Performance Evaluation of Citizenship Education Teachersin Strengthening Responsible Character in Students at Pelangi Primary School

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Abstract

This research aims to explore in depth how the performance evaluation of Pelangi Elementary School Civics teachers influences the strengthening of the character of responsibility in students, by adding qualitative research methods. Qualitative research methods were used to gain deeper insight into the experiences and perceptions of teachers and students related to Civics learning and the formation of responsible character. Through qualitative data analysis, this research identifies effective strategies in improving the quality of Civics learning and forming responsible characters in Pelangi Elementary School students. Evaluation of Civics teacher performance includes the teacher's ability to deliver material, interaction with students, and contribution to school development. Strategies for strengthening responsible character include problem-based learning approaches, discussions and debates, positive behavior models, use of technology and media, and extracurricular activities. It is hoped that the results of this research can provide a valuable contribution to the development of citizenship education and character formation of Pelangi Elementary School students.

I. Introduction

Education is the main pillar in a country's development, and teachers play a key role as the front guard in the educational process. The quality of education really depends on the quality of teachers because they have a very important role in shaping the character and knowledge of students. Thus, teacher performance evaluation becomes an inevitable aspect in efforts to improve the quality of education. (Ikhlas, 2022)

In the era of globalization and technological advances, demands for the quality of education are increasingly high. Teachers are not only expected to deliver lesson material well, but also to be learning facilitators who are able to develop students' creativity and critical thinking. In this context, teacher performance evaluation becomes a vital instrument to ensure that the learning process runs optimally. Hartono et al (2023)

However, challenges arise in designing effective and sustainable teacher performance evaluation models and methods (Ikhlas, 2020). Sari, N et al (2023) argue that a comprehensive approach is needed to measure various aspects of teacher performance, including teaching ability, interaction with students, curriculum development, and contribution to overall school development.

Teacher performance evaluation has a very important role in accelerating and ensuring the quality of education. This process not only provides an overview of individual

performance, but also creates a foundation for continuous improvement in the Education system (Aditya & Ismanto, 2020). Through evaluation, teacher strengths and weaknesses can be clearly identified, providing the basis for targeted professional development. Improvements in the quality of teacher teaching directly correlate with student achievement, creating an inevitable link between teacher evaluations and learning outcomes. Additionally, teacher performance evaluations build accountability and responsibility in their teaching practices, support effective school management, and provide valuable data for designing better education policies.

Citizenship education has a vital role in forming the attitudes, values and character of responsible citizens, however, evaluation of teacher performance in this context is still a concern. The lack of effective methods to measure responsibility characteristics in the context of formal education is a major challenge.

The factors that are the focus of this research include various aspects. The first is the teaching method used by Civics teachers. Using an approach that is interactive, contextual, and relevant to students' daily lives can influence the way students understand and accept the concept of responsibility. Apart from that, the availability of resources such as appropriate textbooks, relevant teaching materials, as well as technological and infrastructure support are also important considerations in evaluating teacher performance.

The school environment also plays an important role in shaping student character. A school culture that encourages active participation, collaboration between students, and rewards responsible behavior can make a significant contribution to the formation of responsible character in students. In addition, the level of support and guidance provided by school management to Civics teachers can also influence their performance in strengthening student character.

Next, it is important to pay attention to the professionalism aspect of Civics teachers. Training and professional development related to effective teaching strategies, performance evaluation, and character development can help teachers improve their ability to form responsible characters in students. In this context, teacher performance evaluation includes not only students' academic results, but also their character development.

By paying attention to these factors holistically, this research aims to identify best practices in evaluating the performance of Pelangi Elementary School Civics teachers. It is hoped that the results of this research can provide valuable guidance for educational policy makers in increasing the effectiveness of Civics teaching and strengthening the character of responsibility in Pelangi Elementary School students.

