

Implementation Of Citizenship Education As A Model For Student Character Development In Elementary Schools

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Abstract

Character education is the main foundation in building a generation of integrity in Indonesia. Through character education, students are not only given an understanding of moral values such as piety, faith, honesty, caring, and ethics, but also guided to embody them in daily behavior in accordance with the values of Pancasila. The subject of Civic Education (PKn) is a strategic vehicle in transforming character values to students, with the aim of forming democratic citizens with strong character. The implementation of character education through the subject of PKn in elementary schools has been carried out with careful planning by teachers, including the selection of character values to be developed and the integration of values in the introductory, core, and closing activities of learning. Assessment of the implementation of character education is carried out through three domains, namely cognitive, affective, and psychomotor, to ensure the success of character internalization in students. Amid the challenges of the era of globalization that erode morality, this study aims to analyze the implementation of civic education in shaping honest and responsible character in elementary school students. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The research results revealed that the success of the implementation of civic education is determined by the integration of three main aspects: planning, implementation, and evaluation, which involve the principal, civics teachers, and students in ongoing synergy.

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1. BACKGROUND

The implementation of education in Indonesia is based on Law Number 20 of 2003 concerning the National Education System, specifically Article 3, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to advance the nation's intellectual life. This demonstrates that education is not solely oriented toward cognitive aspects, but also toward the development of students' character and personality.

Over time, modernization and advances in information technology have had a significant impact on the mindset and behavior of Indonesian society (Suyadi, 2013). The influx of global values has led to a shift in values and morals, especially among the younger generation. This situation demands the strengthening of character education from elementary school as a foundation for developing individuals with noble morals and a national perspective.

One of the subjects that plays a crucial role in shaping national character is Civics Education (PKn). PKn not only teaches civics but also instills moral values, nationalism, responsibility, and democracy. According to Samsuri (2011), civics education is an effort to

prepare the younger generation to become citizens who possess the knowledge, skills, and values necessary for active participation in social, national, and state life. Thus, PKn plays a strategic role in instilling character values that are beginning to fade among students.

However, the reality on the ground shows that students' awareness of nationhood, statehood, and morals remains concerning. Many students still lack a grasp of the importance of national values and social responsibility, despite having received civics lessons in school. This situation highlights the need to improve the quality of civics instruction to be more effective in instilling character values in elementary school students.

According to Wiyani (2013), educational success is measured not only by intellectual intelligence but also by the teacher's success in developing students' emotional and spiritual intelligence. Therefore, teachers are expected to not only transfer knowledge but also instill moral values, ethics, and noble character through a meaningful learning process.

Character itself consists of three main dimensions, namely moral knowing (moral knowledge), moral feeling (moral feeling), and moral behavior (moral behavior). Good character reflects the unity of knowledge about goodness, the desire to do good, and the habit of doing good. Character education has a broader meaning than just moral education, because it emphasizes the habituation of good behavior so that students have the awareness, understanding, and commitment to apply it in their daily lives.

The implementation of character education in civics learning can be seen from the planning stage to the implementation stage. Siska et al. (2018) stated that planning for the integration of character values is carried out through the preparation of syllabi and lesson plans that include character values in learning indicators. During the implementation stage, character values can be implemented through various learning strategies such as lectures, discussions, simulations, demonstrations, and direct practice (Hardini, 2015). Furthermore, selecting the right learning media also significantly influences the effectiveness of the learning process and the success of instilling character values.

Recognizing the importance of moral and character education, educational institutions have a significant responsibility to integrate character values into every learning activity. Character education is a systematic effort to shape, develop, and guide students to behave in accordance with applicable norms and regulations, thus developing noble personalities and morals.

Based on this description, this study is entitled "Implementation of Character Education in Civics Learning in Elementary Schools." This study aims to describe how character values are instilled through the Civics learning process and the role of teachers in implementing them effectively in elementary schools.

2. RESEARCH METHODS

This research discusses the Implementation of Civic Education as a Model for Character Development of Elementary School Students. The type of research is a literature study. Zed in Rahayu's research (2018) said that the literature study method is a series of activities related to the method of collecting library data, reading, recording, and managing research materials. Rahayu added that literature studies are carried out by each researcher with the main objective of finding a basis/foundation to obtain and build a theoretical basis, a framework of thought, and to determine temporary assumptions or also called research hypotheses. So that researchers can group, allocate, organize, and use a variety of literature in their fields.

The data collection technique used was a literature study or document analysis. This study employed a descriptive qualitative approach, employing documentation study techniques. The data analysis was conducted qualitatively, describing the data descriptively based on existing facts.

3. RESULTS AND DISCUSSION

The moral development of children in Indonesia currently presents a concerning situation. Both lower and upper classes lack awareness and participation in maintaining the nation's

integrity and honor. Yet, elementary school education is the primary foundation for developing a strong national character and morals (Pertiwi et al., 2021).

Through subjects Citizenship Education (PKn), it is hoped that Indonesian children will be able to consciously improve and develop their morals. However, this effort is not solely the responsibility of schools; it also requires support from parents and the government in creating an educational environment conducive to character development in children.

Character issues essentially occur in almost every aspect of life—from families and schools to communities and even government agencies. Syam (2011) states that a character crisis can be seen in the various negative behaviors of citizens frequently reported in the mass media, whether in the form of legal violations, crimes, or other immoral acts. Therefore, education is the most effective field in addressing character issues, particularly through learning that emphasizes moral values and social responsibility.

