

The Role of PPKn Teachers in Growth State Attitude of Class IX Students at Sman 1 Wonogiri, Wonogiri District

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ABSTRACT

The purpose of this study was to obtain an overview of the role of PPKn teachers in fostering the attitude of state defense of students at SMA Negeri 1 Wonogiri. This type of research is descriptive qualitative, with the research subjects: PPKn teachers and grade IX students at SMA Negeri 1 Wonogiri and the objects are: PPKn teachers, State defense attitudes and the COVID-19 pandemic. Data collection methods using: interviews and documentation. The research instrument used interview guidelines, a list of documents related to the things being researched. The data analysis technique used flow qualitative analysis techniques. The results of the research based on the results of interviews with PPKn teachers and grade IX students obtained information that in fostering the attitude of defending the State during the Covid-19 pandemic the methods used by the teacher were: providing habituation, exemplary, reward and punishment carried out in class and outside the classroom. Because learning is carried out online, efforts to foster an attitude of State defense cannot be optimal. Conclusion: PPKn teachers have an important role in fostering the attitude of defending the State during the Covid -19 pandemic for grade IX students at SMA Negeri 1 Wonogiri, Wonogiri district.

Keywords: PPKn Teachers and State Defense Attitudes.

1. INTRODUCTION

In the current era of sophistication of information, researchers see that many students have not been able to filter which information is good for them and which information can damage their thinking patterns. Likewise in terms of national insight which is an identity of himself, his nation and country. According to researchers, the character of love for the country and the spirit of nationality need to be instilled from an early age to fortify themselves from ideas or ideologies that are not in accordance with the ideals of the proclamation, so that in the future the young generation who will continue to the nation do not recognize their national identity, the basis of the state, the constitution, and the history of the heroes' struggle in upholding the Republic of Indonesia.

One of the most democratic efforts to build awareness of state defense is through education. Education is essentially shaping and developing personality. Regarding state defense, the national personality or character needs to be formed and developed, in order to foster awareness of defending the country. State defense awareness develops state values, which are earmarked for the development of the State

Defense System which breaks down into five basic values of State defense, namely: 1. Love the homeland; 2. Awareness of the nation and state; 3. Convinced that Pancasila is the philosophy and ideology of the state; 4. Willing to sacrifice for the nation and state; 5. Having the initial ability to defend the country physically and non-physically [1].

To form and develop a personality in the awareness of defending the country in the world of education, a teacher is needed. This means that teachers as educators in the school environment have an obligation to instill an attitude of defending the state to students. This is the mandate of the state constitution and state law. Every citizen has the right and obligation to participate in efforts to defend the state (Article 27 Paragraph 3 of the 1945 Constitution of the Republic of Indonesia).

Efforts to defend the state are the attitudes and behavior of citizens who are imbued with their love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution in ensuring the survival of the nation and state. Efforts to defend the

state, apart from being a basic human obligation, are also an honor for every citizen who is carried out with full awareness, responsibility and willingness to sacrifice in service to the state and nation. (Explanation of Article 9 of Law of the Republic of Indonesia Number 3 of 2002 concerning The National Defense).

PPKn teachers who have the main task of planting the seeds of Pancasila moral values as well as forming the attitude of defending the country must have characteristics that their students can emulate. PPKn teachers must be able to educate the values of State defense to each student.

This study focused on PPKn teachers and attitudes to defend the State. Because there is a synergistic interaction between the two. On the one hand, PPKn teachers must be able to educate the attitude of defending the State, on the other hand, the attitude of defending the State must be characterized by five basic values of defending the State. From field observations, it was found that there were many attitudes, behaviors and actions of students that did not reflect the attitude of defending the State. If this is allowed, it can become a serious threat to the integrity of the Republic of Indonesia. Because it must be found a solution. The existence of PPKn teachers has a big role in fostering an attitude of defense. With this assumption, scientific studies must be carried out through research activities.

2. THEORETICAL REVIEW

Teachers are educators who are in the school environment. In a simple sense, a teacher is a person who provides knowledge to students. Teachers in the view of society are people who carry out education in a certain place, not necessarily formal educational institutions, but also in mosques, prayer rooms, at home, and so on [2]. Meanwhile, according to [3] the teacher is a condition that is positioned as the front guard and a central position in the learning process. According [4], teachers are people who play an important role in designing learning strategies that will be carried out.

The success of the PPKn learning process really depends on the teacher's appearance in Learning and Learning Activities. Teaching is a profession, and a teacher's job is a professional job. Every professional job is required to have certain abilities or competencies so that the person concerned can carry out his professional duties. The roles and responsibilities of teachers in learning are increasingly complex, because the role of teachers in the learning process occupies a very strategic position. Teachers must be more dynamic and creative in developing the learning process for students [5]. [6] argues that teachers can be interpreted as people whose duties are related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, as well as other aspects. [6] also adds that legally formally, a teacher is someone who gets a

decision letter (SK), both from the government and the private sector to teach.

