



Analysis of Learning Materials for Civic Education in development character in elementary schools

Arrofa Acesa✉

Universitas Kuningan

✉ arrofa.acesta@uniku.ac.id

Abstract. This research is motivated by the low character of the responsibility of students in Ki Hajar Dewantara Elementary School, Kramatmulya District, Kuningan Regency. The purpose of this research is that the character of responsibility can be embedded in students, so through the Civics subject, students learn about the rights and obligations as students, as citizens, and recognize rights and obligations according to their respective roles. So in this case, it is necessary to analyze the implementation of teaching materials rights and obligations as well as the implementation of responsibilities, so that students have a responsible attitude towards the obligations given in studying Civics. This research uses survey research type. The research was conducted at the Ki Hajar Dewantara Elementary School, Kramatmulya District, Kuningan Regency. The data of this study were obtained from the results of filling out the questionnaire on grade V. students of the . The results of the analysis of teaching materials rights and obligations were concluded showing very good relevant categories. The results of research on the implementation of student responsibilities in the Elementary School Ki Hajar Dewantara on Civics subjects show relevance in good categories. It states that through the implementation of teaching materials rights and obligations at the Ki Hajar Dewantara Elementary School can develop the character of responsibility on students.

Keywords: Character, Civic Education, and Teaching Materials

INTRODUCTION ~ Character education is character development can be done in an educational process that does not release students from the social environment, society, and national culture (Depdiknas: 2010). This is in line with Cinda and Arnold (2016: 26) interpreting character education as an effort carried out by school personnel, even carried out jointly with parents and community members, to help teens and children to have a caring, opinionated nature and responsible.

Responsibility (responsibility) is a task or obligation to perform or complete tasks with satisfaction (given by someone, or on their own promises and commitments) that must be fulfilled by someone and has a consequent penalty for the failure of Yaumi, (2014: 72). From the above explanation it can be concluded that,

responsibility is an attitude that is embedded in someone and has a sense of wanting to do something based on obligations and duties, so that when it is done will produce a satisfaction of its own, and vice versa when he does not do it will feel burdened.

The fact that there is a lack of inculcation of the character of responsibility in students, can be found in fifth grade students of Pajambon Elementary School. Based on the results of interviews and observations made to the teacher class V teacher and students, said that "to inculcate the character of students actually been done as much as possible, with the support of the use of the 2013 curriculum, which requires all characters to be embedded in students, but the response of participants students are still not optimal ". This is evidenced by the



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activities of students who are not good, such as there are still students who do not collect assignments on time, do not picket according to schedule, leave the class in a dirty state, and there are still some students lacking confidence working on the questions during the test. Of the 20 students only about 35% have a character of responsibility, and about 65% of students who still lack responsibility. This can lead to the growth of students with bad habits that do not hold to the aqidah of good morals, namely the loss of student responsibility for the given task, and are reluctant to complete their responsibilities, so that this action will be inherent and can be applied in the school, home, and community environment . Because they are accustomed to the bad attitude. this study using teaching materials, themed textbooks, theme 6, which are being applied, which have only been applied in the 2018/2019 school year for grade 5 elementary schools, so that teaching materials are more interesting and can make it easier for fifth grade students to understand the material, so that can be more real to apply it in everyday life. Therefore, the teacher as a facilitator is easier to develop various characters in each lesson, one of which is the character of responsibility through teaching materials Rights and Obligations as family members and school members. The character of responsibility must be instilled early on because to foster an attitude of discipline and perseverance towards a responsibility that has been given to him, so that the

attitude of wanting to do the best will grow.

METHOD

This research belongs to the type of survey research with a qualitative descriptive approach. According to Sugiyono (2013: 11) states that survey research is a study conducted using a questionnaire as a research tool carried out in large and small populations.

