character is a habit that has been instilled by the family environment. The formation of children's character should be done by parents. However, when children are at school, the parents are the teachers.

In connection with its role as a shaper of children's character at school, the teacher is required to seriously carry out this role, because wrong shaping of children's character will have fatal consequences for the child's life. Therefore, teachers have an important and strategic role for every educational reform, this requires teachers to have a way of acting to instill character education.

Therefore, children have different characters, because each family has a different character that is instilled in children and becomes a habit, the school is only honing and deepening their character. Therefore, if the child does not get character education from his family from the school it is rather difficult to shape the character of students.

A teacher must be a caregiver for students, be a role model and example to be emulated by students, teachers must also be mentors to guide students who have integrity and discipline in everyday life. However, efforts to build children's character are not easy for a teacher to carry out. Teachers will have difficulty in shaping children's character, if there is no support from the family and community in the students' environment. Character building is a shared responsibility between teachers, families and communities.

The role of teachers in character building at school as an example or role model for children in particular and society in general. Therefore, a teacher must set a good example, all his behavior does not conflict with the norms and values that apply in society. All forms of deviation will not occur if teachers, parents and society are able to provide good examples for children, the potential to violate norms, rules will be smaller.

So a teacher must be able to become a second parent for students at school, so that students feel comfortable and open to teachers at school. So that later the teacher can instill character values to students, and can direct them towards a better direction in finding their identity with noble morals.

And as a Civic Education teacher, character cultivation cannot be separated from the values contained in Pancasila. Here Pancasila education can be used as a means in shaping the character of students, because Pancasila contains life values that can be used as guidelines in carrying out the life of the nation and state. Learners who are essentially Indonesian citizens.

So of course the Civic Education teacher in shaping the character of students has a very important role. Because Citizenship Education is a lesson that aims to form good citizens in everyday life or in the life of the nation and state. Thus, students are expected to have a personality that is in accordance with the values of Pancasila so as to create a smart and highly moral generation of the nation.

The civic education teacher then strengthens the good characters and changes the characters that are still inappropriate. Teachers can also give awards (prizing) to students who excel at least by congratulating them in the WA group of students, and giving punishment through WA private lines so that their good name is maintained and children do not feel humiliated in front of their friends.

Learners can also be congratulated if they do the assignment on time and given a punishment if they are late for the assignment as a form of instilling discipline character. When there is news that a learner cannot do the assignment

because he does not have an internet quota, the teacher can invite his classmates to transfer credit as a form of embedding empathy and caring characters.

Teachers and homeroom teachers must always control every word written by students in the children's Whatsapp group as a form of instilling polite and respectful characters in speech and taking responsibility for all their words and actions.

5. Conclusion

From the above discussion, it can be concluded that teachers have a big role in shaping the social character of their students, especially Civics Education teaching staff in the SMPN 3 Bilah Hulu environment, because in it it is demanded that students can practice what has been stated in the values of Pancasila. The big impact of the success of the Civics Education teacher is to give birth to a generation with a religious spirit, honesty, discipline, responsibility, care, tolerance, mutual cooperation, courtesy, self-confidence, thus it will have implications for high social sensitivity so as to form a reliable character.

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