II. Review of Literature

2.1 Teacher Performance

Performance is a translation of the word "performance". Etymologically, performance comes from the word "to perform" which means to display or carry out. Performance (work achievement) is the quality and quantity of work results achieved by an employee in carrying out the duties assigned to him. Mangkunegara (2009). According to Pariata Westra, performance is defined as the result of work or the implementation of work tasks. According to August W. Smith, Performance is output derived from processes, human or thermal, that is, performance is the result of a process carried out by humans. (Suharsaputra, U, 2010)

Teacher performance is the result of real work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him

which includes preparing learning programs, implementing learning, carrying out evaluations, and evaluating evaluations. (Rusman, 2013)

2.2 Civic education

Citizenship Education is a field of study that includes knowledge, attitudes and skills related to citizenship. In general, Citizenship Education has a clear vision and mission. The vision of Citizenship Education is to create a learning environment that supports the formation of national character (nation and character building) and the empowerment of citizens. Meanwhile, its mission is to form responsible citizens, namely citizens who are able to carry out their rights and obligations in the context of national and state life in accordance with the principles stated in the 1945 Constitution.

According to Sapriya (2007), Citizenship Education (PKn) includes several basic foundations. First, the main foundation is the Unitary State of the Republic of Indonesia. Then, the philosophical basis is Pancasila, while the normative basis is the 1945 Constitution. Apart from that, there is also a psychological basis related to citizen behavior.

Furthermore, Udin Winataputra (2008) stated that the formulation of Civics objectives is in line with the competency aspects to be developed in Civics learning. These competency aspects include civic knowledge, civic skills, and civic dispositions. This opinion is in line with the concept of Benjamin S. Bloom's cognitive learning theory which divides the learning domain into cognitive, psychomotor and affective domains.

2.3 Responsible Character

Responsibility is one of several attitudes that are values in character education. Responsibility is a person's attitude and behavior to carry out their duties and obligations (Sri Narwanti, 2014). Responsibility is an attitude of being ready to choose a choice that you want to make in life, and being ready to face the consequences of the choice that has been made. Thus, everything that has been done should be considered in depth first and not rushed. Because an irresponsible person according to Facthul Mu'in is a person who has low self-control, is hasty in choosing an option. (Fatchul Mu'in, 2014)

III. Research Method

The research method used to look at the teacher performance evaluation process in strengthening the character of responsibility in students at Pelangi Elementary School is using the Qualitative Research Method (Sugiyono, 2019). Qualitative research is research aimed at describing and analyzing people's thoughts individually and in groups. Qualitative research is inductive, that is, the researcher allows problems to emerge from the data or is left open to interpretation. Data was collected through careful observation, including descriptions in detailed context accompanied by notes from in-depth interviews, as well as the results of document and note analysis. On this basis, qualitative research can be interpreted as research that does not carry out calculations.

IV. Result and Discussion

4.1 Evaluation of the performance of Civic Education (PKn) teachers

Evaluation of the performance of Pelangi Elementary School Citizenship Education (PKn) teachers in strengthening the character of responsibility in students at school is a relevant and important topic in the current educational context. Civics has a central role in

forming civic attitudes and values that are essential for students to become responsible members of society. In this context, teacher performance evaluation becomes an important instrument in ensuring the effectiveness of Civics learning in achieving these goals.

First of all, evaluating the performance of Pelangi Elementary School Civics teachers must pay attention to the teacher's ability to deliver material in a way that is interesting and relevant to students. Teachers need to be able to use diverse and interactive learning approaches to help students understand the concept of responsibility in the context of citizenship. Evaluation must also include the teacher's ability to design and adapt the Civics curriculum to suit student development and needs and strengthen the character of responsibility.

Apart from that, evaluating the performance of Civics teachers must also take into account the teacher's interactions with students in guiding them to understand and apply the values of responsibility in everyday life. Teachers who are able to build good relationships with students, provide encouragement, and provide real examples of responsibility will have a positive impact on the formation of students' character. Evaluation may include direct observation of teacher-student interactions and feedback from students about their learning experiences.