RESULT

1. Teaching Material Feasibility Score

The results showed that the implementation of teaching materials in the Ki Hajar Dewantara group included analysis of teaching materials 1) implementation of teaching materials with identities including education units, classes, semesters, indicators and basic competency materials regarding rights and obligations, having 100% relevance in the category very good 2) the suitability of teaching materials with material in KD and indicators regarding teaching materials rights and obligations in the Ki Hajar Dewantara Cluster, Kramatmulya District,

Kuningan Regency has a relevance rate of 100% which is included in the very good category. 3) the suitability of the material includes (student needs, teaching materials and material substance) regarding teaching materials rights and obligations in SDN Cluster Ki Hajar Dewantara Kramatmulya Subdistrict, Kuningan Regency has a relevance rate of 50% which is included in the quite good

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category. 4) The benefits of teaching materials for adding insight and knowledge about teaching materials rights and obligations at SDN Gugus Ki Hajar Dewantara District, Kramatmulya Subdistrict, Kuningan District has a 75% relevance level which is included in the good category. Then point 5) the suitability of the material includes (the suitability of teaching materials with learning, and the development of learners) regarding teaching materials on rights and obligations in SDN Gugus Ki Hajar Dewantara Subdistrict Kramatmulya, Kuningan Regency has a 75% relevance level which is included in the good category. 6) the suitability of teaching materials material rights and obligations with the character of student responsibility has a relevance rate of 75% which is included in the excellent category. 7)

language teaching materials include (readability, clarity of information, language rules, and the use of language effectively and efficiently) regarding teaching materials rights and obligations material rights and obligations in SDN Gugus Ki Hajar Dewantara District Kramatmulya District, Kuningan Regency has a relevance rate of 75% which is included in the good category. h) the sequence of teaching materials includes (presentation, giving motivation, interactivity / response, and completeness of information) having a relevance rate of 75% which is included in either category (9) graphic includes (use of font / type and size of letters, graphic illustrations and images) has a relevance rate of 75% which is included in both categories. Based on the descriptive data, results.

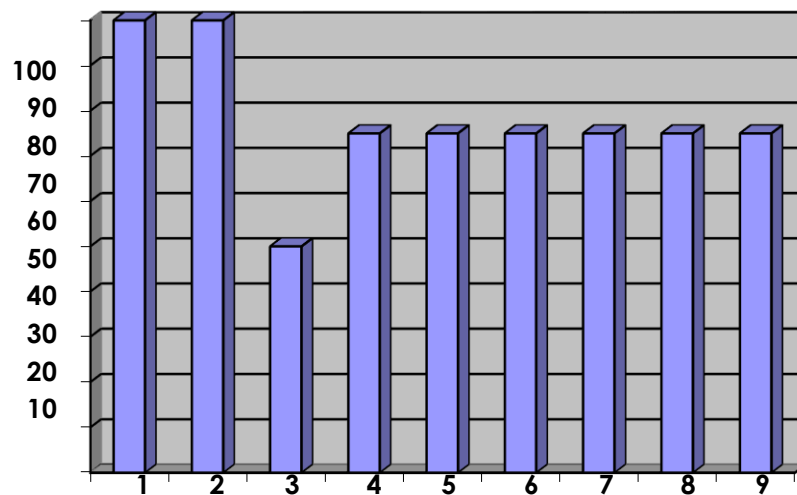


Figure 1. Analysis of Teaching Materials

The implementation of teaching materials on the rights and obligations of Civics Education at Ki Hajar Dewantara Elementary School, Kramatmulya Subdistrict, Kuningan District, responded to students in both good and very good

categories, while the categories are good enough, not good, and not good, are skipped.

Indicators of teaching materials on rights and obligations material responded by

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students in the Elementary School of Ki Hajar Dewantara, Kramatmulya Subdistrict, Kuningan District there are 4 indicators namely, responses to the appropriateness of the content of instructional materials rights and obligations, responses to the appropriateness of the presentation of teaching materials rights and obligations that can provide a response and motivation at the time of implementation, the response to the feasibility of the language contained in the teaching material, and graphics that provide clarity in the teaching material delivered in the form of pictures, photos, symbols to explain a topic.

that the four indicators implemented by the Ki Hajar Dewantara Elementary School, Kramatmulya Subdistrict, Kuningan

Regency have similarities, namely achieving very good categories, indicators of the feasibility of the content of teaching materials, rights and obligations with an average score of 13.03 and reaching a percentage of 86.87%. Indicator of the feasibility of presenting teaching materials rights and obligations that can provide response and motivation during implementation with an average score of 26.09% and reaches a percentage of 86.98. Indicators of language worthiness contained in teaching materials reach an average score of 13.2 and reach a percentage of 88.07%. And graphic indicators that provide clarity in the teaching material delivered in the form of pictures, photos, symbols to explain a topic reach an average score of 13.2 and reach a percentage of 88.3.

