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## The Role Of Civil Learning In Improving Student Characteristics During Pandemi

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### Abstrak

Karakter kedisiplinan peserta didik pada masa pandemi rata-rata berkurang seperti terlambat masuk kerja atau terlambat absensi daring sehingga dibutuhkan pembelajaran yang dapat mengubah karakter peserta didik. Tujuan penelitian ini adalah untuk mengetahui pembelajaran Pendidikan Pancasila dan Kewarganegaraan dalam menumbuhkan karakter disiplin siswa SMK Negeri 1 Pematang Siantar di masa pandemi Covid19. Penelitian ini menggunakan metode kualitatif deskriptif dengan wawancara, observasi dan dokumentasi. Penelitian dilakukan di SMK Negeri 1 Pematang Siantar. Mata pelajaran dalam penelitian ini terdiri dari Guru Pendidikan Pancasila dan Kewarganegaraan serta Peserta Didik Kelas XI. Data yang diperoleh kemudian divalidasi dengan menggunakan teknik triangulasi sumber dan teknik pengumpulan data. Hasil kajian berdasarkan analisis yang dilakukan adalah karakter disiplin siswa SMK Negeri 1 Pematang Siantar pada masa pandemi cukup baik walaupun masih ada siswa yang kurang disiplin. Dalam hal ini guru Pembelajaran Pendidikan Pancasila dan Kewarganegaraan yang melaksanakan Pembelajaran Pendidikan Pancasila dan Kewarganegaraan belajar dengan maksimal mengacu pada tata tertib dan pedoman pengajaran yang baik. Dan peserta didik dapat memahami dengan baik tentang pembelajaran yang diajarkan oleh guru. Perlu dilakukan pemutakhiran konsep dan pengembangan metode pembelajaran agar diperoleh hasil karakter yang sesuai dengan yang diharapkan.

Kata Kunci: *Pembelajaran Pendidikan Pancasila dan Kewarganegaraan, Karakter Disiplin, Pandemi Covid-19*

## Abstract

The discipline character of learners during the pandemic has reduced on average such as being late for work or late in online attendance so that it takes a lesson that can change the character of the learner. The purpose of this research is to find out the learning of Pancasila and Citizenship Education in fostering the discipline character of SMK Negeri 1 Pematang Siantar students during the Covid19 pandemic. This research uses a descriptive qualitative method with interviews, observation and documentation. The research was conducted at SMK Negeri 1 Pematang Siantar. The subjects in the study consist of Pancasila and Citizenship Education Teachers and Grade XI Learners. The data obtained is then validated using source triangulation techniques and data collection techniques. The results of the study based on the analysis carried out were the discipline character of the students at SMK Negeri 1 Pematang Siantar during the pandemic was quite good even though there were still students who were less disciplined. In this case Pancasila and Citizenship Education Learning teachers who carry out Pancasila and Citizenship Education Learning learn to the maximum referring to the rules and guidelines of good teaching. And learners can understand well about the learning taught by teachers. It is necessary to update the concept and develop the learning method in order to obtain character results as expected.

Keyword: *Pancasila and Citizenship Education Learning, Discipline Character, Covid-19 Pandemic*

## INTRODUCTION

One of the subjects that teaches values to all students is the Pancasila and citizenship education subject (PPKn). In PPKn subjects, one of the scopes is norms, laws and regulations, including: order in family life, order in school, norms prevailing in society, regional regulations, norms in the life of the nation and state, the national legal and judicial system, international law and justice (Hidayah et al., 2021). PPKn is not enough just to memorize, but PPKn is instilled in oneself and then applied in daily life which is poured in the form of actions. The values contained in Pancasila must also be applied in life (García-Alberti et al., 2021). Citizenship education is a subject that contains elements of values and morals to develop the morals of students. Citizenship education has the goal of making smart and good citizens. As stated by Mahpudz (in Maatuk et al., 2022), the purpose of Civics subjects is to develop competencies as follows:

1. Have the ability to think rationally, critically and creatively, so as to be able to understand various civic discourses.
2. Have intellectual skills and skills to participate democratically and responsibly.
3. Have good character and personality, in accordance with the norms that apply in the life of society and the state.