A teacher is someone who has obtained a decree (SK) from either the private sector or the government to engage in a profession that requires special expertise in its main task of teaching and educating students in early childhood education through formal education, primary education, and secondary education, whose main purpose to educate the nation in all aspects. A teacher not only has a decree to be able to teach but must have a competency. In the learning process, teachers face dynamic students, both as a result of internal dynamics that come from within students and as a result of the demands of environmental dynamics which more or less affect students. Therefore, teaching ability must be dynamic as well as the inevitable demands of students. The teaching ability of the teacher is actually a reflection of the teacher's competence.

According to Cooper in [7], that there are four competencies that teachers must have, namely: (1) having knowledge about learning human behavior. (2) having knowledge and mastering the field of study they develop. (3) have the right attitude about himself, school, peers and the field of study that he cultivates. (4) have the ability to teach teaching techniques. (5) The teacher has an important role in fostering a sense of love for the country to their students. Students need the role of a teacher to assist them in the process of self-development and optimization of their talents and abilities. Without a teacher, it is impossible for a student to achieve his life goals optimally.

Teachers are essentially challenged to carry out moral and scientific responsibilities. In moral responsibility, teachers can provide values that are upheld by society, the nation and the State in themselves. Meanwhile, scientific responsibility is related to the transformation of knowledge and skills according to the latest developments [8]. Teachers must be responsible for all attitudes, behavior and actions in order to nurture the soul and character of their students.

The teacher's role is to shape students to become capable moral people, useful for religion, homeland and nation in the future. In instilling love for the country in students, a teacher must be able to set an example for his students. For that a teacher must have good character, because the teacher is a role model for his students. The role of the teacher is a component of the basics of teaching and learning interactions which was also suggested by [9] that the role of the teacher is a series of interrelated behaviors that are carried out in certain situations and are related to the behavior and development of the student being the goal. Meanwhile, Soetomo (in [10]) states that the role of teachers in the education process in schools is as educators, guiding teachers and as administrators. Teachers as teachers, educators and mentors, it is necessary to have various

roles in the teacher. The role of this teacher will always describe the expected behavior patterns in various interactions, both with students, fellow teachers, and with other staff. [2] also expressed his opinion that there are many roles needed by teachers, all expected roles, namely : (1) A corrector, as a teacher corrector, must be able to distinguish between good and bad grades. (2) Inspirator, the teacher must be able to provide good inspiration for the progress of student learning. (3) Informators, teachers must be able to provide information on developments in science and technology. (4) Organizers, in this field the teacher has activities to manage academic activities, compile school rules, compile an academic calendar, and etc. (5) Motivators, teachers should be able to encourage students to be passionate and active in learning. (6) Initiators, teachers must be able to initiate ideas for progress in education and teaching. (7) Facilitator. (8) Advisor. Therefore, it can be concluded that the role of the teacher is the creation of a series of interrelated behaviors that are carried out in certain situations and are related to the progress of behavior change and the development of students who are their goals. Equipping students with all of this knowledge will be a provision for students to behave in society, nation and state.

Students According to [11] students are one of the components in teaching, in addition to teacher factors, objectives and teaching methods. As one component, it can be said that students are the most important component among other components. Students or students according to [2] are the main subjects in education at all times. Meanwhile, according to Daradjat (in [2]) students or children are "unique" individuals who have potential and experience development. In the development process a child or student needs assistance whose character and style are not determined by the teacher but by the child himself, in a life together with other individuals. Based on the description above, the student or student is one of the human components who occupy a central position in the teaching-learning process who want to achieve goals, have goals and then want to achieve them optimally. Zimmerman (in [12]) also states that students have their own motivation to learn and participate in self-regulation, they are those who plan, organize, instruct themselves, monitor themselves, and evaluate themselves at various stages during the learning process. Students who have autonomy on himself and selecting, arranging, and creating an environment that can optimize his learning. In self-regulated learning, students themselves initiate and directly try themselves in acquiring knowledge and skills, and not only control themselves teachers or other adults. G and H. Paris (in [13]) explain that self-regulated learning) consists of self-generation and self-monitoring of thoughts, feelings and behaviors with the aim of achieving a goal. This agrees with Deasyanti and Armeini (in [13]) who also explain that regulation in learning is an active and

constructive process where students determine learning goals, implement strategies, and monitor progress towards achieving goals that involve cognition, metacognition and motivation, affection and the behavior of students in learning. By involving these elements, students are able to decide on their own or with the help of others, what are their needs, how to set learning goals, what strategies will be used in completing academic tasks and can monitor their own progress. Schunck (in [13]) defines self-regulation in learning as the ability to understand and control the learning environment. Self-regulation in learning is a person's ability to effectively manage his own learning experience in various ways so as to achieve optimal learning. Several experts have conducted an analysis of the types of student needs (in [14]), including: 1) Physiological needs: essential materials and conditions, activity and rest, sexual activity., 2) Social needs or status: accept and be accepted and like other people.

