

# Internalizing Values to Elementary Students through Civic Education

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**Abstract**—This study aimed to describe the internalization of values in elementary school students through learning Citizenship Education. This study employed qualitative descriptive research method. The data were collected through observation, interviews, and documentation. The participants were teachers and school principal. It was found that teachers understand the role of Civics as a field of study that has the mission to develop personality and to build character. Before implementing learning, the teachers prepared a Learning Implementation Plan. However, the important values have not yet been integrated in the learning of Citizenship Education and the internalization of values was only socialized after learning activities.

**Keywords**—intrnalization; value; students; citizenship education

## I. INTRODUCTION

In Indonesia, Citizenship Education (PKn) is a general compulsory course that must be given to all students from elementary school to college level. Through Civics learning, it is hoped that students will preserve the values of Pancasila in themselves. Several decades ago, the Indonesian nation was known for its friendly personality, mutual respect for one another, mutual help, mutual care, among them. These values are now starting to fade. Today's society experiences a slash of moral values that are felt to be very severe [1].

Citizenship education in schools is considered as a strategic education to internalize Pancasila values [2]. These values are expected to be able to build good behavior for students because the main mission of citizenship education is to help students establish the values of their personalities, in order to realize the basic values of Pancasila consistently [3]. In order to achieve that expectation, the learning process must be able to internalize Pancasila values. In other words, the main concern of PKn is making good citizens and to foster characters [4]. Elementary School is a very strategic institution to internalize the values of forming citizens' behavior. Based on this reason the author intends to conduct research on the internalization of values to build good character of citizens through PKn learning activities.

## II. METHOD

This study uses a naturalistic qualitative approach. Qualitative research is based on the assumption that reality is something that is dual [5]. This approach was chosen because the researchers wanted to reveal the reality of implementing the internalization of values in PKn learning to build the character of citizens. The focus of the research is, observing and studying behavior patterns during Civics learning [6]. Information sources are teachers, principals, and other educators, who can provide rich data for this study [7]. Data was obtained through observation, on class teachers who were teaching PKn. In-depth interviews with classroom teachers, principals and fellow teachers, about the process of internalizing values in Civics learning. The document that supports the data needed is the Civics Learning Plan by the teacher. The sources of information in this study were class teachers, principals and teacher's fellow friend. The instrument in this study was the researchers themselves. Data analysis was carried out while in the field and after completion in the field. Analysis in the form of narration.

## III. RESULTS AND DISCUSSION

The teacher's understanding of the importance of PKn learning as a personality developer and student character builder is very good. They recognize that in Civics learning must internalize Pancasila values in students. Through the internalization of Pancasila values, it is hoped that Indonesian citizens in the future can reflect citizens who are able to practice national cultural values, namely Pancasila. (1). Citizens like this will be good individuals. Both as citizens of the school, family, and community, also become individuals who actively participate in society and nation.

Before the implementation of learning, the teacher has had a syllabus, From the syllabus translated into the Learning Implementation Plan (RPP). The main material for learning is the Unitary State of the Republic of Indonesia. Constructivism learning approaches, peer group discussion methods, lectures, question and answer, and assignments. Media and learning resources in the form of textbooks, maps, images. The values that will be internalized are values; religious, honest, disciplined, curious, loving the country and responsible. Assessment consists of; assessment of processes in the form of observations during activities, performance appraisal in the

form of group work reports and individuals, individual assessments in the form of daily tests. Each teacher before carrying out the learning must make a complete learning preparation (RPP) [8].

The implementation of learning begins with greeting between teacher and students, performing apperception, and motivating students to be ready to learn. When learning activities, the teacher gives several questions. Continued to explain that the formation of a country has a purpose, and a function of the Republic of Indonesia. Then students are given group task, each group gets the task of discussing the aim and functions of the Republic of Indonesia, the teacher also provides references before students work, what tasks and how to do the task in the Student Discussion Sheet. As long as students work in groups, the teacher observes student activities. When discussions, the teacher remind students that in order to respect each other, do not dominate and force opinions on friends in the group.

The discussion activities seemed orderly, the teacher went around among discussion groups to provide guidance to students. After group discussion, the teacher asks each group to present the results of their discussion in turn. This activity seemed quite crowded because each student competed to provide input on the results of the group discussions that were presenting. Facing this situation, the teacher leads students to take turns expressing their opinions. Each group is given the same opportunity by the teacher. The teacher gives praise to the group on work that exceeds the standard. This praise is given to groups or individuals who have demonstrated regular performance and behavior. When a student disturbs a friend, makes a scene, the teacher gives the student repentance to sit in his chair, and study calmly. The function of citizenship education is to develop the ability, character, and civilization of the nation in an effort to increase intellectual capacity, and aims to develop the potential of students so that they become people who are imbued with Pancasila values [1]. After class discussion activities, the teacher begins the material has been discussed by students. From this activity, the teacher expects students to better understand the learning material.

Before completing learning, the teacher asks, what is the purpose and function of the Republic of Indonesia, and the teacher tells students, the need for a sense of justice, cooperation, and mutual respect between fellow humans. Then the teacher evaluates toward mastering the material at students. From several meetings, researchers with fifth grade students, the behavior shown by fifth grade students was orderly, greeting those who came by shaking hands. Order values, politeness like this, can actually be integrated in PKn learning, because Civics are an important way to teach about individual rights, what their duties and responsibilities are [9]. Therefore, the teacher strives to socialize as much as possible the values to students to behave well.

It would be better if these values are strengthened by internalizing them in Civics learning, not after learning activities. Indeed, PKn intends to teach students critically and analytically to solve social problems and implement the values of nationalism [10]. The impact of internalizing the value gradually will be good behavior in students later on. During the

learning process, it appears that the teacher shows caring behavior towards all of his students, first friendly, caring, fair. Teacher behavior is an example for all students. An example is one method of fostering and internalizing good behavior in students. Because elementary students will adopt the values of teacher behavior. If students have demonstrated exemplary behavior, the teacher should give them praise. Guiding the young generation into good citizens is a major concern in PKn [11].

Behavior assessment is carried out by the teacher during learning activities through observing the behavior shown by students. The teacher should use certain instruments to assess student behavior, so that he can mark the development of each student in good behavior. When the teacher evaluates student behavior through observation, it is appropriate to use an instrument in the form of a journal. Because the journal is a record of educators containing information related to student attitudes and behavior [12].

#### IV. CONCLUSIONS

The conclusions of this study are as follows; (a) the teacher understands that civics is a field of study that has the mission of developing personality and character building, (b) before implementing learning the teacher already has a learning implementation plan, each lesson refers to, learning implementation plan (c) internalization of values not yet integrated in learning about citizenship education. (d) values socialized after learning activities.

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