

THE ROLE OF CIVICS TEACHERS IN BUILDING INDEPENDENT CHARACTER IN JUNIOR HIGH SCHOOL STUDENTS 1 SUNGAI KAKAP

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Abstract

This study examines the role of Civics Education teachers in building independent character in students. Civics teachers have an important responsibility in shaping students' character, especially in terms of independence. Independence as one of the important aspects of national character, requires systematic and sustainable efforts in the education process. This research is a qualitative research with a descriptive approach. This research was conducted to reveal the problem and describe the role of civics teachers in building independent character at SMP N 1 Sungai Kakap. Researchers used direct observation techniques, in-depth interviews and documentation. The results showed that the role of civics teachers in the school environment is very important, civics teachers are able to become role models for students to build independent character through habituation and communication.

Keywords: Role of Citizenship Teacher, Independent Character

INTRODUCTION

Given the importance of character in building strong human resources (HR), there is a need for proper character education. It can be said that character building is something that cannot be separated from life. Therefore, concern is needed by various parties, both by the government, society, family and schools. This condition will be built if all parties have a shared awareness in building character education. Thus, character education must accompany all aspects of life including in educational institutions. Ideally, character formation or education is integrated into all aspects of life, including school life.

With regard to the above definition, education has a very important role and responsibility in the learning process to prepare students who are qualified, knowledgeable and have traits, actions that reflect good citizenship. Efforts are made to organize educational programs that provide various skills as citizens through civics subjects.

Citizenship education functions as a vehicle or tool where to form smart, skilled, rational, characterful citizens, who are loyal to the nation and state of Indonesia by reflecting themselves in thinking and acting in the environment in accordance with the values of Pancasila so as to create the figure of a good citizen (Good Citizenship).

The efforts taken by the world of education, especially civic education, in order to improve social skills towards the creation of good citizens are by providing competencies to students. According to the curriculum center of the Ministry of Education, civic education at the junior high school level will provide a set of competencies as follows:

1. Think critically, rationally and creatively in responding to civic issues.
2. Participate responsibly, with quality and act intelligently in community, nation and state activities.
3. Develop positively and democratically to shape themselves on Indonesian characters

4. Interact with other nations in world regulations directly or indirectly by utilizing technology and information.

Education and teaching are different things that have a tremendous effect. Teaching comes from the word ajar which means instructions to people to be known (imitated) from here it can be understood that teaching is an action to make other people understand or understand something. Meanwhile, educator, whose basic word is didik, means to maintain in giving training (teachings, demands, leaders) regarding morals and intelligence of the mind. Meanwhile, the word educator means the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, the process of how to educate here we can draw a red thread that educating, educating, education is something related to morals or character, not just starting about a subject matter. The objectives of National Education in Indonesia have been set out in the National Education System Law No.20 of 2003 in article 3 which reads as follows:

National education functions to develop abilities and shape 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, have noble character, are healthy, knowledgeable, capable, creative, independent and become responsible democratic citizens, with this cannot be separated from the efforts or role of teachers as educators or teachers.

This implies that after a student duplicates from his teacher, he will always modify so that he will have more than his teacher. In line with this, the definition of a teacher according to the Big Indonesian Dictionary (KBBI) is a person whose job is to teach. According to the above definition, the main task of a teacher is teaching, namely, making others understand something that has not been understood before. Indeed, the great responsibility that a teacher bears, apart from being a teacher, he should also be an educator,

which means instilling good ethical and moral values. Being a teacher is not only responsible for academic problems, but also responsible for the psychological and personality development of a student. Teachers must have a strong commitment in implementing education holistically, which is a special personality that must be attached to the educator and which becomes the driving force in carrying out something.

According to Ratna Megawati (2004:95), "character education is an effort to educate children to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment". Given the importance of character, the efforts of character education are very influential for the development of students. Ari Ginanjar Agustian in Furqon Hidayatullah (2009:V) says: "that I increasingly feel how important character education is after studying the knowledge and spirit of samurai. The samurai have two things, namely "Wasa and do". Wasa means skill while Do means The way of life (principle of life) known as Bushido. Education with character means that it has a personality that is reviewed from an ethical or moral point of view, such as honesty, trustworthiness, exemplary, or other traits that must be inherent in educators.