The formulation of these objectives is in line with the competency aspects to be developed in Civics learning. These aspects of competence, according to Cholisin (in Wagiono et al., 2021) include civic knowledge , civic skills , and civic *dispositions* .

Civics learning has a very important contribution in efforts to prevent student indiscipline at school. As stated by Winataputra (in Lin & Shek, 2021) explains that Pancasila education in the development of dignified national character and civilization needs to be seen at three levels, namely; Pancasila education as curricular packaging (subjects), as an educational process (learning praxis), as an effort to build community life, the nation, and the Unitary State of the Republic of Indonesia in the future ( *nation's character building process* ). So that through PPKn learning it is expected to have a contribution in efforts to uphold the discipline of students at school. The problem is how we have to change, in the sense of changing the education development strategy in facing various challenges in the current era of globalization.

With education, students will create something they want and be able to compete in the world of education. But what is no less important is the character of the students themselves. Character plays an important role in developing quality human resources, especially for students at school. Pupuh F (in Kanetaki et al., 2021) says "character education is a genuine effort to help people understand, care about, and act based on core ethical values".

At this time the awareness of discipline that occurs in students is fading. Such conditions are the result of significant challenges from globalization, materialism and modernization which are not accompanied by an adequate response *Kaelan* (in Elihami, 2021). With this globalization era, it has become a reality that must be faced by the Indonesian people and nation to demand that schools as educational institutions immediately change the character of students towards better conditions and character.

This study refers to the forms of discipline put forward by Bahri (in Ningsih et al., 2021), namely personal discipline, social discipline, national discipline, scientific discipline and task discipline. From the opinion of Bahri researchers took two forms of discipline which were used as a reference to determine the discipline of students in schools, namely personal discipline and social discipline.

School as a formal educational institution is a very important component in developing the character of discipline in students, because at school students are taught about order and discipline. School rules or regulations function as limits for students to do something so that they become disciplined. In simple terms, discipline can be interpreted as an attitude of obedience, order and order towards the rules that apply in schools. Based on initial observations made at SMK Negeri 1 Pematang Siantar, researchers found several undisciplined

behaviors, including: being late for class attendance in the *Whatsapp group*, negligent (no attendance at the *Whatsapp group* without explanation), not collecting assignments (Asgari et al., 2021).

During the Covid-19 pandemic, the Government issued a policy regarding how learning is implemented in schools, namely through distance learning. Online learning is carried out as the right step to prevent and suppress the transmission of the Covid-19 virus, students will not miss lessons as planned in the curriculum for one school year. The education sector, especially learning in schools, has not fully dared to be opened up by the government in this *new normal era* (Cita Sari et al., 2021). This is because school-age students tend to be unstable and like to gather with their friends so that the spread of the virus is possible. Therefore, learning is currently being carried out remotely via online. Of course it is a challenge for teachers in order to achieve learning outcomes, especially in the effort of disciplinary character education for students (Alifah et al., 2021).

So that students should have a disciplined character even though learning through distance or online. Students who have taken Civics learning are expected to have a strong disciplinary character based on Pancasila

Based on the description above, the researcher wants to conduct research to examine the extent to which the role of Civics learning in instilling the discipline attitude of students at SMK Negeri 1 Pematang Siantar, therefore the researcher wants to conduct research with the title "The Role of Learning in Growing Student Discipline Character at SMK Negeri 1 Pematang Siantar"

The definition of learning according to Surya (in Sihombing & Lukitoyo, 2021) is a process carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in interaction with his environment. A learning must be developed based on existing theory so that learning objectives can be achieved. The development of learning theory at this time has made a major contribution to the development of the world of education. These theories include: Behavioristic Learning Theory, Cognitive Learning Theory, Constructivism Learning Theory, and Humanistic Learning Theory.

