

PKN TEACHER'S EFFORT IN THE FORMATION OF STUDENT CHARACTER IN MADRASAH ALIYAH MUALLIMIN UNIVA MEDAN

ABSTRACT
GEMALA WIDIYARTI, M.Pd

"Efforts Teachers Civics In the formation of Student Character at Madrasah Aliyah Muallimin UNIVA Medan". This research is motivated by the low level of character education of learners which become the cause factor of the lack of education of karkter during this time, because the learner is less or still low the character so that the character education needs to be applied to the learner, therefore the duty of the Civic teacher in school is to build and educating students through character education that can nurture the morale of students and practice it in daily life. The formulation of the problem in this research is (1) How is the implementation of Civics teacher in the formation of student character in Madrasah Aliyah Muallimin UNIVA Medan? (2) How is the method applied in terms of character formation of students in Madrasah Aliyah Muallimin UNIVA Medan? (3) What factors inhibit and support the formation of student character in Madrasah Aliyah Muallimin UNIVA Medan? The purpose of this research is to explain the Implementation, Method of Civic teacher in the formation of student character in Madrasah Aliyah Muallimin UNIVA Medan and factor and obstruct and support in the formation of religious character. Research conducted is included in qualitative research. In data collection, the researcher uses participant observation method, Interview and Documentation. Observations were used to obtain data on the implementation of the efforts of Civics teachers in the formation of religious character of students in Madrasah Aliyah Muallimin UNIVA Medan, while the method of interview and documentation used to explore data about methods and factors inhibiting and supporting the formation of religious character of students in Madrasah Aliyah Muallimin UNIVA Medan, and school infrastructure and documents. The results showed that the implementation of Civics teachers in the formation of characters that is by making syllabus and RPP, apply 5S habituation. The method used by the Civic Education teacher is a lecture that relates to the material to be taught, linking with the school's habits. Factors that support the efforts of PKN education teachers in the formation of the character that is the habit of daily behavior in the school, the awareness of students who grew from students to always do a commendable act in life, the existence of each teacher in the formation of the student's religious character, motivation and parental support as well as positive support from the environment. While the inhibiting factor is the social environment (association). The association of students outside the school, the lack of facilities and infrastructure to support the success of Civic teacher strategy in the formation of religious character in the students.

Keywords: PKN Learning, Character Education

1. INTRODUCTION

The sense of nationalism of the nation's children is increasingly decreasing into its own spotlight. Nationalism is not just about fighting against the colonists. Love of the homeland can also be said of nationalism. Because one of the essence of human beings as a nation and a state is loving the nation and its own country. As a good citizen should not have any reason not to love his people. Proud to be part of the Indonesian nation is one of the mild examples in the struggle of the state. Education is essentially a whole process of human development and development, therefore education programs must include education to know, education to do, and education to be (education for Becomes) which is the potential for moral education and behavior known as Citizenship Education (Civics). Through the education process, citizens can improve their quality of life, can solve problems in their life and the ultimate goal of this education is to form a character in accordance with the values of Pancasila that can be implemented in the life of society, nation and state.

Character that is consistent with the values of Pancasila is caution against God Almighty, honest, responsible, knowing their rights and obligations, independent, willing to help others, priority the interests of the people from personal interests, obedient and obedient to applicable law, have the attitude of tolerance to citizens other countries, discipline, care about the social environment, and have a spirit of nationality. This is the character that must be within the learners, as the next generation. But in fact, based on the results of the observations there are still students who lack character. This is evidenced by the fact that there are still students who violate school regulations that often come late to school, do not collect the task given by the teacher at the appointed time, cheat when the exam, throw garbage carelessly, skip school, and do not use

attribute or symbolic uniform equipment such as hats, ties, vests, student name identities, school identities, socks and waist straps. In addition, teachers who teach the class also less attention to the attitude of all students. Teachers only teach in class, explain lessons, give assignments or homework, and give exams. Teachers only provide cognitive or knowledge aspects only. But the teacher does not inculcate any affective or attitudinal aspects to the students. So the students just race to catch up to get good grades only.