Education with a strong character not only has the ability to teach in a narrow sense (only transferring knowledge or knowledge to students) but also has the ability to educate in a broad sense. Hamid Darmadi (Ambassador NO.286 TH.XXIV p. 2) states "That character education in this era is increasingly important and urgent because of some of the situations faced in this era such as the influence of globalization which offers in addition to a good value also centered on the potential and needs of learners to be able to capture opportunities and progress in the world with the development of science and technology. However, on the other hand, education must also be able to see the problems of the nation and the world, such as poverty, hunger, inequality, injustice, and environmental problems.

Educational institutions, especially schools, are seen as a strategic place to shape student character. It is intended that students in all their ceremonies, attitudes, and behaviors reflect good and strong character. Given the importance of character in building strong human resources (HR). Koesomo A in Furqon Hidayatullah (2008: 80) states that character is the same as personality. Personality is considered “characteristic” or character or style, a distinctive trait of a person that comes from formations received from the environment. Meanwhile, Herman Kertajaya in Furqon Hidayatullah (2010:3) states that character is a “distinctive feature” possessed by an object or individual.

Furthermore, according to the Big Indonesian Dictionary, character is the psychological, moral or ethical traits that distinguish a person from others. Ellen G. White in Sarumpaet (2001:12) argues that character building is “the most important endeavor ever given to man. Character building is the outstanding goal of a true education system.” In both home and school education, parents and teachers remain aware that the development of great character is their duty.

Thus the importance of character education is to form good traits and characters that must be attached to each learner in order to avoid attitudes that are not good. And to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of noble character and morals possessed by students.

Based on pre-observation at State Junior High School 1 Sungai Kakap at a glance, the researcher saw that the role of the civic education teacher was not optimal in carrying out his duties and responsibilities as a teacher, because there were still students who did not have an independent attitude, impolite behavior, towards teachers and their friends.

In connection with the description above, the researcher is interested in researching “The Role of Civic Education Teachers in Building Independent Character in Students of SMP N 1 Sungai Kakap”.

METHODS

This research is a descriptive study to reveal the problems that occurred at the time the research was conducted using a qualitative approach. The qualitative approach by Creswell is defined as follows. “Qualitative research focuses on the process that is occurring as well as the product or outcome. Researchers are particularly interested in understanding how things occur.” (John W. Creswell, *Research Design: Qualitative and Approaches* (California: SAGE Publication, Inc, 2009).

The definition by Creswell above explains that qualitative research is focused on the processes that occur in research. This shows that qualitative research cannot be limited. Besides, research is an important part of research. In this study, researchers chose this approach because they wanted to explore in detail, intensively and comprehensively on building independent character in students.

The subjects of this research are Civics teachers and 8 students of SMP N 1 Sungai Kakap to find out the role of teachers in building independent character in students. The presence of researchers in the field is very important, because researchers are the main data collection instruments who go into the field. Vredenbregt (2012: 45) suggests that, “Surveys are used both for descriptive purposes and to test a hypothesis.” Descriptive surveys seek the widest possible data in order to study the social conditions of a human group, the relationships among people, and also patterns of human behavior. Vredenbregt (2010:46) states that, “There are several reasons responsible for the success of the survey method, namely through surveys, researchers are able to collect data that are theoretically of great relevance and the data can be processed statistically.” Based on the above opinion, the form that suits this research problem is a form of qualitative research using a survey study. Researchers use data collection techniques through direct observation, direct communication and documentation.

According to Miles and Huberman, activities in qualitative data analysis are carried out interactively and take place continuously at

each stage of the research until the data is saturated (Sugiyono, 2005: 91). Meanwhile, according to Bogdan and Biklen (in Rulam Ahmadi, 2014: 230), “Data analysis is a process of systematically investigating and organizing interview transcripts, field notes, and other materials that you collect to improve your own understanding of the data and enable you to present what you have found to other people.”. So the form that suits this research problem is a form of qualitative research using a survey study, which is used to find out the Role of Civic Education Teachers in Building Independent Character in Class XI Students of State Vocational High School 5 Pontianak.

Every research conducted must refer to the research location. Nation (2000: 43), suggests that the research location is a location or situation that contains three elements, namely: place, actors and activities. Place is any location where humans do something, behavior is what people do in that social situation, while activities are what people do in that social situation, SMP N 1 Sungai Kakap is where the research was conducted.

