

THE ROLE OF THE TEACHER IN IMPROVING THE COMMUNICATIVE CHARACTER OF ELEMENTARY SCHOOL STUDENTS THROUGH PKN LEARNING AT SDN 03 PABUARAN CIBINONG

Khaidir Fadil & Rahmawati
Universitas Ibn Khaldun Bogor
khaidir.fadil@uika-bogor.ac.id , rahmamae01@gmail.com

Abstract

This study aims to describe the teacher's role in improving the communicative character of the Civics learning process at SDN 03 Pabuaran . Cibinong is a type of qualitative research that uses descriptive methods to describe the teacher's role in instilling communicative values into Civics lessons . To obtain research data, researchers used two sources, namely primary data and secondary data. Primary data sources used by primary information sources are Civics subject teachers . Secondary data in the form of journals and books. Data collection techniques used are observation and interviews. The data analysis technique uses interaction model analysis according to Miles and Huberman , namely data reduction (data reduction) , data representation (data representation) and plotting results (validation). The results of this study indicate that the teacher has carried out his role as a learning resource, facilitator, class manager, demostator , mentor, motivator and evaluator both inside and outside of learning. In addition, the teacher always guides and guides students who cannot show communication personality, by always inviting students to participate in discussions, then creating heterogeneous study groups, helping students who have difficulty expressing opinions orally and in writing. As well as reminding students who still do not speak well and politely to teachers and peers

Keywords : *Teacher Role, Communicative Character, PKN Learning*

INTRODUCTION

Education is very important to prepare students with good attitudes, knowledge, intelligence and skills. With education, it will be a bridge for children to turn science on. In fact, the purpose of education has been explained in the preamble to the 1945 Constitution and is also explained in the law. Thus, learning takes place in

schools to achieve the stated goals. Through learning, children will be informed to become critical thinkers (Handayani et al., 2022).

Citizenship Education is one of the important subjects that helps students understand and apply the values, rules and norms that exist in society. The topic also focuses on creating extraordinary citizens and understanding the rights and responsibilities of being good, intelligent citizens as regulated in Civil Rights, Pancasila, and the 1945 Constitution. In order to deliver related materials, teachers need learning media that support this learning process. sehin gga this learning process so that the material can be delivered properly and the learning objectives are achieved.(Rahmayanti et al., 2021.)

Citizenship Education (PKn) should be an important lesson. Not considered as a side issue, civic education is no less important than other issues. Citizenship Education is a subject that generally aims to develop the potential of every Indonesian citizen to have adequate knowledge, attitudes, and citizenship skills, and enable them to participate intelligently and responsibly and responsibly in various social, national and state lives. .(Desfriyati et al., 2022)

Elementary school (SD) is the first step for students to gain knowledge. One of the subjects that students will learn in elementary school is the subject of Citizenship (PKn). Citizenship Education in Elementary Schools plays a very important role in improving the quality of education in order to educate students to be creative, think critically , responsively and innovatively. (Lisnawati et al., 2022),

Citizenship is very important for the formation of student personality. Civic education in elementary schools has a strategic role in increasing the potential of students to become good and democratic citizens in accordance with Pancasila and the 1945 Constitution. Related conditions are not infrequently countries are less active in understanding and maintaining the unity and integrity of the state. It is primary school education that can be the first step to building a student's foundation for good citizenship. Therefore, the management of civic education in elementary schools can be a special driving force in the formation and development of the personality and quality of students on behalf of the nation and state.(Dewi et al., 2022)

Teachers are one of the determinants of the education system, according to paragraph 3 of the 2003 National Education System Law, “Teachers who work in primary and secondary schools are called teachers and educators who work in universities are called lecturers. This can help students to form a personality, mature intellectually, emotionally, socially, physically, mentally and morally. In addition, it can develop character values through 3 fields: Affective (attitude), cognitive (knowledge) and psychological (skills). If the teacher succeeds in creating 3 domains for students, it can be said that the teaching provided by the teacher has succeeded and has brought out the potential, personality, intelligence, qualities and noble skills of the students.(Sabir et al., 2022.)