Furthermore, evaluating the performance of Pelangi Elementary School Civics teachers in strengthening the character of responsibility in students also needs to consider the teacher's contribution to overall school development. Teachers who are actively involved in extracurricular activities, social projects, or initiatives to strengthen ties between school and community can expand the impact of civics learning beyond the classroom. Evaluation can involve assessing teacher participation in school activities and its impact on the formation of responsible character in students.

Teacher Performance Evaluation Models Can Be Designed to Cover Crucial Aspects Such as Teaching Ability, Interaction with Students, Curriculum Development, and Contribution to Overall School Development.

An effective Pelangi Elementary School teacher performance evaluation model must be able to provide a holistic and accurate picture of various aspects of teacher performance which include teaching ability, interaction with students, curriculum development, and contribution to overall school development. The following are several components that can be included in the evaluation model design (Dina et al (2022); Huda (2022))

1. Teaching Ability
a. Teaching Methods: Assess the diversity of teaching methods used by teachers to achieve learning goals. This includes approach, strategy and creativity in delivering material.
b. Evaluation of Teaching Effectiveness: Measures the extent to which teachers can achieve learning objectives and deliver material in a way that students can understand and enjoy.

2. Interaction with Students
a. Teacher-Student Relationships: Evaluates the quality of interpersonal relationships between teachers and students, including the teacher's ability to build trust, listen, and provide support to students.
b. Responsiveness to Student Needs: Measures the extent to which teachers are able to respond to individual student needs and learning styles.

3. Curriculum Development
a. Curriculum Design: Evaluate teachers' contributions in designing a curriculum that is appropriate to student development and community needs.
b. Curriculum Implementation: Assessing the extent to which teachers are able to implement the curriculum effectively in the learning process.

4. Contribution to School Development
a. Participation in School Development: Measures the extent to which teachers actively participate in school development activities, such as training, discussions, and quality improvement initiatives.
b. Involvement in School Projects: Assess teacher contributions in school development projects that can improve the learning atmosphere and produce positive change.

5. Self-Evaluation and Professional Development
a. Self-Reflection: Evaluate teachers' ability to self-reflect on their teaching practice and identify areas for development.
b. Participation in Professional Development Activities: Assess the extent to which teachers actively participate in training and self-development activities to improve their professional competence.

By incorporating these elements into evaluation models, we can measure and encourage the holistic development of teachers, create better learning environments, and contribute to improving the overall quality of education. This model must be flexible, adaptable to the needs of different schools and educational contexts. This makes it possible to evaluate not only aspects of direct teaching, but also teacher-student interactions, teachers' contributions to curriculum development, as well as their role in strengthening ties between school and community. Effective evaluation will help support the professional development of Civics teachers and increase the effectiveness of learning in forming responsible characters in students.

4.2 Strengthening the character of responsibility in students throughCivic education

Character education deserves to be implemented through citizenship education in building the morals of the younger generation. Citizenship education is a subject that focuses on developing a person to understand and be able to carry out their rights and obligations in order to become an intelligent, skilled and characterized citizen who reflects the values of Pancasila and the 1945 Constitution. Therefore, citizenship education has an important role in cultivating character in the school environment. Character education is carried out by applying Pancasila values, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievements, communicative, love of peace, like reading, environmental care, social care, and responsibility. (Corina, S 2022)

There are several strategies that can be used by Civics Education (PKn) teachers in strengthening students' responsible character at school, including several effective approaches:

1. Problem Based Learning Approach

The Problem Based Learning Approach (PPBM) in the context of Citizenship Education (PKn) involves a process where teachers guide students in identifying, analyzing and solving problems relevant to the theme of citizenship. Through this approach, students are given the opportunity to respond to real issues in society and develop a deeper

understanding of their responsibilities as active and caring citizens. By collaborating in teams or small groups, students learn to think critically, make responsible decisions, and formulate sustainable solutions to civic issues facing their communities. Through this process, PPBM not only helps students strengthen their responsible character, but also develops the social, leadership and empathy skills needed to play an active role in building a better society.