Ego or integrative needs: contact with reality, progressive symbolization, increasing one's own maturity, balance between success and failure, finding one's own individuality. [15] states that students are those who are specifically submitted by parents to take part in learning held at school with the aim of becoming knowledgeable, skilled, experienced, personable, moral and independent humans. The definition of students in the Indonesian Dictionary is a person / child who is studying (studying, attending school). According [16] understands that a student is a person who comes to an institution to obtain or learn several types of education. Meanwhile, according to [17] students are "unique" individuals who have potential and experience a development process. In the process of developing, students need assistance whose characteristics and examples are not determined by the teacher but by the child himself, in a life together with other individuals. According to [18], the definition of a student is someone who comes to school to obtain or learn several types of education.

During this period, students experienced various changes, both physically and psychologically. In addition, they also change cognitively and begin to be able to think abstractly like adults. It was during this period that adolescents began to emotionally detach themselves from their parents in order to carry out their new social roles as adults. This period globally lasts between the ages of 12-22 years. From some of the above theories, it can be concluded that students are one of the most important factors in the world of education and for the operation of the teaching and learning system. Students are people who come to school to obtain or learn some types of education. Individual is defined as "a person independent of others, in the sense that a person who determines himself and is not forced from the outside, has his own characteristics and desires". While Hasbullah argues that students as learners are one of the

inputs which helps determine the success of the educational process. Without students, the teaching process would not actually occur. The reason is because it is students who need teaching and not teachers, teachers are only trying to meet the existing needs of students. Based on the definitions above, it can be said that students are people / individuals who receive educational services in accordance with their talents, interests and abilities so that they can grow and develop properly and have satisfaction in receiving the lessons given by their educators.

2.1 Defend The Country

State defense is a reflection of the attitude and behavior of citizens who are imbued with their love for NKRI (the Unitary State of the Republic of Indonesia) which is based on Pancasila and the 1945 constitution. to increase understanding and cultivation of the spirit of patriotism and love for the homeland, so it is fitting that the awareness of the nation and state should be developed throughout. According to [19] the notion of defending a nation is a behavior carried out by citizens where this behavior is related to the love of the country which manifests by doing things that can maintain the continuity of the nation and the state in broad terms of citizen behavior, besides that there are experts who say Chaidir Basrie said that defending the country is an attitude and determination as well as citizen action which is regular, comprehensive, integrated and also continuous based on his love for the homeland and awareness of the nation and state of Indonesia as well as the belief and supernatural powers of Pancasila which is the ideology of the Indonesian nation, State defense is a determination, attitudes, and actions of citizens who are orderly, comprehensive, integrated, and sustainable which are based on love for the homeland, awareness of the Indonesian nation and state and belief in Pancasila as the state ideology of learning to defend the state as the glue of student character, then d That means that state defense activities must be good activities and must always be motivated by students so that they have good character. The state defense program has the goal of realizing school members who are responsible for character education efforts and upholding Pancasila as the nation's ideology (Ministry of Education and Culture, Presidential Decree Number 28 of 2006). State defense is part of the cultivation of character in the form of character education development. (Awareness et al., N.d.)

Through Defend the country , the attitude and behavior of citizens who are imbued with their love for the unitary state of the Republic of Indonesia which is based on the 1945 Constitution, in an effort to survive the nation and state. Students really need to strengthen character in this millennial era. and behave in accordance with Presidential Decree No. 28 of 2006). Through Belanegara, the attitude and behavior of citizens who are imbued with their love for the unitary state of the

Republic of Indonesia which is based on the 1945 Constitution, it must be known that the importance of character that must be applied in basic education, in particular, is to strengthen the character of the students themselves. a democratic attitude to defend the state is through coaching activities towards Community Resilience through Preliminary Education on State Defense [20].

Components of the Defend the country Program The realization of the objectives of the Belanegara Program will determine the components in the implementation of the program. According to [21], this component is "Defending this country to develop a love for the country which begins with a sense of pride and admiration. every citizen, especially the millennial generation, as the heir and successor to the survival of the nation and state is very important in order to be able to defend the country from threats from within and from outside the military and non-military. Every citizen has the right and obligation to defend the state (Millennial), Nationalism and globalization are sometimes interpreted as opposites in culture, economy, and political history, but in reality the relationship between nationalism and globalization in the last century and a half is concurrent [22]. in the framework of maintaining the survival of the nation and state, it is not only realized by taking up arms or military, but is manifested in other aspects in the form of non-military, namely the struggle politics such as on December 19, 1948 [23]. The state as a social institution, as an organization of human life, always has ideals, hopes, ideas, and thoughts that together constitute an orientation that is fundamental to all actions in state life [1]. The importance of state defense education is implemented from an early age in order to foster good character for students, in addition to the existence of scout extracurricular activities that can be used as character education for students, through this country, students can participate in upholding the values of Pancasila in the school environment. The lack of understanding of today's children is due to a lack of broad understanding that state defense education is very important for the growth and development of students, not only the duty of teachers in schools but the duties of parents. Efforts to defend the state are not only the task of the Indonesian National Army (TNI), but also all Indonesian people [24]. Defending the state is the effort of every citizen to defend the Republic of Indonesia against threats, both from outside and within the country [25].