It is the teacher who is at the forefront of creating quality human resources . Teachers interact directly with students in the classroom through the teaching and learning process. Educating quality students in terms of academic abilities, skills , emotions, morals and enthusiasm is in the hands of the teacher. Teachers will educate future generations to be ready to face the challenges of the times. Therefore, qualified, competent and enthusiastic teachers are needed.(Dumako, 2022.)

The role of Pancasila and the Citizenship Teacher is indispensable in addition to education and training. In addition, civics teachers have a strong relationship with the cultivation of character values so that students become better individuals. The application of Pancasila values is associated with the participation of the state, state institutions and the community environment so that they become good citizens, namely citizens with high morals, noble character, ethical expectations different from other countries. (Hendri, 2020). Mayasari explained that citizenship teachers have a very important role in shaping and developing students' personalities so that they can become an orderly society (*good*) *citizen*), not just *good citizen* but also *smart citizens* . Smart citizen or citizen intelligence that needs to be possessed include intellectual, social, emotional, and spiritual intelligence. This intelligence helps students think logically so that they can become responsible individuals and think about what to do first.(Batubara et al., 2022)

The educational process in teacher-led schools is one of the critical success factors for any educational endeavor. The teacher in his capacity as a teacher or

educator must have the appropriate learning capacity or capacity to improve the quality of learning. Teachers play an important role in helping students develop to achieve their best life goals. The interests, abilities, talents, and potential of a student cannot be developed optimally without the help of the teacher. In this case the teacher must approach each student individually, because there are very basic differences between one student and another. The role of the teacher in the learning process has a very strategic position. Teachers need to be more active and creative in improving the learning process for students. In learning, teachers must continuously improve learning and develop learning models that are appropriate to the subject. (Hardiana Oktaviasari & Rahmatika Chalimi, 2022)

Character education is a topic that is widely discussed in the world of education today. Education is a process in which there are rules and procedures that every student must have. All students have the same responsibility in the learning process. (Zaenuri & Siti Fatonah, 2022) Character education is an effort to develop children's minds physically and mentally. The implementation of character education requires the synergy of all education sectors, including the government, principals, teachers, curriculum, infrastructure, and the community. Government agencies take over national policy an important part of management. Provide appropriate competencies for teachers , equipment components and supporting infrastructure . (Fitri Amalia et al., 2022)

Character is the key to the birth of Indonesian children who are talented and willing to develop. Currently the education process in Indonesia is only formed and implemented in terms of knowledge, minimally applied in learning in terms of character education . It is often found that students have good grades in religion and citizenship, but do not have good character values. Character education is a vital need that needs the attention of all parties, which is very urgent. Strengthening character education for students is very important in the world of education. The community's unrelenting support for the importance of character education shows dissatisfaction with the quality of education. Character education is considered as a way out of the current educational gap. The decline in the moral quality of human life in Indonesia

today, especially among high school students, requires character education. (Sinta et al., 2022)

The world of education today plays an important role in building the personality of students, but in reality there are still many shortcomings. This is our struggle as educators. The formation of character has a tremendous purpose of a real education system. Pancasila is an example in an effort to build the character of the nation, because if the values of Pancasila are not implemented it will have a negative impact on the Indonesian state. Therefore, education is an effort and a step forward to instill the character of the Indonesian nation; one of them is in school through civic education . that PPKn must play a role in spreading the character of the nation as a curriculum. as a formal educational and training institution. This habit has developed as a socio-cultural movement that serves national mass mobilization and political education for organizers, state leaders and members of socio-political organizations. (Angga et al., 2022)

any subject . Teaching materials about standards or values in each subject need to be developed and incorporated into everyday life. Thus, the value of learning personality does not stop at the cognitive level, but also refers to students' real experiences in everyday life in society. (Wayan et al., 2020)