RESULTS AND DISCUSSION

Results

According to Poerwadarminta (2007: 221) independent is not dependent on others. The ability to perform daily activities or tasks in accordance with the stages of development. According to Brawer (1993: 121) independent behavior is a belief in oneself, and the feeling of autonomy is defined as the behavior contained in a person that arises because of the strength and encouragement of a person that arises because of the strength of the inner drive not because it is influenced by others.

Based on the experts above, it is concluded that independence is an attitude that students have to do something without the help of others. Able to try yourself, tough in trying or doing something.

In this regard, the role of civic education teachers in building independent character is very important. Although other teachers can also do the same thing such as student affairs

teachers, counseling guidance teachers, religious teachers and so on. Likewise in the strategies carried out by civic education teachers in building independent character in SMP N 1 Sungai Kakap students.

The first thing that civic education teachers do is to be able to build independent character in students as described by Mrs. Wahdah Haji, M.Pd as a civic education teacher on August 10, 2024 “What is used in building independent character in students is through approaches to students, through the example of a teacher, so that students can imitate what is good that the teacher has done. By doing habituation and by often communicating with students well so that the student’s character can be formed. From these direct interviews obtained from the results of interviews and direct observations referring to research questions.

1. What strategies are carried out by civic education teachers to build independent character in SMP N 1 Sungai Kakap students.

The strategy used in building independent character in the SMP N 1 Sungai Kakap class is an approach strategy, namely through exemplary. For example, teachers teach students not to come late to school, submit assignments on time, and not to be late. discipline in action, and through extracurricular activities students can also form their independent character. This was obtained when researchers conducted interviews with various sources such as civic education teachers and other teachers. This is done so that students of SMP N 1 Sungai Kakap grow their independent character in doing assignments or discipline by having a good personality, and a good intellectual as well, therefore the strategy used in building independent character, school is a formal place, and it should be one of the examples or a good place to set a good example.

With the same context, namely regarding the role that civic education teachers must play regarding the role of civic education teachers in building independent character in SMP N 1 Sungai Kakap students. Based on an

interview with S.Pd as Waka kurikulum on August 10, 2024:

Independent character is a behavior possessed by every learner, providing a good example to students through the behavior of a teacher, independent in the sense of being independent in doing assignments given by the teacher, independent in daily life at home and independent is also a simple way for students to learn both at school and in the community.

Still related to the role of teachers in building independent character in students of SMP N 1 Sungai Kakap, Qeren, one of the students of SMP N 1 Sungai Kakap on August 10, 2024 stated.

Independent character is a form of a person's nature or behavior that every human being has character, or different behavioral traits, because independence is not only when we are at school but also when we are outside of school.

Then in the opinion of Syarifah, a student of SMP N 1 Sungai Kakap stated "Independent character is a personality or person who is able to stand alone, according to his abilities, does not cheat and must be independent in completing assignments from teachers".

Based on the description above, it can be interpreted that the role of the teacher is very important in building independent character in each student, both in the school environment and outside the school environment, so that independent character in students can be formed through exemplary, extracurricular activities, scouts, Paskibraka and so on that can build independent character in students.

Based on the results of observations made on August 10, the civic education teacher of SMP N 1 Sungai Kakap has carried out the role of civic education teachers in building independent character in students at the school. So it can be interpreted with the results of observations and interviews that building independent character in students has been built through exemplary, not cheating and must be manri in completing the tasks given by the teacher.

2. What factors influence civic education teachers to build independent character in students of SMP N 1 Sungai Kakap

In order to build independent character in good students, of course, it has influencing factors. So it is necessary to explain what factors are obstacles to building students' independent character.

Regarding the factors that influence civic education teachers to build independent character in SMP N 1 Sungai Kakap students, based on interviews and observations that researchers found, there are various factors that become obstacles for civic education teachers to build independent character in students, such as internal factors and external factors. Internal factors such as the character and personality of each individual, while from external factors in the form of school, social, family and community environments. From the results of researchers' interviews with civic education, counseling guidance and religion teachers (9-10 August 2024). The results of the researcher's interview with (Mr. Ismail, S.Pd. as follows:

Many factors influence teachers in building independent character in students.

1. It is difficult to determine the measuring instrument because it is related to student attitudes
2. There is no measuring tool to track the truth of the answers given by students
3. It takes a long time to connect so that his independent character is formed.