The values of defending the country consist of love for the country, awareness of the nation and the state, believing that Pancasila is the state ideology, being willing to sacrifice for the nation and state, having the initial ability to defend the state both physically and psychologically [26]. On various occasions several high-ranking TNI officials have said that defending the country is not just a matter of taking up arms. State

defense is the ability of citizens in all their professions to defend national ideals and goals. The national goals referred to in this context are to protect the entire Indonesian nation and all Indonesian blood, promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace and social justice [27]. Defending the state is the right and obligation of citizens, it is even a basic human obligation that accompanies their human rights. State defense is the determination, attitude, and behavior of Indonesian citizens who are imbued with love for the Republic of Indonesia based on Pancasila and the 1945 Constitution in ensuring the survival of the nation and state. The values of state defense include: 1) The first value is love for the country, namely: protecting the land and yards as well as the entire territory of Indonesia; body and soul as the Indonesian nation; have a spirit of patriotism towards the nation and state; maintain the good name of the nation and state; contribute to the progress of the nation and the State, 2) The second value is awareness of the nation and state, namely: participating actively in social, professional, and political organizations; exercise their rights and obligations as citizens in accordance with the prevailing laws and regulations; take part in general elections; think and do the best for the nation and country; participate in maintaining the sovereignty of the nation and the State, 3) The third value is to believe in Pancasila as the state ideology, namely: understanding the values in Pancasila; practicing the values of Pancasila in everyday life; make Pancasila as the unifier of the nation and state; always develop the values of Pancasila; believe and believe that Pancasila is the basis of the State, 4) The fourth value is willingness to sacrifice for the nation and state, namely: being willing to sacrifice their time, energy, and thoughts for the progress of the nation and state; ready to defend the nation and state from various threats; participate actively in the development of society, nation and state; likes to help fellow citizens who are experiencing difficulties; believe and believe that sacrifices for the nation and country were not in vain, and 5) The fifth value is to have psychological and physical readiness. Psychologically, namely: having emotional and spiritual intelligence and intelligence; always take care of his body and soul; always give thanks and pray for the pleasures that God Almighty has given; likes to exercise; always take care of their health DoD of the Republic of Indonesia Dirjen Potensi Pertahanan , 2006: 57-58 [28].

State defense awareness is an important part of the national strategy of the Indonesian nation and state to face various threats, disturbances, obstacles and challenges. State defense awareness has been mandated in Article 27 paragraph (3) of the 1945 Constitution of the Republic of Indonesia which reads "Every citizen of the 1945 Constitution of the Republic of Indonesia, which reads" Every citizen has the right and obligation to participate in efforts to defend the state. . Furthermore, in

Article 30 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, it reads "Every citizen has the right and obligation to participate in national defense and security efforts and". Further elaboration on state defense is contained in Law of the Republic of Indonesia Number 3 of 2002 concerning State Defense Article 9, which states that state defense is the attitude and behavior of citizens who are animated by their love for the Republic of Indonesia which is based on Pancasila and the Basic Law (UUD).) 1945 in ensuring the survival of the nation and state. These attitudes and behaviors do not just appear to be the consciousness of every citizen from birth, so they need to be nurtured from an early age and are continuously maintained and developed through fostering awareness of state defense.

State Defense is a concept compiled by the legislature and officials of a country regarding the patriotism of a person, a group or all components of a country in the interest of maintaining the country's existence. Every citizen has the same obligation in matters of state defense. This is a manifestation of a citizen's love for his homeland that has given him life. This happens since a person is born, grows up and in his efforts to make a living. Physically, this can be interpreted as a defense effort against physical attacks or aggression from parties that threaten the existence of the country, while non-physically this concept is interpreted as an effort to participate actively in advancing the nation and state, either through education, morally, socially. as well as increasing the welfare of the people who make up the nation. In implementing state defense, a citizen can do it both physically and non physically. Physical state defense includes struggling to take up arms in the event of an attack from a foreign country against the sovereignty of the nation. Meanwhile, non-physical state defense is defined as all efforts to protect the nation and state sovereignty through a process of increasing nationalism. By carrying out the obligation to defend the nation, it is evidence and a process for all citizens to show their willingness to serve the country and the nation, as well as awareness to sacrifice themselves in order to defend the country.

The understanding of state defense itself is very broad, ranging from subtle to hard understanding, including starting with the establishment of good relations between fellow citizens to the process of cooperation to face real threats from foreign parties. This is proof of the existence of a sense of nationalism which is manifested in the attitudes and behavior of citizens in their position as citizens. In the concept of defending the state, there is a philosophy of how to behave and act in the best way for the state and nation. Basic Elements of State Defense In the process of defending the nation, there are several things that are important elements, including: Love the Motherland Nation & State Awareness Believe in Pancasila as an ideology The State

Willing to sacrifice for the nation & the State Has the initial ability to defend the State.