the Ministry of National Education has identified eighteen characteristics that teachers must practice in the learning process: 1. . Religious are obedient attitudes and behavior in carrying out the teachings of their religion , as well as tolerance for other religions, 2. Honesty is an attitude that can be trusted in words and actions 3. Tolerance is attitudes and actions that respect differences in religion, ethnicity, race, opinion, attitudes, and actions of others 4. discipline is an action that shows orderly behavior and obeys various applicable rules and regulations, 5. hard work is an attitude and behavior that never gives up in an effort to achieve goals 6. creative is thinking and doing something to produce something new from something that has been owned 7. Independent is an attitude and behavior that is not easy to depend on others in completing the tasks given 8, Democratic is a way of thinking, acting, and acting that assesses the rights and obligations of himself and others 9 Curiosity is an attitude and action that is always trying to find out more deeply or know ui novelty, 10. national

spirit is a way of thinking, acting, and having insight that places the interests of the nation and state above personal and group interests, 11. love for the homeland is a way of thinking, acting, and having a national perspective always loyal to the homeland, 12. Appreciating achievement is an attitude and actions that seek to produce achievements or achieve success and appreciate the success of others, 13. Friendly/communicative are attitudes and actions that are open in establishing relationships and communicating with others, 14. Love of peace is an attitude and action that prioritizes peace and tranquility together, 15. Love to read is the habit of taking time to read or dig up information through reading media for the benefit of himself and the people, 16. Caring for the environment is a way of thinking, acting, and having insight that puts the interests of the nation and state above the interests of themselves and their groups, 17 social care is the attitude and action of wanting to provide assistance to other people and communities in need. Finally , no. 18 Responsibility is the attitude and behavior to carry out their duties and obligations as well as possible.(Santika, 2022.)

Communicative character is an attitude or action that pays attention to the pleasure of talking, socializing, and cooperating with other people. The communication approach is about other people, where there is clear communication so as to create a comfortable atmosphere when working together. In learning at school, this communicative attitude can affect students' ability to discuss in groups, requiring students to be able to communicate well with other students, so as to create a positive discussion atmosphere. Through communication, students can discuss, develop and direct their desires and ideas, both orally and in writing. Through communication, students can construct new knowledge from the transfer of knowledge provided by the teacher.(Mimbar et al., 2018)

In the context of learning, communication skills can be understood as skills that must be possessed and mastered by students, because the purpose of these skills is to find as much information as possible and convey information to the public, both orally and in writing. Communication in teaching will make teaching more effective because communication is established between teachers and students or between other students to achieve learning objectives. Therefore, communication related to the learning process is not only how teachers communicate teaching materials, but also

how students become whole individuals, such as solving problems together in groups and encouraging mutual learning among them. other students. The higher the student's access to communication, the bigger the student's picture, because it is easier for students to communicate their ideas or ideas. This is in accordance with the research of Putri et al (2014: Volume 3) which states that an increase in one's communication attitude can be observed in students who are more active in asking questions and expressing opinions in group discussions. Students are also accustomed to asking other students questions, expressing their views, and responding to comments in response to questions. So, if students get used to developing communicative attitudes towards students and if students can form communicative attitudes within themselves, students will understand and be able to more quickly understand and be able to solve learning topic problems, especially in PKN subjects. cognitive aspects. Students with a communicative approach can feel confident in communicating their ideas or views during learning at school and in their social environment. Students with a communicative approach will be able to solve problems in later learning, especially in the main competencies of PKN knowledge, because according to 6 research results, communication attitudes are part of personality development and have a positive relationship. also provide feedback, express ideas, opinions and dare to ask questions when students have difficulty with subject details. The lack of student communication skills is a challenge for educational institutions in creating a generation that dares to speak and dare to appear in public. (Putri, 2020)

Based on the results of the first observations made at SDN 03 Pabuaran In Cibinong , it is known that students are beginning to acquire communication skills, although only to a certain extent. When group work is given, there are students who are actively completing it, but there are still students who do not share their ideas. When asked to present the results of their work, some dared to present their results, but there were still a few who did not dare to share their results .

