



Analysis of Integrated Civics Learning in Character Education Literacy on SD Negeri Taipaleleleng, Gowa Regency

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Abstrak

Penelitian ini merupakan penelitian deskriptif kualitatif yang bertujuan untuk 1) mendeskripsikan pembelajaran PPKn terintegrasi literasi pendidikan karakter; 2) mengkaji pelaksanaan pembelajaran PPKn terintegrasi literasi pendidikan karakter; 3) mengetahui evaluasi pembelajaran PPKn terintegrasi literasi pendidikan karakter. Teknik pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui metode deduktif yang terdiri atas pengumpulan dan reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil penelitian, dapat disimpulkan bahwa 1) rencana pembelajaran PPKn terintegrasi literasi pendidikan karakter di kelas IV SD Negeri Taipaleleleng mencakup: a) Guru melakukan analisis kompetensi dasar dan materi pembelajaran yang akan diajarkan, b) Guru menemukan nilai-nilai dalam kompetensi dasar dan materi pelajaran yang bisa diajarkan, c) Guru menentukan prioritas nilai yang akan diajarkan dalam satu pembelajaran atau satu kompetensi dasar, d) memilih metode dan model pembelajaran, e) menguraikan langkah pembelajaran; (2) Pelaksanaan pembelajaran PPKn terintegrasi literasi pendidikan karakter di kelas IV SD Negeri Taipaleleleng melaksanakan kegiatan inti meliputi: (1) kegiatan berlatih, (2) kegiatan membaca, (3) kegiatan mengamati, (4) kegiatan berdiskusi; dan (3) Evaluasi pembelajaran PPKn terintegrasi literasi pendidikan karakter di kelas IV SD Negeri Taipaleleleng meliputi: a) mengembangkan instrumen penilaian karakter berdasarkan analisis kompetensi, b) melaksanakan penilaian secara otentik, c) mengolah hasil penelitian secara objektif, d) melaporkan hasil penilaian melalui komunikasi yang efektif kepada orangtua (wali siswa) dan guru padajenjang berikutnya, e) menindaklanjuti hasil penilaian.

Kata Kunci: PPKn; literasi; pendidikan karakter

Abstract

This research is a qualitative descriptive study that aims to 1) describe the integrated Civics learning of character education literacy; 2) reviewing the implementation of integrated Civics learning literacy in character education; 3) know the evaluation. Civics learning is integrated with character education literacy. Data collection techniques used interview, observation, and documentation techniques. Data analysis was carried out through a deductive method consisting of data collection and reduction, data presentation, and drawing conclusions. Based on the results of the study, it can be said that 1) the integrated Civics learning plan for character education literacy in grade IV SD Negeri Taipaleleleng includes: a) The teacher

conducts a basic analysis and the learning materials to be taught, b) The teacher finds values in basic competencies and subject matter that can be taught, c) the teacher determines the priority values to be taught in one lesson or one basic competency, d) chooses the learning method and model, e) describes the learning steps; (2) Implementation of integrated Civics learning literacy character education in grade IV SD Negeri Taipaleleng carries out core activities including; (1) practice activities, (2) reading activities, (3) observing activities, (4) activity activities; and (3) Evaluation of integrated Civics learning character literacy in grade IV SD Negeri Taipaleleng includes: a) developing assessment instruments based on competency analysis, b) carrying out authentic assessments, c) processing research results objectively, d) reporting results through effective communication to parents (guardians) and teachers in the next, e) the results of the assessment.

Keywords: *civic learning; literacy; character building*

Introduction

Education undergoes a dynamic process that must adjust to the settings and conditions that are now in place, along with the progress of science and technology. However, in order to meet the objectives of National Education as specified in Law Number 20 of 2003 about the National Education System, it has experienced curriculum revisions and innovations. The development of national character education through various educational processes is one type of educational innovation that has been carried out.

Lickona (1991: 51) suggests that character education should lead students to cognitive value recognition (moral knowing), affective value appreciation (moral feeling), and finally to real value practice (moral action). According to Lickona's assertion, all educational topics must teach moral principles that help students develop into morally upright people..