2.2 PPKn Learning

Civic Education or Civic: has many meanings and terms. Not much different from this definition, Muhammad Numan Somantri (in [29]) formulated: "The definition of Civics as the Science of Citizenship which discusses the relationship between humans and: (a) humans in organized associations (social, economic, political organizations).); (b) individuals by country ". Long before that, Edmonson (1958) (in [29]) states that "the meaning of civics is always defined as a study of government and citizenship related to the obligations, rights and privileges of citizens. This understanding shows that civics are a branch of political science, as stated in the

Dictionary of Education ". In Article 37 paragraph (2) of Law Number 20 of 2003 concerning the National Education System, it is stated that "the higher education curriculum must contain religious education, civic education and language education". The term Citizenship Education according to the 2013 curriculum is Pancasila and Citizenship Education, as according to Soemantri (in [30]) explains that: Citizenship Education is a selection, adaptation from across disciplines of social sciences, civics science, humanities, technology, religion , basic human activities organized and presented psychologically and scientifically to help achieve one goal of social science. Citizenship education is democratic education that aims to prepare citizens to think critically and act democratically, through activities to instill awareness in the new generation that democracy is a form of community life that most guarantees the rights of citizens (Zamroni (in [31]). According to [31], PPKn subjects are subjects that have a mission to develop values, morals, and norms as a whole and continuously, the purpose of PPKn is to form the character of good citizens, namely those who know, want and are aware of their rights and rights. obligation. Based on these two opinions, it can be seen that PPKn learning is learning that teaches democratic values and also teaches morals and norms as a whole and continuously. To form the character of good citizens, who know, want and are aware of their rights and obligations. It can be concluded that the learning method is a method used by the teacher in delivering material and this method is very important because it can make it easier for students to understand the teaching or scientific materials that are the learning objectives. The Indonesian nation needs a resilience to National Resilience, namely the dynamic condition of the Indonesian nation which covers all aspects of national life. [27]

Learning PPKn is an aspect of political education whose material focus is on the role of citizens in state life, all of which are processed in order to foster this role in accordance with the provisions of Pancasila and the

1945 Constitution so that the nation and state can rely on citizens. PKN is more than just a field of study because Civics take part in the positive influence of families, schools and communities. It is hoped that what has been learned about PPKn materials in schools can be applied well in the family, school and community environment. So that PPKn does not appear to only convey theoretical material, but by learning PPKn, it can provide assumptions about student behavior in everyday life. The vision of PPKn subjects is the realization of a subject that functions as a means of fostering the nation's character (nation and character building) and empowering citizens. The mission of the PPKn subject is to increase the competence of citizens so that they are able to become citizens who participate actively in a democratic government system. Citizenship education is essentially education that leads to the formation of good and responsible citizens based on the values and state principles of Pancasila or in other words, Pancasila education in practice [32]. Soemantri (in [33]) states that Citizenship Education (PPKn) is a social subject that aims to form or nurture good citizens, namely citizens who know and are capable of doing good. Meanwhile, in the Annex to Permendiknas No. 22 of 2006 normatively stated that "Citizenship Education Subject is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are smart, skilled, and have character mandated by the Pancasila and the 1945 Constitution. Citizenship Education is an advanced subject that focuses on self-formation that is diverse in terms of religion, social, language and ethnicity to become smart, skilled, and character citizens. Education Program based on Pancasila values as a vehicle for developing and preserving noble and moral values rooted in the nation's culture which is expected to become an identity that is manifested in the form of behavior in everyday life.

Citizenship Education focuses on self-formation that is diverse in terms of religion, Social, cultural, age, and ethnicity to become citizens in a democratic viewpoint, Citizenship Education is education which aims to educate students to become democratic and participatory citizens in the defense of the State.

3. METHOD

This type of research is qualitative research. This study aims to describe and describe the role of teachers in shaping the attitude of defending the State to students at SMA Negeri 1 Wonogiri. The research subjects were PPKn teachers and students at SMA Negeri 1 Wonogiri for the 2020-2021 academic year, and the objects were PPKn learning and State Defense Attitudes. Methods of data collection using interviews, questionnaires and documentation. The data analysis technique uses qualitative analysis techniques.

4. RESEARCH RESULTS AND DISCUSSION

4.1 *Research Results*

The Role of PPKn Teachers in Fostering State Defense Attitudes at SMAN 1 Wonogiri The teaching style that still uses the lecture method sometimes makes students bored and tends not to listen. Creating group discussions and then presenting students becomes more active in class. However, during daily tests and semester tests, students at SMAN 1 Wonogiri got pretty good grades according to the KKM. Minimum KKM at SMAN 1 Wonogiri is 75. for PPPKn Subjects. As said by Mrs. Felana, that many of her students scored above the KKM score: "Alhamdulillah, my students scored above all KKM, it was not in vain that I taught them and they managed to get grades above 75 mbak" Different Mrs. Felana, Mrs. Kristiwi also said that there were some students whose grades were still below the KKM: "Actually, not many of my students scored below the KKM, and even then only 2-4 people. They are also included in the class of children who like to skip classes and rarely listen to lessons in class. If the value can be 65 to 70, yes, don't ask for remittances, sis ". The same thing was experienced by Mrs. Venny, there were some students whose grades were still below the KKM: "I usually ask to write papers on PPPKn for children whose KKM scores are not sufficient.