For this reason, researchers want to conduct research in the field of civic education about the value of a communicator which is applied through learning in schools. By using this communicative nature in this learning activity, the researcher hopes to use it

both in school and in everyday life to educate students to have good communication skills.

RESEARCH METHODS

This research is a qualitative research using descriptive method to determine the teacher's role in instilling communicative values in Civics learning . In Muh Fitrah and Lutfiye, qualitative research is a research process that uses descriptive data in oral or written form from observable people and actors. An attribute is something related to the quality, value, or semantic aspect behind the event. A quality, value, or meaning that can only be expressed and described in linguistics, language, or speech (Zaenuri & Siti Fatonah, 2022). The research conducted was a study of the teacher's role in developing students' communicative personality. The subjects of the research school were students of SDN 03 Pabuaran , Cibinong District who applied the learning process using the 2013 Curriculum which applied Character Education in Learning. This research was started from November 12 to November 20 by using via whatapp / indirect interviews. Primary data sources used by primary information sources are Civics subject teachers . Secondary data in the form of journals and books. Data collection techniques used are observation and interviews. The data analysis technique uses an interaction model analysis technique according to Miles and Huberman , namely data reduction (data reduction), data presentation (data visualization) and conclusion drawing (verification).

RESULTS AND DISCUSSION

The data obtained in the study were guided by three indicators, namely barriers to socialization with teachers and peers, social skills using verbal and written communication, and being polite when talking to teachers and peers.

Barriers to Socialization with Teachers and Peers

Based on the results of observations What the researchers did was that there were students who were afraid to answer the teacher's questions and lowered their heads, and there were also students who had difficulty getting along with their peers

because of shame. and students who tend to be less sociable. They go out or play with their classmates, but only with friends they feel close to, so students who do not have social skills find it difficult to integrate with their peers. Although children tend to play *gangs* with their close friends, the factor behind all children playing gangs is their comfort factor, or the fact that they enjoy playing with certain people more than playing together .

Based on the results of interviews with teachers at SDN 03 Pabuaran , according to Ms. Nünung , improving the nature of student communication at school is to talk more with students and teachers, and at the same time teachers must be open with children. so that they are motivated to talk to the teacher as well as their peers . If students still have difficulty expressing the contents of their thoughts and words that can be expressed by writing in books, then all that needs to be done is to overcome students associating with friends, which are considered close to the comfort factor or by creating heterogeneity. Group learning by creating class groups for each lesson taught. Then give advice to students or understand that friendship is for everyone because we are social humans who need each other.

Social Skills Using Verbal And Written Communication

Students of SDN 03 Pabuaran , apart from experiencing teaching and learning activities in class, also participates in extracurricular activities such as sepak takraw, pencak silat , scouts (compulsory extracurricular), volleyball and dance . Indeed, there are many students who have potential in these activities where extracurricular activities are also encouraged by the school to develop their potential. After increasing the stimulation to develop students' communicative personality, the teacher offers the right strategy for each class depending on the situation . So that students are not bored in the learning process, they are given the opportunity to speak and act. In higher grades, games that stimulate student communication are often carried out through informal discussions, for example students are encouraged to express their views on the characteristics of organisms, so that students can exchange ideas and information in class.

According to the teacher at SDN 03 Pabuaran In addition to helping teachers at school so that children dare to express their hearts, parents must introduce

communicative characters from an early age, if they are used to it since childhood, children will not be afraid to express what they feel. Teachers also like to give gifts and praise. However, if you encounter a child who has difficulty expressing his feelings, don't force him to tell a story, then the teacher instructs the student in the language that the student usually uses, don't blame the student's opinion because it has an effect. If teachers blame in conveying their opinions, then the child will lose confidence in the future.