The first step in restructuring Indonesia's national education is to include character as a dimension alongside intelligence, which is expressed in competence. As part of the Gerakan

Nasional Revolusi Mental (the National Movement for Mental Revolution) in the sphere of education, President Joko Widodo's administration developed the Nawacita program, one of which is to strengthen the country's character education.

Furthermore, Budhiman (2017) conveyed in the socialization of the movement to strengthen character education that character is the axis of education through the Nawacita program, one of which is done by building Civics learning (history of nation building, values of patriotism and love for the homeland, spirit of defending the country, and character). The relationship between Civics learning and character education cannot be separated, Silay (2014: 5) argues that both discuss matters relating to morals. Character education as a stream of comprehensive education includes Civics learning (Howard, et al., 2014). This implies that Civics learning as a subject in schools must be able to integrate character education as a whole in the curricular.

The main focus of national development is on fostering national character. This demonstrates that character development must always be the primary

goal of all development efforts. In fact, this has been represented constitutionally in the national development mission, which places character education as the first of eight missions to accomplish the national development vision as expressed in the National Long-Term Development Plan 2005-2025 (Zubaedi, 2011: 7). a nation with strong, competitive, honorable character, and Pancasila-based morals,, which is detailed by the character and behavior of humans and the Indonesian people who are diverse, have faith, and fear God Almighty, are virtuous, tolerant, work together, have a patriotic spirit, develop dynamically , and science and technology oriented.

Teaching and learning activities in each subject can integrate the character values to be achieved at each stage, namely planning, implementation, and evaluation, including in Civics learning. Moreover, in this case, the role of Civics subjects as the leading sector of character education must clearly integrate character values in teaching and learning activities because this is clearly described in the objectives of Civics learning.

The best progress toward this goal is made during learning, which offers a relative amount of room for the development of behavior through time. Through personal contact with teachers and other students, students can be helped to realize their potential and can be imbued with a noble character. Based on these objectives, it can be understood that Civics learning is a learning that is full of character values. However, the problem that researchers get in the field is that the educational practice in Civics learning that takes place in the classroom at this time is only limited to education that is oriented

towards the achievement of cognitive or knowledge goals. While affective, matters relating to the process of forming the character/attitude of students tend to be ignored.

This is also reinforced by Suwarma's opinion (Budimansyah, 2012: 450), namely the weakness of Civics learning in the perspective of character education is emphasized in more detail such as teacher-centered activities, stronger results orientation, less emphasis on process, materials presented in the form of information, the position of students in a passive condition ready to receive lessons, knowledge is stronger than attitudes and skills, the use of methods is limited to unpleasant and one-way learning situations (indoctrination).

According to preliminary findings, the SD Negeri Taipaleleng, Gowa Regency, inculcates in its students a sense of moral responsibility through character education literacy throughout all subject areas. This is seen in the feature of the civics curriculum for the fourth grade at SD Negeri Taipaleleng. Integral subject matter places an emphasis on personality traits such as instilling Pancasila principles and behavior to uphold the unity of the Unitary Republic of Indonesia. However, because the learning methodology is still traditional and is not thought to have encouraged youngsters to perceive the positive traits that are supposed to be transferred, the teacher has not fully instilled character values. In order to cultivate character values, someone must not only teach them but also develop them, therefore teachers must be able to internalize existing values. The Civics learning integrated with character education literacy for fourth grade students at SD Negeri Taipaleleng in the Gowa Regency is therefore of interest to scholars.

Research Method

This research is a qualitative research with a qualitative descriptive approach. The research was conducted at Taipaleleng Elementary School, Gowa Regency, South Sulawesi. This research is focused on the Civics learning process which is integrated with character education literacy. The informants in this study were principals, teachers, and fourth grade students at SD Negeri Taipaleleng, Gowa Regency. Determination of informants using purposive sampling technique. Data was collected by using interview, observation, and documentation techniques and then analyzed by deductive method which consisted of three stages, namely data collection and reduction, data presentation, and conclusion drawing. Checking the validity of the data in this study was carried out by observation and triangulation techniques.