The application of character values integrated into learning at school really helps principals and teachers in forming students with noble morals (*noble morals*). These character values include social, spiritual, honesty, responsibility, discipline, democracy, and independence. In the context of civics learning, the integration of these values is realized through two main aspects, namely planning and **implementation learning**.

In general, **Citizenship Education** aims to develop the potential of students to become Indonesian citizens with adequate insight, intellectual, social, and moral skills, enabling them to participate intelligently and responsibly in social, national, and state life. Civics also serves as a vehicle for developing intelligent, skilled, and character-based citizens who are loyal to Pancasila and the 1945 Constitution.

Character education needs to be introduced as early as possible, starting within the family and reinforced through formal educational institutions from elementary school onward. Successful character education during elementary school is crucial for shaping a child's personality throughout adulthood, as this is when they begin to distinguish between good and bad behavior. With proper guidance, children will develop good behavior, discipline, and high moral standards.

One of the important character values that must be instilled from an early age is politeness. Value is a noble tradition of the Indonesian people, passed down through generations. Good manners encompass good manners, etiquette, speech, behavior, and dress appropriately, all in accordance with societal norms. Because it is part of the nation's culture, good manners are an important indicator of social acceptance within the community.

The implementation of character education values in civics learning is carried out in accordance with the guidelines and plans established by the Ministry of Education and Culture (Kemendikbud). This implementation is based on basic competencies and learning indicators. When developing syllabi and lesson plans (RPPs), teachers are required to include the character values to be developed in each learning activity. This way, teachers can identify which character values need to be instilled through classroom teaching and learning activities.

In the implementation process, the application of character values can be done through various learning strategies, such as:

- (a) interactive talks,
- (b) demonstration,
- (c) discussion,
- (d) simulation, and
- (e) practical field learning experiences.

In addition to learning strategies, the selection of instructional **Media**. Appropriate media also has a significant impact on the success of the character-building process. The right media can increase students' motivation to learn while strengthening their understanding of the values being instilled.

Character education in PKn. This means that each lesson material automatically incorporates specific character values. Teachers develop lesson plans by linking behaviors and character values to indicators and learning objectives. During the implementation process, learning activities are carried out through three main stages:

1. **Advanced Level:** Teachers instill character values through apperception related to students' daily experiences, such as responsibility, discipline, and honesty.
2. **Core Activity Stage:** Character values are developed through providing examples, discussions, simulations, and group assignments so that students can directly experience the learning process that fosters positive attitudes and behavior.
3. **Closing Stage:** Teachers and students together conclude the character values that have been learned and reflect on what behaviors need to be further developed in everyday life.

Furthermore, **learning evaluation Civics** education, which focuses on character education, focuses on changing students' attitudes and behaviors. Evaluation is conducted through observation, weekly assignments, and learning projects that assess character development, such as responsibility, honesty, and cooperation. For example, students who are less active in group work are given additional responsibilities or self-reflection to encourage greater participation. Observations show that this kind of habituation can foster gradual positive attitude change.

Thus, it can be concluded that the implementation of character education through civics instruction in elementary schools plays a crucial role in shaping children with morals, discipline, and a strong sense of social responsibility. Character education is not solely the responsibility of teachers; it also requires synergy between families, schools, and communities to produce the next generation with strong personalities and noble morals.

4. CLOSING

Conclusion

Based on the results of the discussion regarding *Implementation of Character Education in Civic Education (PKn) Learning in Elementary Schools*, it can be concluded that character education has a very important role in forming students' personalities who are moral, responsible, and have a national spirit.

The implementation of character education is integrated into every stage of civics learning, from planning, implementation, to evaluation. **planning**, teachers prepare syllabuses and lesson plans that contain character values in accordance with basic competencies and learning indicators. At this stage, implementation values such as honesty, discipline, responsibility, cooperation, and courtesy are instilled through active learning strategies such as discussions, simulations, and hands-on practice. Meanwhile, at the evaluation, assessment is focused on changes in students' attitudes and behavior that reflect the application of character values in everyday life.

Implementation results demonstrate that civics learning can be an effective medium for instilling national character values. With consistent practice and role models, students demonstrate improvements in responsibility, discipline, and mutual respect. This demonstrates that integrating character education into civics learning can strengthen morals and improve the behavior of the younger generation from an early age.

Overall, the successful implementation of character education depends not only on teachers as the implementers of learning, but also requires active support from parents, schools, and the community. The synergy of these three elements is key to developing students who are intellectually, emotionally, and spiritually intelligent.

Suggestions

1. For Teachers

Teachers should continue to develop creativity in integrating character values into every aspect of civics learning. Using varied and contextual methods will help students understand character values more deeply and apply them to everyday life.

2. For Schools

Schools are expected to create a character-based school culture by instilling positive values through routine, spontaneous activities, role models, and habituation programs. Schools also need to continuously supervise and reflect on the implementation of character education.

3. For Parents

Parents are expected to be primary role models in instilling moral values and character within the family. Collaboration between schools and parents is crucial to ensure consistent character-building across the home and school environments.

4. For Further Researchers

It is hoped that future researchers will be able to conduct more in-depth studies on the effectiveness of certain learning strategies in instilling character values or examine the influence of character education on improving learning outcomes and students' social behavior.

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