2. Discussion and Debate

Discussion and debate in Citizenship Education (PKn) learning is an effective means of encouraging students to actively participate in understanding citizenship issues and social responsibility. The challenge lies in ensuring that discussions and debates take place productively, respect diverse views, and encourage critical thinking. Teachers need to effectively manage group dynamics, facilitate the constructive exchange of ideas, and ensure that each student feels heard and valued. Apart from that, another challenge is to ensure that discussions and debates do not only lead to aimless arguments, but also result in a deeper understanding of civic values, the ability to argue, and the ability to empathize. By utilizing discussion and debate effectively, Civics teachers can create a learning environment that allows students to develop critical, tolerant and responsible attitudes in responding to civic issues. Assigning Responsible Assignments: Teachers can assign assignments that require students to be responsible for their own work, both in terms of submitting assignments on time and collaborating on group projects. Through this practical experience, students can strengthen their understanding of the importance of responsibility in achieving goals.

3. Positive Behavior Model

The Positive Behavior Model in the context of Citizenship Education (PKn) involves teachers as good examples of responsibility and responsible citizenship. The challenge is to ensure that teachers consistently demonstrate behavior that is consistent with the values taught in Civics, such as integrity, honesty, active participation in society, and concern for the environment. The importance of consistency in teacher behavior may also influence how students perceive those values. In addition, teachers must also be able to identify opportunities in daily activities in the classroom or outside the classroom to demonstrate positive behavior and provide real examples of how responsibility and citizenship are realized in practice. By being a positive and consistent model, Civics teachers can have a strong impact in shaping students' character and strengthening their understanding of their responsibilities as responsible citizens.

4. Use of Technology and Media

The use of technology and media in Citizenship Education (PKn) learning plays an important role in presenting material in an interesting, interactive and relevant way for students. The challenge is to ensure that technology and media are used effectively to integrate the concepts of responsibility and citizenship into students' learning experiences. Teachers need to select and use appropriate technological tools, such as videos, multimedia presentations, or online platforms, to support Civics learning. In addition, teachers must also ensure that the use of technology and media is not only aimed at entertaining, but also to facilitate students' understanding of concepts and critical thinking about their responsibilities as citizens. By using technology and media wisely, Civics teachers can enrich students' learning experiences and help them relate civics concepts to the real-world situations they face.

5. Extracurricular activities

Extracurricular activities in the context of Citizenship Education (PKn) at Pelangi Elementary School are an additional opportunity for students to develop the character of responsibility and citizenship outside the classroom environment. The challenge is to ensure that the activities are creatively designed and relevant to the Civics theme, and encourage active student participation. Civics teachers need to initiate or be involved in activities such as social clubs, volunteer activities, or citizenship projects that enable students to apply the values of responsibility and citizenship in real action. In addition, it is important for teachers to provide support and guidance to students during these extracurricular activities, as well as ensuring that they understand the relationship between these activities and learning in the classroom. Through extracurricular activities, students can broaden their understanding of their responsibilities as responsible citizens and develop the social, leadership, and empathy skills necessary to actively participate in society.

By implementing these strategies consistently and integrated in Civics learning at Pelangi Elementary School, teachers can be effective in strengthening the character of responsibility in students at school, helping them become responsible citizens who care about society.

V. Conclusion

The important role of teachers in forming civic attitudes and values in the younger generation. Evaluation of the performance of Civics teachers at Pelangi Elementary School is an important instrument in ensuring the effectiveness of Civics learning at Pelangi Elementary School in achieving these goals, by paying attention to the teacher's ability to deliver interesting and relevant material, interaction with students in guiding them to understand the values of responsibility, and contribution. teachers towards overall school development. Strategies such as problem-based learning approaches, discussions and debates, positive behavior models, use of technology and media, and extracurricular activities can be used by Civics teachers to strengthen students' responsible character. By applying these strategies consistently and integrated in Civics learning, teachers can be effective in helping students at Pelangi Elementary School become responsible citizens who care about society, thus having a positive impact in forming a generation with integrity and contributing to the nation's progress.

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