

The Role of PKN Teachers in Providing Moral Education to Students in Class X.Ips 1 and X.Ips 2 SMA Negeri 1 Bilah Hulu

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Abstract

The purpose of the study was to find out the efforts made by civics teachers in providing moral education to students in class X.IPS1 and class X.IPS 2 SMA Negeri 1 Bilah Hulu and to find out the teacher's obstacles in providing moral education to students in class X.IPS1 and Class X.IPS 2 SMA Negeri 1 Blade Hulu. This research was conducted at SMA Negeri 1 Bilah Hulu from November to December 2021 using data triangulation. This type of research is in the form of descriptive with a qualitative approach. From the research results obtained from the literature and the distribution of questionnaires to respondents, namely very good 25 people (42%), good 10 people (17%), and enough 15 people (25%), not good 10 people (16%).

Keywords

The role of teachers; PPKn; moral education



I. Introduction

Everyone's teachers already know from the upper classes, as well as the lower classes that teachers are priceless unsung heroes who sacrifice their minds and hearts for the nation's children, even if they don't know who they teach, they still educate sincerely, and teachers work selflessly to impart knowledge to anyone teachers are able to understand good relationships and relationships with everyone, especially students and their parents. Teachers also have the main task of educating, guiding, and directing students towards a better direction. It can be said that teachers are also second parents for students, because having a teacher has a role for students. Teachers play a role in instilling character values in students when students are at school. School is an environment that greatly influences the growth and development of students' character. So the teacher, a person who gives lessons, gives value, as a director, and also as a coach to students, and teachers also have a great responsibility to students because the teacher is a source of knowledge for the provision of students in the future. Teachers are professions engaged in education and have the task of being educators at the level of kindergarten, elementary, junior high, and high school.

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

In the current pandemic, this nation has really lost its strength as a great nation. Where we know that the morals of this nation have been destroyed, when the rulers, teachers and students no longer live side by side, especially in the current pandemic situation, schools are closed because the corona virus is present in this world, especially in

Indonesia. Students / I are the pillars of the relay for Indonesia's future but at this time Students are actually taking actions that tend to lead to immoral actions such as skipping school, cheating, bullying, stealing, littering, disrespecting teachers, and parents, do not respect other religions and so on. The above problems very often occur in schools, and these problems are the actions of students who are immoral. Hereby the author raises a title based on these problems with the title The Role of PKN Teachers in Providing Moral Education to Students in Class X.IPS 1 and X.IPS 2 at SMA Negeri 1 Bilah Hulu. With the hope that students can have good morals in their daily lives, at home, at school, and even in the community.

II. Review of Literature

Methods this research uses a descriptive qualitative research approach. The location of the research was carried out at SMA Negeri 1 Bilah Hulu, Jln. Education No. 06, Aek Nabara, Bilah Hulu District, Labuhan Batu Regency, from October to December 2021. The primary data source obtained is from the interviewees secondary data sources obtained from the literature and the distribution of questionnaires to respondents. The research instruments used by researchers to collect data are:

1. Observation. Observation is the visit of researchers to SMA Negeri 1 Bilah Hulu
2. Questionnaire distribution. The distribution of questionnaires or questionnaires given to respondents, namely Students / I Class X.IPS1 and Class X.IPS 2 SMA Negeri 1 Bilah Hulu
3. Interview. Interviews were conducted with the resource persons, namely the PKN teacher of SMA Negeri 1 Bilah Hulu, Mr. Pardamean Simbolon S.Pd

The tool used to analyze the data is data triangulation according to (Creswell & Creswell, 2017 in Aslfansyur and Mariyani 2020) explain Triangulation in the form of information validity. Triangulation is used to build justification for related themes. If researchers are able to introduce themes that come from a collection of information sources or perspectives from participants, then this process will increase the reality while strengthening the validity of the study. And triangulation is also used to finalize the consistency of cross-methods, such as field observations or observations and interviews or using the same method, such as several informants being interviewed within a certain period of time in the explanation (Djam'an Satori & Komariah, 2011b) contained in(Alfansyur and Mariyani 2020)

III. Result and Discussion

According to the Law on the National Education System Number 20 of 2003, Chapter, Pasa 1 paragraph 6 in (Pancasila et al. 2021) that education personnel who have special skills as teachers, lecturers, counselors, learning caregivers, widyaswara, tutors, instructors, facilitators , and other designations related to expertise in their fields, and people who have contributed in carrying out education. Meanwhile, according to Djollong & Akbar, 2019 Teachers are an important component in improving the quality of education in (Pitaloka, Dimyati, and Purwanta 2021) so a teacher is a job or activity related to teaching activities for both children and the elderly which aims to educate and change someone in academics. , Here it can be seen that the teacher has a very important role, especially Civics teachers who become students' moral educators. in the journal(Pratiwi and Trisiana 2020)that the existence of Citizenship Education teachers is currently very

low with many children of the nation who lack moral education and teachers cannot be replaced with robots as a result of technological development. Technology can change the morale of the nation's children, but that's where the role of Civics teachers in creating morality is so great, it's just a matter of how we use existing technology to make easy learning methods. Furthermore, according to Kaelan (2014: 85) in (Feriandi 2017) revealed that "morals are teachings or advice, standards, a collection of rules, both oral and written about how humans must live and act in order to become good human beings. So morality is a rule that has been established based on the norms that apply in everyday life with the aim of humans being able to live as ethical and better human beings. The word moral comes from the Latin "mores" the word jama' from "mos" which means custom. In Indonesian, moral is translated with the meaning of decency. Here, morality means good and bad deeds based on society (Hamzah ya'qub in Amirullah syarbini 2016:27) in (Purnaningtias et al. 2020) So morality is a good deed that does not harm a person and oneself and can uphold one's dignity if the human being is moral.