The theme of the paper is usually the one that is on the rise in Indonesia, it's up to them to raise the title ". Even though in daily tests and semester tests the students of SMAN 1 Mojokari have already scored above the KKM, but in their daily behavior the students still do not have a great sense of State defense. It can be seen from students who did not attend the flag ceremony held at school. Following the flag ceremony reflects a high sense of state defense for the country. Pak Sulton said that some of his students did not participate in the ceremony: "As a student, participating in the flag ceremony is mandatory, but there are 1, 2 people who do not participate. One of my efforts is to order them to take part in the flag ceremony solemnly and if I find a student who is truant to attend the flag ceremony, I will take strict sanctions in the form of having to respect the flagpole to the specified limit. Pak Sulton teaches children to always follow the flag ceremony on Monday, unless the student feels unwell or there are interests that cannot be abandoned then it is permissible not to participate in the flag ceremony. Meanwhile, Mrs. Felana directly fostered a state defense attitude towards her students by directly assigning them the task of memorizing national or regional songs: "When there was material about the love of the country, I asked the children to prepare songs for their assignment scores. Children, please memorize it, Ms. National songs, not only Korean songs or Indian songs.

" Teachers are called educators and are responsible for students so that student behavior does not deviate from existing norms. Currently, Indonesia is also experiencing a cultural shift, between western culture and Korean culture that entered Indonesia. Currently Indonesian teenagers are experiencing the Korean Wave, as well as Indian culture which is starting to be favored by the Indonesian people, including Indonesian teenagers. Currently, teenagers like Korean things, such as hanbok clothes (Korean traditional clothes), Korean idol photo trinkets, Korean specialties and so on. This is also liked by children at SMAN 1 Wonogiri, as told by a teacher at SMAN 1 Wonogiri, Mr. Sulton: "Sometimes I have heard them (students) sing Korean songs. I know it's a Korean song, lha wong, my child sings too richly. " The same thing was also expressed by Mrs. Felana, when she taught in class her students often sang songs during class: "At that time I stayed for a while at the office, you wanted to pick up a book that I left behind, when I returned to class the children were actually enjoying singing. singing Korean songs while dancing, immediately didn't tell him to disperse and returned to his seat " It is different with Mr. Sulton and Mrs. Felana, Mrs. Kristiwi once confiscated the magazines and DVD tapes of her students: "I once confiscated children's belongings because I gave them an assignment, then I just had to proofread the test, but I see two children who sitting next to you how come you don't write, but your head keeps looking down. I approached them, they were smiling and reading Korean magazines under the table.

There were also those who brought DVD tapes to school, I also confiscated Ms. Apart from Mrs. Kristiwi, Mrs. Felana also confiscated her students' magazines: "At that time I wanted to go to class, just when I entered, a group of students clustered behind not knowing I was coming. Then, I approached them and found that they were enjoying reading magazines. Then I just took the magazine and I kept it in the cupboard ". Acting firmly against students who disobey the rules is the duty of the teacher. Especially when learning in class. Listening to lessons in class is tantamount to respecting the teacher who is teaching. Creating a pleasant learning atmosphere in the classroom is the duty of a teacher. Teachers must be able to make students understand what is being said so that students can easily understand. In everyday speech, a form of state defense can be expressed in Indonesian. Bu Venny shared that every time she taught, she always used Indonesian, as well as her students: "I used Indonesian to teach, but if children like to mix things up when I say it. For example, if someone wants to ask, they like to mix up Indonesian and Javanese ". The same experience was experienced by Mrs. Felana, in teaching in class children usually like to mix Indonesian with Javanese: "The majority of children already use Indonesian in class, but there are times when you use Javanese." everyday, cultivating an attitude of state defense can be formed by frequently using domestic

products. Loving the product and being proud of the work of Indonesian culture can foster a sense of national defense. According to Mr. Sulton, his students are already using domestic products: "Back then, when there was a study tour in Jogja the children were happy to buy a bag made of batik, sis. At school they also wear batik bags. The results of observations show that there are some students who wear batik-colored bags. Here are some photos of student batik bags at SMAN 1 Wonogiri. According to Mrs. Venny, at SMAN 1 Wonogiri every Friday all students and teachers wear batik clothes to show their love for the country. "Even though it's not Friday, sis, if there are certain events, the children now also like to wear batik clothes. Especially now that the color of the batik clothes is good and beautiful the model is also not inferior to ordinary clothes, there is a batik dress too.