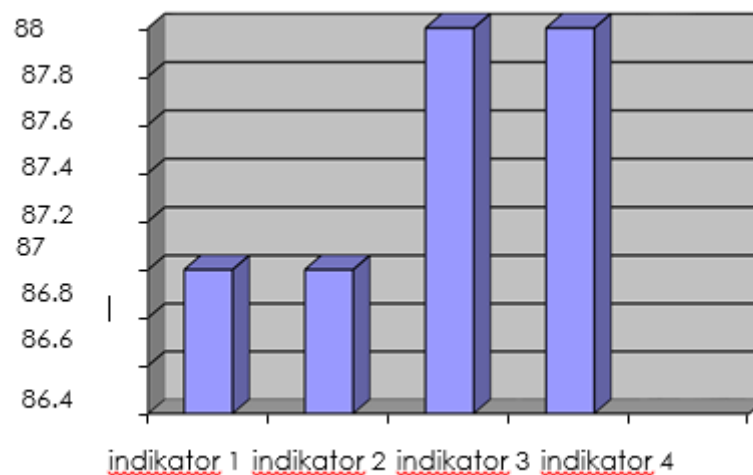


Figure 3. Percentage of Response to Each Indicator of Teaching Material

The percentage of the application of teaching materials in each indicator. Graphic indicators that provide clarity in the teaching material delivered in the form of pictures, photographs, symbols as an explanation of a target topic obtained the highest percentage of 88.3%. Meanwhile,

the lowest percentage achievement on the indicator of the feasibility of the contents of the material rights and obligations material is 86.87%. But with the achievement of a percentage as above proves that each indicator of teaching



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materials can provide a good response for students.

DISCUSSION

This research proves that the implementation of teaching materials on rights and obligations in class V civics subjects after analysis and observation that it has a positive impact on the character of student responsibility in the Elementary School of Ki Hajar Dewantara and is in a very good category for the application of teaching materials namely reached a percentage of 87.42% and categorized good for the implementation of responsibilities which reached a percentage of 72.30%. Teaching material that has been implemented can help students to know values, realize the importance of values and internalize the values of responsibility that exist in teaching materials in Civics. In accordance with Akbar's explanation (2013: 107) that building education needs to be done simultaneously between knowledge development

about good and bad morals, moral feelings, and moral actions. This is in line with Lickona in Akbar (2010: 146) which states that the elements in character consist of moral knowing, moral feeling and moral action. The material in this teaching material includes material rights and obligations of students in the process of building students' knowledge and understanding of good and bad attitudes, training students to do good attitudes,

taking responsibility for the obligations given.

Based on the description above it can be concluded that the application of teaching materials that contain values, especially on the content of Civics, has a very positive impact in the development and implementation of the character of student responsibility in daily activities. And can form characters that fit the purpose of education.

tabulation results on the questionnaire, the maximum score achievement was 75, while in the table above for the score of teaching materials reached a score of 59 to 70, for the score of the character of student responsibility reached 43 to 67. Then from an average score reached 65.56% for the material teaching and 54.23% for the character of student responsibility, then for the average percentage acquisition in the teaching material questionnaire at 87.42%, and 72.30% for the average percentage of character responsibility. this is in line with Misnaini (2018: 77) that the implementation or education of Pancasila has the same essence and meaning as moral education and education. Which has the purpose of forming the child's personality, so that he becomes a good human being, a citizen, and a good citizen.

