

# *The Role of Civics Teachers in Student Behavior Development: Study of Intelligence Development, Responsibility and Participation of Students at SDN 040454 Peceren*

Sari Jusnita  
*Universitas Negeri Medan*  
North Sumatera, Indonesia  
sarijusnita93@gmail.com

**Abstract**-The purpose of this study was to determine the role of Civics Teachers in coaching student behavior (Study of Intelligence Development, Responsibility, and Participation at SDN 040454 Peceren). The analysis used in this study was Civics teacher using purposive sampling consisting of 14 people, 6 of them were Civics teachers as key informants, and 8 people came from students as supporting informants. Data collection techniques are observation, interviews, and documentation. Data analysis was carried out in three stages: data reduction, data presentation, then concluded. The results of the study that PKn teachers can develop intellectual intelligence include: giving material, using methods and learning strategies. Civics teachers can develop responsibility for students by doing tasks such as attending flag ceremonies, doing homework (HW), cleaning and arranging classrooms, doing pickets as scheduled, and teachers can also invite students to attend ceremonies flags, cooperating, participating in extracurricular activities (Scouting) cleaning classes according to picket, watering plants, and helping grieving friends, whatever student participation is basically to get the students to do positive things in the school environment, in the hope that students can be more active in activities within the school environment.

**Keywords**-*teacher's role, responsibility and student participation.*

## I. INTRODUCTION

The education is a process of forming and building a whole person. Therefore education is very important in human life.[1]Education is not just teaching or transferring knowledge, or merely developing intellectual aspects, but also to develop the character, morals, values and culture of students. The purpose of Education itself is education to know, education to do, and education to become (education for becoming) which is a moral and behavioral education known as Civics Education. Civics Education is a learning material that shapes human behavior. According to [2] the goals of character education are as follows: Increasing and developing life values that are considered important and necessary so that they become distinctive personality/ownership of students as the values developed. Correcting student behavior that does not correspond to the values developed by the school. Establish connections that are in harmony with family and society in acting out the responsibility of character education together.

The role of the teacher in the process of forming students is very important. Education can be interpreted as a process of changing the behavior of students to become human adults who are able to live independently and as members of society in the natural environment in which the individual is located [3].Teachers not only deliver PKn material only to students but must provide appropriate learning strategies to students in order to develop students' moral intelligence in their social life both in school, family and society in accordance with the norms prevailing in the community. [4]quality is a philosophical and methodological method that helps institutions to plan change and set agendas in the face of excessive external pressures. Civics courses are considered as important subjects to learn from the students. By paying attention to the vision and mission of Civics subjects can form the color character of the country of Indonesia.

The characteristics of Civics subjects include: 1) Civic intelligence, namely the intelligence and reasoning power of citizens that are good in the spiritual, rational, emotional, and social dimensions. 2) Civic responsibility, namely awareness of rights and obligations as responsible citizens. 3) Civic participation, namely the ability to participate in citizens on the basis of their responsibilities, both individually and socially. By looking at the explanation of the above characteristics, the Civics course is expected to form the characteristics of students well. Students are expected to be able to think critically and broadly and be able to develop intelligence, responsibility and participation in various aspects of national life.

Civics Education in schools is one of the factors to develop the students' self-potential, especially in developing students' behavior in schools for the formation of intelligence, responsibility and student participation.[5] argues: Education contains the objectives to be achieved, namely forming the ability of individuals to develop themselves whose abilities develop so that it is useful for the benefit of his life as an individual. In this case the researcher took a sample at SDN 040454 Peceren. With the problems that occur in the field, as follows: 1) students' attention to the Civics subjects given is still low. 2) the low responsibility of students which can be seen from the forms of violations committed such as: lack of

discipline towards time, using a model of clothing that is not in accordance with school provisions. 3) Lack of student participation in various school activities such as: cleaning school grounds, classrooms, and watering flowers.

Instilling moral values in students is the responsibility of all teachers in school, this needs to be emphasized because often the opinion that has the most role and responsibility in instilling moral values in students is the religion teacher and Civics teacher. Indeed, it is undeniable that many Religion and Civics subjects contain material moral values, but regarding the cultivation of moral values in students is not only charged to certain teachers but must be carried out by all teachers, because the responsibility of instilling moral values is the responsibility shared responsibility, all teachers, families, and communities are required to instill moral values in students. In addition to teachers, the role of parents is very important in shaping the morale of their children. In general, it is known that those who have high discipline in school come from democratic and authoritarian parents, while students who have low discipline from permissive parents. However, this is not always true because there are also some students who have high morals in school, even though they come from permissive parents and there are also some students who have low morals even though they come from authoritarian and democratic parents.