PPKn is one of the subjects that must be included in the primary and secondary education curriculum as stated in Article 37 paragraph (1) of Law Number 20 of 2003 concerning the National Education System. Civics courses have a mission, vision, and goals and have learning components. According to Djahiri (in Prastitasari, 2021), that the learning process of Civics is a process of student learning activities that are engineered by all learning components which include teachers, material, methods, media, learning resources, and learning evaluation. Therefore, in Civics learning, teachers should organize materials, methods,

media, learning resources, and learning evaluation as important components in learning so that an effective learning process takes place in order to achieve learning objectives. And teachers must also be able to integrate character values into classroom learning and be able to manage classroom management.

Discipline is the attitude/behavior expected by a teacher towards his students. Discipline is needed so that the school becomes a reliable institution. Without enforcing discipline it will result in a school full of chaos, a place full of conflicts that develop in the school environment because of these disciplinary actions. The discipline discussed in this study is of course the discipline of a learner in teaching and learning activities whether carried out at home or at school in accordance with current learning activities. Discipline is a very absolute thing in human life, because a human being without strong discipline will damage the joints of his life, which will endanger himself and other humans, even the natural surroundings (Rachman & Azam, 2021).

Strict rules and arrangements to enforce desired behavior characterize all types of authoritarian discipline. The techniques include severe punishment for failure to meet standards and little or no approval, praise or other tokens of appreciation when children meet expected standards. 2) Permissive Discipline Permissive discipline actually means little or no discipline. Usually permissive discipline does not guide the child into socially approved patterns of behavior and does not use punishment (Adha et al., 2021).

The democratic method uses explanation, discussion and reasoning to help children understand why certain behaviors are expected. This method emphasizes the educative aspect of discipline rather than the punishment aspect. These kinds of disciplines can be applied in the family environment, school environment and the community environment itself. Basically all types of discipline have their own advantages and disadvantages, each type of discipline will also create a different personality according to the type of discipline applied in the family or school where the student grows and develops (SW, 2020).

So, the formation of discipline must go through a long process starting early in the family and society and then continuing at school. Important things in the formation of discipline consist of self-awareness, obedience, pressure, sanctions, role models, disciplinary environment, and exercises.

WHO (*World Health Organization* or World Health Organization) officially declared the corona virus (COVID-19) a pandemic on March 9 2020. This means that the corona virus has spread widely in the world. The term pandemic sounds scary but actually it has nothing to do with the malignancy of the disease but rather its widespread spread. In general, the corona virus causes mild or moderate symptoms, such as fever and cough, and most can recover

within a few weeks (Massie & Nababan, 2021). But for some people at high risk (elderly groups and people with chronic health problems, such as heart disease, high blood pressure or diabetes), the corona virus can cause serious health problems. Most victims come from that risk group (Aulia et al., 2021).

The Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the *Coronavirus Spread Disease* (Covid-19) the second point is that the learning process from home is carried out with the following conditions:

Steps have been taken by the government to suppress the spread of the Covid-19 case such as the 3M movement, namely wearing masks, washing hands and keeping a distance. As well as to reduce the spread in the school environment, one of them is an online learning policy, or in a network (online) for all students to university students due to social restrictions in districts/cities (Zuriah, 2021).

However, the policies issued certainly cannot ensure that everything will work as it should in all circles, especially schools in villages that lack facilities in the form of integrated technology to support the online learning process. The lack of adequate facilities between teachers and their students makes the online learning process not as effective as expected.

## RESEARCH METHOD

This research uses a qualitative approach with a qualitative descriptive method. Conducted on Class XI students at SMK Negeri 1 Pematang Siantar, Pematangsiantar City. The results of data collection were obtained through observation, interviews and documentation which can be analyzed using a qualitative data analysis model consisting of data reduction, data presentation, and data verification (Rachman & Fitra, 2020b). The data obtained was then validated using source triangulation techniques and data collection techniques.

## RESULT AND DISCUSSION

In this section, the researcher will describe the results of the research that has been carried out by researchers consisting of data from observations and interviews conducted at SMK Negeri 1 Pematang Siantar. Then, the researcher will try to describe and explain the actual situation according to the data obtained regarding the role of learning Pancasila and Citizenship Education in cultivating the disciplinary character of students:

Efforts to shape the character of discipline in students at SMK Negeri 1 Pematang Siantar are the shared responsibility of the education staff, because the vision stated "Becoming a SMK with National Standards that produces a workforce that is noble, skilled in their field, independent, to meet the needs of the world of work or able to develop themselves " and its

mission stated "Conducting education and training with character by referring to competence mastery so that graduates are competent and have character, in accordance with their competency expertise". So that SMK Negeri 1 Pematang Siantar also prioritizes the importance of students having good character.