At the time of implementation, the implementation was divided into 3 activities namely: analysis of the implementation of teaching materials rights and obligations, observing the



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implementation of student responsibilities, as well as data collection, data processing, and data analysis activities. In the observation activities of the implementation of teaching materials by the teacher in the learning process helps explain how a person understands each of his rights and obligations in accordance with their respective roles, so that each student understands it correctly. This is in line with Sanjaya (2007) stating students' understanding of learning objectives can foster students' interest in learning which in turn can increase students' learning motivation.

The teaching and learning process undertaken by the teacher is also inseparable from the question and answer activities undertaken by the teacher to students and vice versa, so that the teacher knows the extent to which students can understand the material presented. This is in line with Hosnan (2014: 51) states that asking is a method to express a race of curiosity about answers that are unknown or unknown. Asking questions is very important, all knowledge comes from asking questions, because asking questions shows curiosity, shows interest, and leads to inquiry to gain understanding of knowledge.

To find out the application of teaching materials on rights and obligations in implementing the character of student responsibility, the researcher conducted an interview on 30 April 2019, this interview related to the feasibility of teaching

materials in facilitating students' understanding in order to apply them in their daily lives. The target of the researcher conducted the interview, namely students who were active in high class and had an attitude of responsibility, students with an attitude of moderate responsibility, and students who had low responsibilities who were less active.

The results of the interview above revealed that students were quite satisfied with the teaching material presented, both in the form of communicative sentences and pictures that provided intentions and examples of the material discussed, so students could understand the material and might find it easier to apply it in life daily. This is in line with Prastowo (2015: 100) states "with pictures, the information conveyed can be more clearly understood. Because if the information in the form of narrative often lacks student understanding Interviews conducted with teachers, found that teaching materials that have been applied are indeed good for the development of the character of student responsibility, there are always changes when learning rights and obligations are delivered, it is evident that the teaching materials applied are indeed in accordance with educational standards. Information about implementing teaching materials rights and obligations in developing the character of student responsibility can be seen from the results of observations made, overall observations made based



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on indicators on student responsibility, namely as follows:

1) Compliance in carrying out the duties and regulations contained in the Indikator school can run well, this is evident in every student in the Ki Hajar Dewantara Cluster, which consists of 5 schools, can carry out their obligations with full self-awareness such as doing picket according to the scheduled schedule have been determined, arrive at school early when getting picket schedules, carry out their obligations in protecting the school environment, and obey the rules made in class or school. But even so there are students who have not been optimal in implementing the rules properly.

2) Timeliness in carrying out the tasks assigned

The implementation of timely indicators has also been well implemented during the observation period, overall students in the Ki Hajar Dewantara Cluster, Kramatmulya District Kuningan District, can be disciplined in taking responsibility for their obligations as a student, this is evidenced by the implementation of each student to come to school before 07.00 am, can complete assignments (work on problems) in a timely manner.

3) Having an active role in activities

In the active role indicators, overall students in the Hajar Dewantara Cluster can be quite active in school activities, both in class and outside the classroom, this is evidenced by the results of observations made that students can be

active in group discussion activities, students dare to issue his opinion even though they were shy or not in the same direction, but at least they already had a brave attitude, students also participated in school activities

CONCLUSION

Based on the results of research conducted in class V of the Ki Hajar Dewantara Cluster consisting of SDN Pajambon, SDN Ragawacana 1, SDN Cibentang, SDN 1 Kalapagunung, and SDN 2 Kalapagunung on the Content of Citizenship Education with the material "Rights and obligations and responsibilities as citizens and citizens religious people in daily life "can be obtained from the implementation analysis results as follows:

1. It can be seen that the implementation of teaching materials implemented in the Ki Hajar Dewantara Elementary School using themed textbooks (theme 6) after analysis states that each indicator has very good compatibility with student needs.

2. The results of the acquisition of a percentage of the implementation of the character of student responsibility after using theme book teaching materials in studying the material rights and obligations can have a good impact on the application of the attitude of responsibility in daily activities, especially in schools. Because the material contains the value of Pancasila, which will be embedded with the character of a moral character that matches the value set on Pancasila. Therefore the implementation of



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responsibilities in fulfilling their obligations as students in schools is well implemented.

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