Schools require institutions and formal sessions to gain moral knowledge According to (Hambali, 2015.b) in (Hudi 2017) Morals are divided into three, namely (1.moral knowing), to appreciate pure values (2.moral feeling) to carry out good morals (3.moral action). Because behavior and morality are not formed just like that or let a child develop as is. According to Setiawan (2006) in (Toni and Harahap 2020) Horizontal conflicts do not end, coupled with the destruction of public morality which is marked by the outbreak of student brawls, and drugs among students.

In school, students learn about morals, and moral lessons are found in PKN lessons, PKN teachers have a very large responsibility for the behavior and behavior of their students, not without risk of course. Although the perceived impact is not direct, it will affect the moral intelligence of students in the future so the role of PKN teachers in improving students' moral education is fairly good. In carrying out their duties and roles. There are several criteria for qualified teachers according to the indicators set by MA Syamsul Huda in (Pancasila et al. 2021) that is :

1. Teachers as planners
2. Teacher as initiator,
3. Teachers as motivators,
4. teacher as observer,
5. The teacher as an anti-character,
6. teacher as a model,
7. Teachers as evaluators,
8. Teachers as friends explore with students
9. Teachers as promoters so that children become true learners.

From the statement above, the researcher conducted interviews with the PKN teacher Mr. Pardamean Simbolon S.Pd as the resource person so that the researcher obtained responses from the informant and it can be analyzed that:

1. Citizenship Education teachers always instill moral education in students in the first Pancasila lesson, namely God Almighty by Believing in the existence of God Almighty, where students are always taught that before carrying out learning at school, pray first and also after completing learning also pray. In addition to praying, students of class X.ips1 and X.ips 2 who have just become students at SMA Negeri 1 Bilah Hulu are invited to carry out spiritual activities at school if they are Muslim. Activities are spiritual (Islamic spirituality) if Christian activities are Rohkris (Christian spirituality).) and if you are Catholic, the activity is Rohkat (Catholic Spiritual) these activities are carried out regularly every Friday after school.

2. Citizenship Education Teachers teach students to respect or tolerate Tolerance is one of the 18 values of national character that must be possessed by students in Indonesia, including early childhood. According to Nasution, learning the character of tolerance must be implemented from an early age because early childhood is an investment in the future for the family and the wider community, namely the homeland and nation (Fatimah, 2018).(Pitaloka, Dimyati, and Purwanta 2021). Tolerance can be broadly interpreted as the acceptance of all differences that exist in society both in religion, ethnicity, race and class. Because the motto of Indonesia is Bhineka Tunggal Ika, which
3. means that although they are different, they are still one, and must be upheld and applied by the Indonesian people, especially as students.
4. The Citizenship Education teacher also teaches to always take advantage of the favors/blessings given by God Almighty by means that students are always grateful to God at all times both in difficult and happy situations and also protect themselves by not fighting or fighting with friends, so that their bodies not hurt because God's creation must be guarded not destroyed
5. Citizenship Education Teachers Provide encouragement to students to always study seriously, and behave honestly, especially in learning not to cheat or imitate the work of their friends. Because honesty is very expensive today. The practice of cheating begins with the students' dishonest attitude. Stealing and doing other things that are not commendable, also stems from dishonesty with oneself and even more so with others.(Rochmawati 2018)honesty starts from small things such as doing assignments or exams by yourself without seeing other friends, because if the student does or answers the exam with the results of his own thoughts, there will be satisfaction that will be obtained by the student.
6. Citizenship Education teachers always instill moral education in students in democracy lessons through deliberation if in discussions for making a decision, they must respect the opinions of others. Opinions are suggestions or arguments submitted by each individual. Every individual with each other certainly has a different opinion and that difference must be able to be respected and appreciated in order to establish a harmonious relationship. The provisions for issuing such opinions are contained in the 1945 Constitution of the Republic of Indonesia Article 28 in(Susilawati et al. 2020)which reads: "Freedom of association and assembly to express thoughts verbally and in writing and so on as stipulated by law. So if there is a forum or meeting in the classroom, the student is taught to accept or listen to the opinions of others.
7. In modern times now many events occur between fellow students / I mock each other even to the point of committing physical acts of violence that can be called bullying. Citizenship Education Teachers have an important role in advising and directing students not to bully others, because according to Wiyani (2014: 12) in(Isman 2019)Bullying is "a bully, a person who annoys weak people" can be interpreted that bullying is an act that can damage someone's mentality and according to Craigh and Pepler (1998)(Purnaningtias et al. 2020)Bullying is said to be a negative act both verbally and physically carried out by the perpetrator to the victim by showing an attitude of hostility.
8. In addition to providing knowledge to students, Citizenship Education Teachers must also motivate students to be enthusiastic about learning seriously so that they can achieve their desired goals. According to (Winarni, Anjariah, & Romas, 2016) in(Andriani and Rasto 2019)Motivation comes from the word motive, which is a condition within the individual that encourages individuals to carry out certain activities, whether consciously or not, to achieve certain goals. This learning motivation