Findings and Discussions

1. The Integrated Civics Learning Plan in Character Education Literacy

The most fundamental action made by the fourth-grade teacher at SD Negeri Taipaleleng is to create an integrated Civics learning in character education literacy before presenting the lesson material. It is crucial to document this preparation in writing so that the learning process can be better organized and proceed as planned. Because of this, teachers need to have written materials prepared and know how to facilitate learning so that learning outcomes or objectives are met.

In order to understand more about the integration of civics learning in character education literacy for fourth grade students at SD Negeri Taipaleleng, Gowa Regency, interviews have been conducted. According to the findings of this research interview, the planning was done by the fourth grade teacher at SDN Taipaleleng, as can be seen in the extract from the interview that follows.

"Planning comes first before the lesson even begins. As it is crucial to plan learning, teachers should be expected to have their own unique plans that, in theory, refer to the applicable lesson plan policies. This includes creating a lesson plan (RPP)."

(D/PPKn/Interview, 2022)

The outcomes of these interviews reveal the level of planning that each teacher in the school is required to perform. The fundamental requirements for determining the success of learning activities are planning and preparation. A lot of thought goes into the planning phase of learning. Half of the success can be attained if the planning is done correctly. The second part is in the execution. Planning is the act of deciding what will be done and how it will be done in order to accomplish defined goals. The plan's implementation can be planned based on requirements and over a specific time period in accordance with the planner's preferences, but it must be simple and precise. The fourth-grade religion teacher at SD Negeri Taipaleleng also suggested the procedures for lesson planning, as is seen from the following interview.

"Planning is the initial preparation before engaging in learning, it is true. Referring to the officially mandated syllabus sheet, each teacher carried out the planning. All teachers are encouraged to build learning toward character when it comes to character education,

which is of course something that has long been the focus of religious lessons. Just to ensure that character is ingrained in students' conduct, learning must be intensely focused on character practice."

(S/PPKn Interview, 2022)

All of the learning activity steps are collected in the learning implementation plan. Developing competency standards, fundamental competencies, learning objectives, identifying indicators, choosing teaching materials, identifying learning resources, choosing and preparing methods, providing and preparing media or teaching aids, and making and preparing evaluations or assessments—collectively known operationally as the Lesson Plan (RPP) —are all necessary preparations for being able to teach effectively. The Lesson Plan (RPP), as an estimate that will be carried out by educators in learning, is fundamentally a short-term plan.

Naturally, as a teacher, one must create RPP in order to carry out the teaching and learning process. Making RPP is based on Competency Standards (SK) and Basic Competencies (KD), which are outlined in accordance with the syllabus and the competencies that students possess. The fourth grade of SD Negeri Taipaleleng's planning is supported by the fact that there is tangible proof of the RPPs, which are prepared individually using the relevant syllabus, as in the following interview extract.

"The teachers here create our lesson plans independently or independently.

I had no problems creating this lesson plan because it was based on the KKG syllabus, which was determined by the Competency Standards and Basic Competencies established by the federal government. In PPKn learning, I create an RPP with the learning stages I modify to the model and methodology I select in accordance with the subject matter that will be taught to students."

(D/PPKn/Interview, 2022)

Based on the findings of the aforementioned interviews, it is evident that the teacher already has a solid lesson plan that includes all of the characteristics listed above, one of which is lesson planning (RPP) for learning. The teacher will find it simpler to accomplish the objectives with the help of the learning plan and will have instructions and directions to construct a good and efficient learning process.

The outcomes demonstrated that the fourth-grade teacher had planned the application of disciplinary character education through the subject matter of civics learning by creating a well-organized lesson plan (RPP). The comprehensiveness of the lesson plans' components, which can help students understand their topic and be used to design how civic education, character education, and literacy will be implemented. The implementation of character education must be planned by a teacher using an independently created, well-structured lesson plan.