This is what makes the attitude of the students are not considered by the teacher, because the teacher only prioritize or prioritize aspects of cognitive or knowledge only. In the classroom teachers have a time limit set in the curriculum KTSP is 2x40 minutes within a week. In such time allocation the teacher must complete the material to be taught that is contained in the Lesson Planning Plan (RPP). The prescribed time is used to teach the cognitive, affective and psychomotor aspects as well as in the learning activities. Means in teaching cognitive aspects, teachers also provide affective and psychomotor to students simultaneously. However, what is considered in the KTSP curriculum is only the cognitive aspects of the students who are assessed by the teacher. According Mulyasa (2013: 9) 6 argues that character education aims to improve the quality of education processes and outcomes that lead to the formation of characters and noble learners alike, and balanced, in accordance with the competency standards of graduates in each unit of education. Through character education students are expected to be able to independently improve and use their knowledge, review and internalize and personalize the values of the characters and the noble ahlak so that it manifests in everyday life.

2. RESEARCH METHODS

a. Places Penelitian

This research is done with qualitative approach, that is concerning about the condition that exist in the field which is studied, observed and based on the observation done. Qualitative approach is a research procedure that produces descriptive data through the disclosure of written or oral words of the people, specific events in detail and in depth and observed behavior.

b. Research sites

This research was conducted at Madrasah Aliyah Muallimin UNIVA Jl. SM. King of Medan.

This research is qualitative.

c. Population and Sample

According Sugiyono (2008: 115), 8 "Population is a generalization region consisting of objects / subjects that have certain qualities and characteristics. Then in the Defined by researchers to study and then drawn conclusions ". In this study population is all Mas students. Muallimin UNIVA

Medan, amounting to 396 and 2 Civics teachers teaching at MAS. Muallimin UNIVA Medan.

The sample is a part of the number and characteristics possessed by that population. If large populations and researchers are unlikely to examine everything in the population, so just take a few to sample. The sample in this study were representatives of the population According to Arikunto (2008: 116) 9 that: "if the population less than 100 is better taken all, whereas if the large population can be taken 10-15% or 20-25%. The population of students of class X MAS. Muallimin UNIVA Medan, more than 100 then the samples taken by researchers is 10% of the total class VIII amounted to 205 students ie 31 students, 2 Civics teachers and head MAS. Muallimin UNIVA Medan. Based on the description, the sample size in this research is 31

students of class X in MAS. MualliminUNIVA Medan, 2 Civics teachers and principals of MAS. Muallimin UNIVA Medan.

d. Data Collecting Technique

Observation

The use of this technique is direct observation to the Civics teacher as much as 2 people in the process of establishing the discipline character of the learners in MAS. Muallimin UNIVA Medan.

InterviewIs a data collection technique that is done by way of a question directly from the source data. This interview is addressed to Civics teachers, BK teachers and MAS heads. Muallimin UNIVA Medan.

Documentation

namely a data collection technique that is done through the recording of important documents related to aspects of research.

3. Results and Discussion

From collecting data that dilaukan, in fact the Civics are often viewed with one eye and underestimated and seem less interesting even boring because it is just so-so. This phenomenon must be taken seriously by PKN Educator community. This kind of thing should be made a challenge by developing Civics from various aspects both that concerning the process of learning, materials, learning methods, learning media and packaging. It takes seriousness to handle this Cnn which means needed development or actualization in order to really interesting and fun so effective in achieving its goals. One of the things that the researcher should note is the need to give the spirit of thinking. Although in the context of Civic position it is a companion goal but if it does not succeed in developing citizens' thinking (thinking) then the goal of Civics

will not reach the competencies expected. Giving the spirit of thinking in Civics requires a certain learning model, because not all models provide great opportunities for the growth of the spirit of thinking. Therefore, the learning model that gives students opportunities to develop citizenship way of thinking in Civics should be pursued in the learning process at every level / unit of education level from elementary to university. Giving the spirit of thinking in Civics will greatly assist the achievement of the expected competencies. The reason is on the goal is to form an intelligent personality as a citizen. Therefore, thinking habituation in learning process-roses is expected to be achieved competence. The direction of learning that gives the spirit of thinking is nothing but the accomplishment of so-called multiple intelligences.

To achieve the expected competencies as the curriculum demands of 2013 Civics teachers should pay attention to three basic components in Civic Education namely Civic knowledge, Civic values, Civic skills. If these three main components are given proportionally through the learning process it will meet the expectations as required through the 2013 curriculum changes whose direction is intended to improve and balance between attitude, skill and knowledge. Competence of Citizenship Education that includes: Civic knowledge, Civic values, Civic skills will not be achieved if teachers only emphasize on cognitive competence alone because it is new about civic knowledge. So from the above, then the role of teacher Pkn in changing the character of the nation hemdaknya must have an honest nature, commitment, competent, hard work, and consistent. If this sikap is in the body of the teacher, and can be streamed to all students, then character education will be easy to apply in schools through Pancasila and Citizenship Education.

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