Be polite when talking to teachers and peers

response when he heard the students talking that was not good was to call the student and ask the child the meaning of the dirty word, then when he knew that the words were not good the teacher advised that it was not good to talk to friends saying the word dirty. The teachers also emphasized, don't scold or reprimand the child in front of many people, talk slowly and then give advice in soft language, because if the child is scolded, the child will be even bolder. lest the dirty words stick in his mind and become a habit that is repeated while speaking. Because if it has become a habit, it will be more difficult to advise, then at the beginning of the semester the teacher also makes a kind of commitment that must be obeyed in acting, of course with the approval of the homeroom and class members. In each class as well, each teacher gives an attitude assessment by giving a star, if you do an action or say a very bad word, then the star will be reduced, this is quite effective because the children are afraid and keep their words when speaking. The teachers of SDN Pabuaran 03 agreed, in order to get students used to speaking politely, the teacher must be able to be a role model for students and students at school, modeling good words at school, but the environment at SDN Pabuaran is still a village whose obstacles are partly parents of students how to educate children in good speech, so it is completely left to the school and homeroom. Therefore the teacher must be a good role model in behaving and speaking.

The teacher must also always teach and familiarize the child to say sorry, ask for help and say thank you, because this is included in the assessment of the child's character and is related to the lesson plans made by the teacher. The teacher also gave examples such as "indra, please close the classroom door" "thank you indra". However,

there are also some homeroom teachers who are still proud to say sorry to their children, but now teachers are also learning that, every behavior and words they say will always be remembered by students.

CONCLUSION

it can be concluded that teachers have played their role in developing students' communicative personality during the learning process at SDN 03 Pabuaran, Cibinong District. Teachers have fulfilled their roles as instructional resources, moderators, class managers, performers, mentors, facilitators, and evaluators inside and outside of learning. Besides, the teacher always guides students who can't show character communicative, by always inviting students to participate in discussions, then creating heterogeneous study groups, helping students who experience difficulty expressing opinions orally and in writing. As well as reminding students who still do not speak well and politely to teachers and peers.

REFERENCES

- Angga, A., Abidin, Y., & Iskandar, S. (2022). Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad 21. *Jurnal Basicedu*, 6(1), 1046–1054. <https://doi.org/10.31004/basicedu.v6i1.2084>
- Batubara, A. S. P., Endarwati, A., Siagian, N., Yunita, S., & Hodriani, H. (2022). Peran Guru PPKn dalam Mencegah Terjadinya Bullying Pada Siswa Kelas VIII SMP Negeri 3 Percut Sei Tuan Tahun Pelajaran 2020/2021. *Jurnal Kewarganegaraan*, 19(1), 33. <https://doi.org/10.24114/jk.v19i1.27541>
- Desfriyati, D., Anggreani Dewi, D., & Furi Furnamasari, Y. (2022). *Pentingnya Melakukan Pembelajaran Pendidikan Kewarganegaraan di Era Globalisasi* (Vol. 6, Issue 1).
- Dewi, D. A., Sabaritha Nimaisa, G., Poetrie, S., & Amalia, C. (2022). ANALISIS PEMAHAMAN MAHASISWA PGSD UPI CIBIRU TERHADAP MATA KULIAH PEMBELAJARAN PKn DI SEKOLAH DASAR. *Jurnal Cakrawala Pendas*, 8(1). <https://doi.org/10.31949/jcp.v8i1.1912>
- Dumako, M. (2022). PERAN GURU DALAM MENERAPKAN DISIPLIN SISWA PADA PROSES PEMBELAJARAN PKn DI SDN 03 RANDANGAN KABUPATEN POHUWATO. *Madani Jurnal Politik Dan Sosial Kemasyarakatan*, 14(1), 74 - 84. Retrieved from <http://e-jurnal.unisda.ac.id/index.php/MADANI/article/view/2884>