As far as I know the children here when there is an art performance event where women like to wear batik dresses, like the art performance event a few months ago there was a student art creation event, all the children wore batik. Agreeing with Mrs. Venny, Mrs. Felana also said that now her students have started to love domestic products: "Indeed, not all students want to use our own products, but there are also sis who like to use water hyacinth bags, but yes there are also those who like the same. foreign products ". To be able to make students cultivate an attitude of defending the country, as a teacher, they must have ways so that students can cultivate an attitude of defending the country. This is what Sulton has done to foster an attitude of defending the country to his students by always reminding him of the importance of loving the country. The same experience was experienced by Mrs. Felana, in teaching in class children usually like to mix Indonesian with Javanese: "

The majority of children already use Indonesian in class, but there are times when you use Javanese." everyday, cultivating an attitude of state defense can be formed by frequently using domestic products. Loving the product and being proud of the work of Indonesian culture can foster a sense of national defense. According to Mr. Sulton, his students are already using domestic products: "Back then, when there was a study tour in Jogja the children were happy to buy a bag made of batik, sis. At school they also wear batik bags. The results of observations show that there are some students who wear batik-colored bags. Here are some photos of student batik bags at SMAN 1 Wonogiri. According to Mrs. Venny, at SMAN 1 Wonogiri every Friday all students and teachers wear batik clothes to show their love for the country. "Even though it's not Friday, sis, if there are certain events, the children now also like to wear batik clothes. Especially now that the batik clothes have beautiful colors and the models are not inferior to ordinary clothes, there are also batik dresses. As far as I know the children here when there is an art performance

event where the women like to wear batik dresses, like the art performance event a few months ago there was a student art creation event, all the children wore batik ". Agreeing with Mrs. Venny, Mrs. Felana also said that now her students have started to love domestic products: "Indeed, not all students want to use our own products, but there are also sis who like to use water hyacinth bags, but yes there are also those who like the same. foreign products ".

4.2 Discussion

Schools are formal educational institutions that help with informal education tasks in the family environment. School can be said to be a second home. In school, apart from getting academic education, children also get moral and spiritual education. Schools are also one of the right places to instill state defense in a student. In this case the teacher as class manager has an important role. The role of the teacher in shaping students' love for the homeland by reminding them of the importance of defending the country A teacher must be able to tell students the reasons for defending the country as stated by [34], namely: first, Indonesia is a big nation. The Indonesian nation is a large nation, which has a vast homeland and a beautiful and scenic nature. Second, it has a variety of cultures. Being proud of being Indonesian, not only because of the nature of the Indonesian homeland, but also because our ancestors already had high cultural values according to the size of the time.

The results of this study indicate that PPPKn teachers at SMAN 1 Wonogiri always remind students to always cultivate an attitude of defending the country. Besides reminding, PPPKn teachers also provide exemplary examples in loving the country. For example, a teacher always reminds his students to use domestic products. Loving domestic products is a form of love for the country. The teacher first uses domestic products so that students can see and imitate the teacher's habits in forming an attitude of love for the country. Besides giving students assignments to memorize national and regional songs. Nowadays students rarely memorize national songs and songs area. When there is material about love for the country, the teacher assigns a task to memorize songs in the hope that students who can memorize national and regional songs can love national and regional songs.

According to [35] there are several parts in a role, namely: first, Anacted Role (real role), a way that someone actually carries out in carrying out a role. Teachers have a role in educating and teaching students. The PPKn teacher at SMAN 1 Wonogiri has educated children to foster an attitude of defending the country by teaching the love of the country through the material of loving the country. The method of teaching PPKn teachers at SMAN 1 Wonogiri uses the lecture and question and answer method and is interspersed with group discussions. In addition to teaching love for the

country at SMAN 1 Wonogiri, PPKn teachers also play videos about Indonesia's diversity. Playing a video about diversity makes students more familiar with the culture of their own people. PPKn teachers also teach folk songs to form an attitude of loving the country to students. Giving the task of memorizing national and regional songs as the value of the assignment can spur students to keep remembering national and regional songs. Second, Prescribed Role (recommended role), the way that society expects from within to carry out a certain role. The teacher is the second parent. In addition to educating and teaching students, teachers also love students like their own children. The success of a student to become a good citizen in developing an attitude of defending the State by loving his nation is the result of being educated by a PPKn teacher. Sometimes parents forget that state defense needs to be taught at home. But parents forget about it. Here the role of PPKn teachers in shaping the attitude of defending the country by teaching in schools. As parents of both students, PPKn teachers help parents in teaching state defense. Third, Role Conflict (role conflict), a condition experienced by someone who occupies a status or more that demands role expectations and goals that contradict one another. Becoming a PPKn teacher is not easy. The responsibility of PPKn teachers in educating students is greater than teachers of other subjects. Making students have good morals, being responsible, disciplined, and loving their homeland is not an easy task. PPKn teachers must be resilient and patient with students. Not all students are obedient and obedient. There are some students who are disobedient and have an indifferent attitude towards their teacher. PPKn teachers have to give a lot of understanding that to be good citizens, respect teachers, cherish fellow friends at school is one form of loving the homeland. Fourth, Role Distance is the implementation of roles emotionally. The PPKn teacher when teaching in class must have a stable emotional feeling. Sometimes high school students, tend to have a rebellious nature, are indifferent because it is a process from children to adulthood. If the teacher has a stable feeling in class, the teacher can take control of his students. But the teacher is also an ordinary human who has a limit of patience. As was done by PPKn teachers at SMAN 1 Wonogiri when there were students who could not answer questions or when students were busy in class, PPKn teachers gave punishment. In order to form an attitude of defending the state in students, the punishment received by students must be able to foster a sense of love for the country. The punishment is in the form of singing a regional song or a national song. If the student does not memorize the national song or song in front of the class, the student must memorize the traditional song. In addition to providing a deterrent effect, it also increases students' knowledge with folk songs or national songs. Fifth, Role Failure (Role Failure) is a person's failure to carry out a certain role. In role failure does not mean that the teacher fails to guide and teach students. But the failure or negligence of a