The results of the researcher's interview with (Mrs. Dwi Wahyuni.S.Pd counseling guidance teacher) are as follows: The number of students do not realize that independence is very necessary during their time as students and after they work later.

The results of the researcher's interview with the student (Nurul Zhahirah) as follows: The way the teacher teaches in building character, makes sleepy and bored and hungry.

The results of the researcher's interview with the student (Intan Nur Aini) are as follows:

Lazy, not listening when the teacher explains and less solid with the material taught by the teacher.

The results of the researcher's interview with the student (Wahyu Bisma) are as follows: Always trying to fight bad inhibiting factors, such as sleepiness, and hunger during the panlajaran course.

Based on the results of interviews with observations made, it can be interpreted that many factors become obstacles for teachers in building independent character in students, this can be seen from two factors, namely internal and external. From internal factors, it can be obtained from oneself, while external factors can be from school, family, society and relationships, and if these two factors can run well, it will make students a good person and provide good learning results. So it can be interpreted from the results of interviews and observations of factors that hinder building independent character in students, there are two factors, namely internal factors and external factors, internal factors such as factors from the character or personality of each individual and external factors such as environmental, family and social factors.

Discussion

In this section the researcher will discuss related to the results of research on the role of civic education teachers in building independent character in students of SMP N 1 Sungai Kakap. The role of civic education teachers has basically been carried out even though the results are not good, this can be seen from the results of observations and interviews directly in the field by Lisa Agistriani as a researcher. Given the importance of the role of a teacher to his students, especially his role in building independent character, the teacher should be well aware that the teacher is the second parent in the scope of education such as school, while according to Rusman (2010: 19) says that the teacher is an educator, mentor, trainer and curriculum developer who can create high learning conditions and atmosphere, conducive, namely a learning atmosphere that is fun, interesting, and explores and elaborates on his abilities. And as said above, teachers can also be said to be the second parents of students, so it

should be that in addition to teaching teachers are also required to play a role in building independent character in students, because independent character is an identity that is inherent in a person, therefore independent character needs to be built through a role.

According to M. Andre Martini and Fv. Bhaskara (Sarmawijaya 2007: 17) states that the word role is a conditional effort to convey things, a conditional effort to convey things, a teacher's effort to convey things, efforts, endeavors, while according to Zulfadrial (2012: 188) states that a role is an action that a person takes in an event situation.

The purpose of the teacher's role is to form a young generation that is not only good intellectually but also good character must also be good, so that in the future a good generation can be formed to recognize the Independence of the Republic of Indonesia. Because it is one of the nation's milestones where human resources are good and supported by good character in it.

From the results of data exposure obtained by conducting research activities at SMP N 1 Sungai Kakap as follows:

1. Strategies carried out by civic education teachers to build independent character

If the purpose of the teacher's role in guiding students' independent character for a good young generation through good character as well, then the purpose of the strategy carried out by the civic education teacher to build students' independent character is for students to understand the meaning of building independent character, character education is not just teaching students knowledge about which is good and which is bad. According to Iman Wahyudi (2012: 24) there are several roles of teachers that we need to understand, because it affects the implementation of school education, namely: as educators and teachers, as members of the community, as administrators, and as managers of learning. But first, character education is the process of instilling (internalization), positive values to students through various methods and strategies. According to Sumarwijayanti

(2007:17) states that the word role is an effort to improve character education.

Conditions for conveying things, the efforts of teachers who have things, efforts. In addition, the strategies carried out by civic education teachers to build independent character in SMP N 1 Sungai Kakap students have been carried out quite well, although they still tend to have poor results, so the same thing is stated by (Mrs. Wahdah Haji, S.Pd. as a civic education teacher) who said that the strategies carried out in building independent character are through exemplary, habituation and good communication between teachers and students, not only civics teachers but also with other teachers, because independent character must be possessed by every student. Meanwhile, according to Amirulloh Syarbini (2012: 27) says that attitudes and behaviors that do not easily depend on others in completing tasks, because in independent character we are required to be independent in everything, be it independent in doing something or independent in all actions and actions.