- Fitri Amalia, N., Halimatus Zuhro, D., & Zainul Hasan Genggong Probolinggo, I. (2022). Analisis Manajemen Pendidikan Karakter Madrasah Ibtidaiyah dalam Mewujudkan Generasi Berakhlakul Karimah. *Tabun*, 6(2). <https://doi.org/10.31004/basicedu.v6i2.2450>
- Handayani, F., Yulianti, N., & Erita, Y. (2022). Desain Pembelajaran IPS dan PKn Berbasis Teknologi Informasi di Tingkat Sekolah Dasar serta Penggunaan Media Teknologi Informasi dalam Proses Pembelajaran. *Jurnal Basicedu*, 6(1), 767–781. <https://doi.org/10.31004/basicedu.v6i1.2034>
- Hardiana Oktaviasari, S., & Rahmatika Chalimi Program Studi Pendidikan Pancasila dan Kewarganegaraan FKIP Untan Pontianak, I. (n.d.). *ANALISIS PERAN GURU DALAM MENGEMBANGKAN SIKAP NASIONALISME DALAM PEMBELAJARAN PPKn KELAS VIII SMPN 3 SIMPANG HULU*.
- Hendri, H. (2020). Penguatan Pendidikan Kewarganegaraan Melalui Pendidikan Pesantren dalam Membentuk Keadaban Moral Santri. *Jurnal Kewarganegaraan*, 17(1), 35. <https://doi.org/10.24114/jk.v17i1.18702>
- Lisnawati, A., Furnamasari, Y. F., & Dewi, D. A. (2022). *Penerapan Pembelajaran PKn untuk Meningkatkan Minat Belajar pada Siswa SD* (Vol. 6, Issue 1).
- Mimbar, J., 158, I. |, Lisa1, N. W. N., Sujana2, W., & Suadnyana3, N. (2018). HUBUNGAN ANTARA SIKAP KOMUNIKATIF SEBAGAI BAGIAN DARI PENGEMBANGAN KARAKTER DENGAN KOMPETENSI INTI PENGETAHUAN IPS SISWA. In *Jurnal Mimbar Ilmu* (Vol. 23, Issue 2).
- Putri, A. J. (2020). *ANALISIS PENCAPAIAN KETERAMPILAN KOMUNIKASI PADA PROSES PEMBELAJARAN*. <http://journal.unismuh.ac.id/index.php/jrpd>
- Rahmayanti, N. H., Mahfud, H., & Ardiansyah, R. (n.d.). *Penggunaan google classroom sebagai media pembelajaran daring mata pelajaran PKn di kelas V sekolah dasar*.
- Sabir, A., fitria, D., Maryana, A., Muhammadiyah Muaro Bungo, S., & YDB Lubuk Alung, S. (n.d.). *PERAN GURU PPKN DALAM MENGEMBANGKAN SIKAP DISIPLIN PADA PROSES PEMBELAJARAN SISWA KELAS XI SMAN 1 SUNGAI GERINGGING*. <http://ejournal.stkip-mmb.ac.id/index.php/JIPTI>
- Sinta, L., Malaikosa, Y. M. L., & Supriyanto, D. H. (2022). Implementasi Penguatan Pendidikan Karakter pada Siswa Kelas Rendah di Sekolah Dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3193–3202. <https://doi.org/10.31004/obsesi.v6i4.2326>
- Wayan, I., Santika, E., Studi, P., Pancasila, P., & Kewarganegaraan, D. (2020). Pendidikan Karakter pada Pembelajaran Daring. *IVCEJ*, 1.
- Zaenuri, & Siti Fatonah. (2022). Analisis Implementasi Peran Guru Dalam Penanaman Nilai Karakter Toleransi Pada Mata Pelajaran Pkn Di MI Ma'arif Darussalam Plaosan Yogyakarta. *Jurnal Riset Madrasah Ibtidaiyah (JURMLA)*, 2(1), 181–190. <https://doi.org/10.32665/jurmia.v2i1.284>