teacher in the classroom. Each class has a total student population of 25 to 30 students. There are many kinds of students who are quiet, obedient, and some are disobedient. Not infrequently the teacher is careless in facing students who are playing cellphones in the classroom or reading magazines secretly. Sixth, role model (Role Model) is someone whose behavior is imitated, imitated and followed. In addition to reminding, teaching and educating students at SMAN 1 Wonogiri, PPKn teachers also provide examples of behavior in shaping attitudes to defend the country. The PPKn teacher at SMAN 1 Wonogiri gave an example by first using domestic products. Besides memorizing national and regional songs. Wearing batik clothes during activities outside of school. With that, it is hoped that students will be able to imitate and emulate the attitude of the PPKn teacher in loving the homeland. Seventh, the series or scope of roles (Role Set) is a person's relationship with other individuals when he is carrying out his role. In carrying out its role as a PPKn teacher in shaping the attitude of defending the country, schools must also support. Every Friday at SMAN 1 Wonogiri, we apply the rules for wearing batik clothes. Batik is a legacy from our ancestors which has now been recognized by the world. In order to increase love for the country, at SMAN 1 Wonogiri, a rule is to wear batik clothes every Friday. In addition, the implementation of the flag ceremony is every Monday. Every Monday ceremony, the activity of singing the national song is inserted. It is hoped that students who have memorized the national anthem can remember the national songs more during the flag ceremony. Eighth, Role Strain (role tension) is a condition that arises when a person has difficulty fulfilling the expectations or objectives of the role that is carried out due to inconsistencies that are contradictory to one another. In forming a state defense attitude, PPKn teachers at SMAN 1 Wonogiri experienced several obstacles. The obstacles faced come from within students who do not want to listen to the teacher while teaching. So, the role of the PPKn teacher at SMAN 1 Wonogiri in shaping the attitude of defending the country to students by providing habituation, exemplary, reward and punishment that are educational to deter students. A great nation is a nation that appreciates the merits of heroes. Heroes fight for independence with great difficulty, when the younger generations are already independent, they are even proud of the culture of other countries, the sacrifices made by heroes are useless. For this reason, PPKn teachers always teach and remind how important State defense must be instilled in students. The cultivation of the attitude of defending the country is carried out in schools, this is because schools are places of education and the formation of souls and enthusiasm for the young generation who will determine the future of the Indonesian nation in the future. In addition, a large number of Indonesia's young future generations are still students in schools so that if schools are able to provide

education to a sense of state defense. Cultivating a sense of state defense for all students in Indonesia will strengthen the unity and integrity of the nation in order to create a strong and strong NKRI and personality. Information presentation in the form of material that is interesting and relevant to the spirit of convenience for students and students, needs to be developed appropriately

5. CONCLUSIONS

The role of PPPKn teachers at SMAN 1 Wonogiri in fostering the attitude of defending the country by doing several things, namely: first to remind, PPKn teachers at SMAN 1 Wonogiri always reminded not to forget the Indonesian national identity. The future of the nation and state is in the hands of the younger generation, the old generation must give more opportunities and trust to the younger generation, especially students so that they are more innovative and creative towards goodness for the progress of the nation and state, the younger generation lives in an era of globalization marked by advances in science knowledge and technology which directly or indirectly greatly affect him, while the younger generation does not directly experience the bitterness of the struggle to win and defend independence, then of course there is an understanding of state defense, so this needs to be bridged, so that

The spirit of defending the country for the younger generation, especially students, remains in the corridors of the unitary state of the Republic of Indonesia which is based on Pancasila. Students must also be good at filtering the culture that enters Indonesia whether it is in accordance with Indonesian culture. Liking the culture of another country may be additional knowledge and information, but don't forget to uphold Indonesian culture. That way, every student will have a love for the country. Second, provide habituation, exemplary, reward and punishment that are educational.

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