The success of the educational process in delivering students to achieve the expected goals is inseparable from the role of the strategy used, namely according to the guidebook for the implementation of character education published by the Ministry of National Education, that the strategy for implementing character education in schools is:

- a. Integrating into every subject
Integrating into each subject aims to introduce character education values in each subject, so that they realize the importance of these values and internalize the values into the daily behavior of students through the learning process, both inside and outside the classroom.
- b. School culture development
The development of school culture is carried out through self-activities in the form of: routine activities, spontaneous activities, exemplary, and customization.
- c. Through extracurricular activities

Extracurricular activities are activities outside of subject hours in order to channel students' talents, interests and hobbies.

- d. Daily activities at home
Family or home is an important partner in the implementation of character education at school.

Based on the above statement, the strategy carried out by the teacher is very necessary to be implemented because the strategy used in building independent character in students can be a form of ethical development that is directed towards the ability to think rationally, dare to make decisions and be responsible for behavior based on the rights and obligations of citizens who in turn are able to cooperate with other communities, and besides that it can also foster mutual respect and respect, courtesy and tolerance which will form a quality young generation, both intellectually and ethically, and this can be applied through the role of civic education teachers in the learning process.

From the discussion above, it can be interpreted that the role of a teacher is very important in building independent character in students, both in teaching and learning activities and activities outside of lessons such as extracurricular activities, scouts, Paskibraka and others that can build independent character in students.

2. What factors influence civic education teachers to build independent character in students
 - 1) Factors are an inseparable part of the problems that a person faces in dealing with a problem, the same as the factors that influence teachers to build independent character in students, and from these factors are divided into two, namely:
 - a. Internal factors such as: character is a person's personality from birth, and apart from that also from the attitude factor of each individual.
 - b. External factors such as: social environment, family, and also people who are around the lives of

students who are called in their lives students at school are certainly influenced by the social environment that exists at school.

- 2) While the supporting factors for civic education teachers in building independent character in students, namely:
 - a. Family, namely father and mother because father and mother are people who are always there for a child to grow and learn in building character in these students.
 - b. Teachers, teachers are the second parents of students, teachers are people who always encourage and teach good things to students, namely through exemplary, habituation and communication,

According to the opinion of Miler Mayeer (2010: 124) which states that student participation in extracurricular activities will make a meaningful contribution for students to develop new interests, instill responsibility as citizens, through experiences and views of cooperation, and get used to independent activities. The parents of students are actually also the most determining factor for independent character in students because from the family first the formation of the individual's character, because usually the parents of students tend to release responsibility for the teacher at school.

Based on the above opinion, there are many factors that influence the growth and development of independent character not only from internal and external factors but also from factors of parents, schools and the government where someone lives, therefore all parties must be able to play a role in building independent character in students including parents, and which later can also cooperate with the environment such as the head of the RT / RW, and of course there are supporting factors as well, such as father and mother and teachers are the second person of students.

CONCLUSIONS AND SUGGESTIONS

The general conclusion of this study is that the role of civic education teachers in

building independent character in junior high school students N 1 Sungai Kakap, has been going well according to observations made such as civic education teachers being able to become role models for students, through habituation and communication. Although the results are still not optimal according to the results that research obtained in the field during interviews and direct observation.

Specifically, this conclusion is shown in the results of interviews and observations from the results of this study can be concluded as follows;

1. The strategies used by civic education teachers to build independent character in students of SMP N 1 Sungai Kakap have been implemented to build independent character in students, the strategies used in building independent character in students are through example, habituation, communication has been implemented
2. Factors that influence civic education teachers to build independent character in students of SMP N 1 Sungai Kakap consisting of internal factors and external factors have received serious attention from teachers including the obstacles faced by teachers have been resolved properly. Supporting factors by working with other teachers and cooperation with the school, and between the parents of students.

Referring to the results of this study, the author can suggest things in the role of civic education teachers in building independent character in students as follows:

1. Suggestions to the principal to increase his attention to school conditions and the ability of teachers to improve education at school. Thus the learning process takes place can achieve the desired success such as building independent character in students.
2. Suggestions to civic education teachers, that teachers should strive to find as much information as possible about civic learning materials. In addition, the teacher is not only a delivery, but also must have the ability to increase learning effectiveness so

- that student character can be built, especially independent character.
- Suggestions for students to be able to take lessons well, not only civics lessons, which can build students' independent character but also with all subjects at school. In addition, they can do the tasks given by the teacher and cultivate independent character in student life.

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