2. The Implementation Of Integrated Civics Learning In Character Education Literacy

The teacher completes learning to put the plans that have been assembled in the lesson plan (RPP) as the second stage following planning. In the extract from the interview that follows, the class teacher explains this.

"Learning activities are the next stage following the RPP. "My Dreams" and its subtheme "Me and My Dreams" make up the learning theme I employ. PPKn is one of many disciplines that are taught in a thematic way. Preliminary activities, core activities, and closing activities make up the learning steps that have been developed."

(D/PPKn/Interview, 2022)

The extract from the interview demonstrates that the creation of lesson plans during the planning stage is referred to as the execution of the learning that has been done. With the subtheme "Me and My Dreams," the teacher employs the theme "My Dreams."

Integrated Civics learning in character education literacy of fourth grade students at SDN Taipaleleng, Gowa Regency is carried out based on the plans made in the Lesson Plan (RPP) which has been prepared by the fourth grade teacher containing various components which include a description of Basic Competencies (KD), learning objectives, subject matter, learning methods, steps in learning activities, and assessment.

The lesson plans used as material for the analysis of this research are lesson plans for class IV in the second semester with the learning theme "My Dreams" and the sub-theme "Me and My Dreams" which are carried out in three learning sessions, namely the third learning, fourth learning and fifth learning. This study only uses lesson plans for the fourth meeting because they have the same KD. The results of the analysis show that the Basic Competence

(KD) of Civics learning supports character education in learning as follows.

- 1.3 In the framework of Bhineka Tunggal Ika, be thankful for the variety of religious communities in society as a gift from God Almighty.
- 2.3 Be accepting of the various religious sects that make up society, especially in the context of Bhinneka Tunggal Ika.
- 3.3 Explain the benefits of religious diversity in society in everyday life.
- 4.3 State the benefits of the diversity of individual characteristics in everyday life.

The development of indicators recognizing the variety of activities in the immediate environment enables the implementation of the aforementioned Basic Competencies (KD). The fourth-grade teacher's planned material is tailored to the KD in the RPP whose content is tied to the variety of activities in the immediate area. The teacher conducts the following preliminary learning activities: (1) orientation by beginning with greetings and continuing with prayers; (2) perform apperception linking the prior material with the material to be studied and is expected to be associated with the experience of the students; and (3) motivate by outlining the advantages of learning the lessons to be learned in everyday life.

The fourth grade teacher learning core activities divide learning activities including practicing, reading, observing, discussing and reading activities.

Students are urged to think on a number of topics as part of the closing learning activities, including (1) what attitudes need to be developed to decide your goals? (2) what advantages can you

provide to others by achieving your goals? (3) What attitudes need to be demonstrated to grow pets? The teacher then instructs the students to create a resume using the teacher's assistance regarding the key themes that emerge in the learning activities related to the recently completed curriculum. After finishing and immediately reviewing the student's work, the teacher then checks it. Correctly completed projects, products, portfolios, and performance assignments earn students rewards and recommendations.

Based on the results of the description of the results of the Lesson Plan analysis prepared by the fourth grade teacher at SD Negeri Taipaleleng, it can be concluded that the teacher has planned the lesson well. Basic Competencies (KD) specifically for Civics subjects support character literacy learning in the fourth grade of SD Negeri Taipaleleng. This is also reinforced by the structure of the lesson plans for the core learning activities that use specific literacy stages such as practicing, reading, observing, discussing and reading activities.

The researcher interviewed the principal of SD Negeri Taipaleleng and the teachers of the fourth grade after completing the analysis phase of the Lesson Plan (RPP) document. The prepared interview rules were used to conduct interviews in a semi-structured manner. The purpose of the interview procedure was to learn more about the integration of civics learning in character education literacy for fourth-graders at SDN Taipaleleng in the Gowa Regency.