In terms of character development, PPKn learning is something important because in PPKn there is Pancasila Education which has values that can teach students about how these characters are like in the character of discipline that can be applied in everyday life. Especially during the Covid-19 pandemic, teachers and students were only connected online.

Habituation of character formation at SMK Negeri 1 Pematang Siantar has been implemented by educators such as:

1. Habituation of attitudes and behavior based on religious and moral values so that students in their daily lives can conform to the values in society, such as praying before and after learning.
2. Helping students become independent and responsible individuals, namely by teaching students to do good to anyone, such as in doing group assignments, carrying out picket assignments and being trained to be responsible.
3. Train students to be able to distinguish between good and bad behavior so that they can avoid bad behaviors, such as carrying out school rules.

The discipline of class XI students of SMK Negeri 1 Pematang Siantar can be seen from the forms of discipline, namely discipline in terms of punctuality, discipline in terms of tidiness, discipline in terms of behavior, and discipline in terms of environmental cleanliness. Through the results of interviews with PPKn teachers at SMK Negeri 1 Pematang Siantar, the results of student self-assessment questionnaires and observations by researchers showed that there were many students who had disciplinary characters, but there were still those whose disciplinary awareness was still low. Like during offline learning in productive subjects there are still students who wear make-up, wear t-shirts or only wear sandals. As well as when online, many students are less responsive during learning such as late attendance, submitting assignments late or not doing assignments at all (Buka, 2022).

Students' understanding of moral knowledge or character knowledge cannot be separated from Civics learning because basically the characteristics of Civics learning are values and moral education. So, in order for students to have the moral knowledge that teachers expect, in Civics learning, students must strive to think critically about any problems or challenges that occur in their daily lives so that they can build a democratic life.

Actually the PPKn learning process has been carried out well and generally can build the disciplined character of the PGRI Sukoharjo Vocational High School students. This is illustrated

in Civics teachers who carry out Civics learning to the fullest which refers to good teaching rules and guidelines (Adha et al., 2021). As well as providing learning so that students can understand well about the learning taught by the teacher. It is very necessary to update the concept and develop learning methods so that the expected character results are obtained (Syarifah, 2021).

Citizenship is one of the supporting pillars in building national character and identity which can be started by teachers teaching their students from basic education to higher education so as to produce good citizens and intelligent citizens as an effort to deal with existing developments. in this world (Rachman & Fitra, 2020a).

Civics learning is very necessary to shape the character of students with their competencies, which in the end can be relied upon for the benefit of developing disciplinary character. Habituation to do good, behave honestly, help each other, tolerance, shame to be lazy, shame to cheat (Aulia et al., 2021). Because character in a person is not formed instantly, but must be trained continuously, seriously and proportionately in order to achieve the ideal character form.

## CONCLUSION

During this Covid-19 pandemic The government issued a policy on how to implement learning in schools, namely through distance learning. It will be a challenge for teachers in order to achieve learning outcomes, especially in the effort of disciplinary character education for students. The results of PPKn learning research during the pandemic at SMK Negeri 1 Pematang Siantar can be concluded that the learning materials for improving the character of discipline have been good even though there are still a small number of students who lack discipline. Discipline of students can be seen from the forms of discipline, namely discipline in terms of punctuality, discipline in terms of tidiness, discipline in terms of behavior, and discipline in terms of environmental cleanliness. Efforts to shape the character of discipline in students at SMK PGRI Sukoharjo are the joint responsibility of the education staff. The PPKn learning process has been carried out well and can generally build the disciplined character of students at SMK Negeri 1 Pematang Siantar. This is illustrated in Civics teachers who carry out Civics learning to the fullest which refers to good teaching rules and guidelines. As well as students can understand well about the learning taught by the teacher.

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