The role of the teacher in the development of student behavior especially the nature of the development of violence, responsibility and student participation SDN 040454 Peceren is expected to be able to understand the state of the students' souls and can help them in overcoming various difficulties experienced so that the quality of learning and learning outcomes increase. Based on the description above, the authors are interested in reviewing the problem with the title role of Civics Teachers on the moral formation of students at SDN 040454 Peceren Based on the above thought background, the writer formulates the following problems, how the role of Civics Teachers towards moral formation of students in SDN 040454 Is it cool? And what is the inhibiting factor of Civics Teachers towards the formation of student morale at SDN 040454 Peceren?

## II. TEACHER'S RESPONSIBILITIES

Teacher responsibilities are always related to their duties. [6]quality implies the degree of excellence of a product or work result, both in the form of goods and services. Whereas in the world of education goods and services that meaning can be seen and cannot be seen, but can be felt. The teacher's task is to educate and teach, meaning that the teacher is responsible more for the cognitive aspects. However, the teacher is not only the responsibility of class discipline, here the teacher plays a role in addition to teaching also creates a positive learning environment and gives support to the learning climate on effective teaching skills.

Understanding the duties and responsibilities of the teacher as explained above, [7] suggests some of the

responsibilities of the teacher that must be done as follows: 1) the teacher demands students to study, 2) participates in building the school curriculum; 3) conducting guidance on students 4) providing guidance to students so that they are able to know themselves, 5) Conducting a dichosis of learning difficulties and conducting research on student progress; 6) conduct research; 7) know the community and participate actively; 8) live, practice and instill the value of Pancasila; 9) Participate in helping to create unity and unity of the world and peace of the world; 10) participate in the success of development; 11) responsibility to improve the teacher's professional role.

The position of the teacher in a nation is very important especially for a nation that is building, especially from the survival of the nation in the midst of the trajectory of the times with increasingly sophisticated technology and all changes and shifts in values that tend to give nuances to life that demands science and art in dynamic levels to be able to adapt themselves. The teacher is one of the human components and the teaching and learning process that plays a role in the development of potential human resources in the field of development. Therefore, the teacher is one of the elements in the field of education who must play an active role in placing its role as a professional in accordance with the demands of an increasingly developing society. In this case the teacher is not merely a teacher but also as an educator and also a mentor who provides direction and guides students in learning. In this regard, the teacher has a very unique and complex role in the learning process to bring students to the level they aspire to in accordance with their profession and responsibilities [8].

Responsibility is acting as an embodiment of awareness of obligations. Responsibility is natural, which means that responsibility has become a part of human life that every human being must bear his own responsibility. In other terms, it uses all resources to make positive changes or carry out tasks with all their integrity. This is also related to norms including morality which includes all good and bad behavior to do. [9]said that improving the quality of schools is a systematic process that continuously improves the quality of the teaching and learning process and the factors associated with it, with the aim of being targeted more effectively and efficiently. The norms are the rules, the size, the principle of the rules, the levels, the benchmark that is used as a role model for human behavior to ensure safety, peace and prosperity. Establishing the value of responsibility cannot be separated from the learning process both at home and at school. Therefore learning is something that must be experienced by students in order to have an appreciation of the value of high responsibility. Some of the student activities that need to be considered are: 1. Carry out picket assignments, 2. Carry out earnestly all the tasks given by the school, 3. Obey to use school uniforms that have been set, and Togetherness.

## III. FINDINGS AND DISCUSSION

### 1. *The Role of Civics Teachers in Improving Student Intellectual Intelligence*

Intellectual Intelligence is intelligence in each individual and basically enters into the cognitive aspects of each individual. IQ (Intelligence Quotient) is the ability or intelligence that is obtained from the results of the work of the questions or the ability to solve a question and is always associated with someone's academic matters. As stated by Ms. Erna Sinulingga that:

Forming the intelligence of students to find out the various learning materials applied in the curriculum 13, includes: Introduction to the lessons of Pancasila values in a student's daily behavior through a good learning process that takes place inside or outside the classroom.

The explanation is in line with the opinion expressed by Mr. Budi Sembiring that: the materials taught in a Civics study are: material about the values of nationalism and internalization of democratic values into the behavior of students to become good Indonesian citizens, and understand the learning process well, to develop various student activities or student participation in various lives. Based on the above explanation regarding the Civics learning materials it can be concluded that Civics teachers have a very important role to socialize to students with various learning strategies that must be done or done by an educator in shaping the intellectual intelligence of students.

### 2. *The role of Civics Teachers in instilling a sense of student responsibility*

Instilling a student's sense of responsibility, the teacher must change the character or awareness of students about the sense of responsibility in all aspects of the student's life. Especially the sense of responsibility in doing schoolwork that has been given to these students, discipline in carrying out school rules. As Mrs. Erna Sinulingga has stated her experience that the forms of responsibility given to students are: Forming the responsibilities of students at school by teaching students about the sense of responsibility for their own role as a student in school for example in doing school work or homework (PR ), following the flag ceremony with wisdom, cleaning, classrooms according to picket. (Interview May 18 2018).