The interview with SD Taipaleleng's principal, Mrs. Hj. Nurbaya, S.Pd, conducted on May 17, 2022, yielded the conclusion that character education literacy

cannot be separated from the national literacy movement's policies at this school. Additionally, this character education program is obtained through the teacher working group and the principal working group disseminating PPK activities or Strengthening Character Education.

It may be inferred from the findings of interviews with fourth-grade teachers that teachers employ indicators and learning objectives that are consistent with the characters in the Core Competencies (KI) used in the implementation of integrated Civics learning in character education literacy. Using pertinent learning resources that are in line with the implementation of character education through PPKn learning content, teachers conduct all core learning activities. The teaching approach used offers possibilities for student collaboration through activities like simulations, discussions, questions and answers, content mastery, and teacher-led lectures.

3. Evaluation of Integrated Civics Learning in Character Education Literacy

To determine the extent to which students' character development participated in the learning process and carried out subsequent actions in the form of habituation, evaluation of integrated civics learning in character education literacy was also conducted. Fourth grade students' disciplinary character education through Civics learning content will be evaluated in accordance with the RPP's design. The teacher-created attitude assessment rubric, which is based on character standards, is used to evaluate the application of disciplinary character education.

This is consistent with the methods used for class-based PPK assessment and evaluation of learning, which include: 1) developing character assessment tools based

on competency analysis, 2) conducting real assessments, 3) objectively analyzing research findings, and 4) reporting the assessment's findings. five) following up on the evaluation results through efficient communication to parents and teachers at the following level. By observing student behavior and recording individual anecdotal notes, authentic evaluation can be implemented (Kemendikbud, 2018: 23).

According to the findings of these interviews, it can be concluded that the fourth-grade teachers evaluate students' moral character while they learn about civics, utilizing a character evaluation criteria that is in line with the lesson plans and an observational approach of student behavior. According to the fourth grade instructor, students are also encouraged to engage in the following activities as a result of character development.

The majority of students have completed follow-up tasks to integrate the characters into their daily life. Students may carry out follow-up tasks such as conserving clean water, creating a schedule of daily activities, and carrying out those actions in accordance with the created schedule.”

(D/PPKn/ Interview, 2022)

According to the interview results, the fourth grade teacher offers follow-up activities as a component of the evaluation completed by students to put into practice the character of discipline in the form of required actions to conserve clean water and create a calendar of activities at home. The next step students took to put this good character into practice was to carry out

activities to put the character into practice in daily life.

The findings indicated that the fourth-grade students were content and eager to take part in the integrated Civics learning in character education literacy. Students in the fourth grade are already familiar with the definition of character and the advantages that come with it, such as improved time management, punctuality, self-assurance, and compliance with legal requirements. Students in the fourth grade have a strong internal motivation to act morally so that they can engage in actions that exhibit discipline at home, school, or in the classroom.

The teacher of the fourth grade has prepared a plan for assessment for the implementation of character education in terms of discipline, according to the justification given above. Using the character assessment rubric created before planning, the fourth grade teacher conducted a disciplinary character evaluation. Teachers in the fourth grade evaluate character education for their students by making observations about how students are learning when they participate in character-building activities. There are a number of fourth graders who have not taken character education. Because self-awareness of the student's disciplinary character has not been awakened, the results of the application of disciplinary character education have not been as expected by the teacher.

A movement in education called "strengthening character education" aims to help students develop their character and provide them with the skills they need to succeed in the twenty-first century (critical

thinking, creative, able to communicate, and collaborate). By emphasizing more on program structure, curriculum structure, and activity structure, the Ministry of Education and Culture believes that the PPK movement is focused on encouraging students to have the character and 21st century competencies (critical thinking, creative, able to communicate, and collaborate) (Kemendikbud, 2018: 5). The three categories of strengthening character education are class-based, school-based, and community-based culture.

Conclusion

According to the study's findings, civics instruction at SD Negeri Taipaleleng incorporates character education literacy. The Lesson Plan (RPP)'s implementation, and assessment stages serve as the foundation for implementation, which initially includes a competency analysis.

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