can also be interpreted (Monika & Adman, 2017) in (Andriani and Rasto 2019) namely as a driving force to carry out certain learning activities that come from within and also from outside the individual so that it fosters enthusiasm for learning

Researchers also use a Likert scale according to (Budiaji 2013) that the Likert scale is the use of the total score of the questions and the score of each question item. To see evidence that there is a role for Civics Teachers in providing moral education to students in grades X.IPS1 and X.IPS2 at SMA Negeri 1 Bilah Hulu and can be seen from the distribution of questionnaires by researchers and processed to obtain data analysis results, to see student morale.

Table 1. Percentage of students' questionnaire results in class X.IPS 1 and X.IPS 2

The number of students	Very good		Well		Pretty good		Not good	
	Amount	%	Amount	%	Amount	%	Amount	%
60	25	42	10	17	15	25	10	16

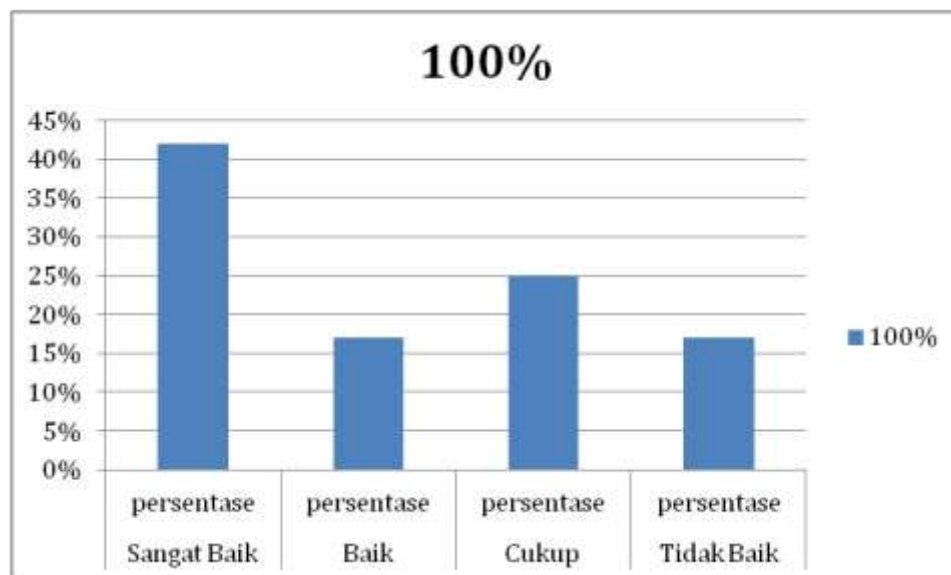


Figure 1. Percentage of students' questionnaire results in class X.IPS 1 and X.IPS 2

Based on the percentage data from 100% of students, the results show very good 42%, good 17%, enough 25%, and not good 16%.

Explain...

According to the results of interviews conducted by resource persons about the role of PPKN Teachers in SMA Negeri 1 Bilah Hulu, that students in class X IPS 1 and X IPS 2 have questionnaire results from student respondents, namely Very Good 25 people (42%), Good 10 people (17 %), Enough 15 people (25 %), Not good 10 orang (16%). So the role of Civics teachers is going well in SMA Negeri 1 Bilah Hulu but there are 10 (16%) students whose morals are not good because of the obstacles that Civics Teachers get to provide moral education, namely the lack of time to study. Civics in school is only 80 minutes in 1 week. If the 80 minutes is used to provide direction or guidance, Civics learning materials will not be conveyed to other students and Civics teachers cannot continue to monitor the moral development of students because of the lack of time to study

Civics. So the role of Civics teachers in improving the moral education of students / I grades X. IPS 1 and X. IPS 2 is still a bit good.

IV. Conclusion

Based on the results of the research and discussion, it can be concluded that: The role of the PKN teacher is very influential on changes in morals and attitudes in the daily lives of students in class X IPS-1 and X IPS-2. Teachers as motivators, teachers as observers, teachers as anti-nature, teachers as models, teachers as evaluators, teachers as friends exploring with students, and teachers as promoters for students. From the results of interviews conducted by resource persons about the role of PKN teachers in SMA NEGERI 1 BILAH HULU that students in class X IPS-1 and X IPS-2 obtained Very Good data 25 people (42%), Good 10 people (17%), Enough 15 people (25 %), Not Good 10 people (16 %). So the role of Civics teachers in improving the moral education of students/I grades X.IPS 1 and X.

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