A similar view was also added by Mrs. Ani Suropto, who said that the form of sense of responsibility carried out to students is: shaping the responsibility of students by doing assignments, discipline in m, following flag ceremonies, being disciplined in uniform, not late and obeying all the rules in school, as well as teach souls respect each other and respect each other both in school and outside school. (Interview May 18 2018) Based on the results of the interview it can be concluded that in the form of responsibility students need an active role from the teacher in order to increase the sense of discipline and give students an understanding of the sense of responsibility in each life.

### 3. *The Role of Civics Teachers in increasing Student Participation*

Participation is very necessary in every Civics learning process because in every principle of Civics learning is doing to change every student's behavior in order to be a good citizen. In each activity with the intention of increasing student participation, students must play an active role in following each learning process. This was conveyed by Mrs. Erna Sinulingga who stated that the form of participation carried out was: inviting students to participate in carrying out flag ceremonies every Monday, putting up pictures of garuda pancasila, national heroes, the president and vice president of RI, commemorating national day and maintaining discipline in terms of cleanliness and time (Interview May 19 2018) The above opinion was added by Mr. Budi Sembiring which stated that: the participation of every student who regularly performs flag ceremonies must use complete attributes, arrive on time and attend a ceremony with wisdom. If anyone violates it will be given strict sanctions. Based on the results of interviews regarding the role of Civics Teachers in increasing student participation it can be concluded that in order to increase student participation the teachers must invite students to work together in carrying out each school activity, always involving students in every learning activity and in every curricular activity.

Based on the results of the research presented by the researcher above that the strategy of increasing intellectual intelligence that has been carried out by Civics teacher SDN 040454 Peceren by using various strategies or varied learning methods. The learning method is the method used by the teacher, am having a relationship with students when presenting or delivering learning material. With this method of learning is a strategy that can be done by the teacher in dealing with the problem of the process of learning or teaching. This learning method by SD 040454 Peceren teachers as a tool or benchmark for the achievement of learning objectives to be effective and efficient which includes: discussion methods, assignments, role playing.

This method can build or improve students' intelligence in learning. In this method the Civics teacher puts forward the lecture method compared to other methods in measuring the intelligence of students in rational thinking, critical of acting with goals, overcoming obstacles, and adapting to their living environment because the lecture method can basically impart various concepts and knowledge to students. The lecture method can be said to be one method that is always used by Civics teachers to convey various kinds of information, so that it can be said to be the most effective in developing students 'abilities and insights in order to obtain information in developing students' thinking processes and reasoning so as to increase their intellectual intelligence.

Instilling a sense of responsibility of students by the Civics teacher at SDN 040454 Peceren can be interpreted as a condition that must be given by the teacher to bear all

the tasks in school, so that students can account for it. One of the strategies used by Civics teacher SDN 040454 Peceren to build students' sense of responsibility by inviting students to be responsible for themselves wherever they are. Examples such as carrying out hygiene pickets, wearing uniform clothes, doing assignments, involving students in extracurricular activities.

PKK is one of the subjects contained in the school curriculum, and PKn emphasizes learning to foster student moral development and student behavior in accordance with values. Pancasila, in order to achieve optimal development in building the responsibilities of students run in schools. Civics is directed to achieve two main objectives, namely: (i) increase students' knowledge and skills regarding ethics, morals and principles in the life of the nation and state, and (ii) establish behavioral attitudes and personality or character in accordance with the noble values of Pancasila. Both targets should be achieved simultaneously so that students are not only able to understand ethics and moral knowledge. But the most important thing is that they can and are able to do it in their daily lives.

Increased student participation conducted by Civics teachers at SDN 040454 Peceren invites students to participate in the learning process or outside of learning. In the learning process in the teacher class should invite students to stay focused on listening to the learning material well, discuss with friends, and write reports. This participation is needed by students in setting the objectives of their learning activities. Civics teacher strategies to increase student participation in SDN 040454 Peceren is by inviting students to participate in an activity that is demonstrated by their physical and psychological behavior in inviting students to participate in conducting flag ceremonies every day. Monday, put up a picture of Garuda Pancasila, a national hero, president and vice president of RI, commemorate national day and maintain discipline in terms of cleanliness and time. This can form the participation of students who are active in every activity in the school.

## V. CONCLUSION

Based on the results of the exposure of the data above, the conclusions obtained by the author is the role of Civics Teachers in developing students 'behavior regarding the study of students' intelligence enhancement of their sense of responsibility and student participation is quite good.

With the role directed by Civics teachers in controlling the attitudes and intelligence of students quite well in the teaching and learning process, the efforts of Civics teachers in building student characteristics is by giving assignments, recommending that each student always follow any activities or learning processes held by the parties schools to train intelligence, responsibility, participation in accordance with moral values in order to become good citizens.

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