

# Efforts to Build Student Character Through Revitalizing the Role of Citizenship Education Teachers

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**ABSTRACT.** In this paper we develop joint replenishment strategies, namely direct and indirect grouping to find the optimal solution for a multi-item probabilistic inventory problem. Basically, direct grouping is a strategy to group items according to a predetermined ratio of holding cost and minor ordering cost. On the other hand, in indirect grouping strategy, items are ordered every predetermined basic cycle time with a possibility that not all items are ordered. We assume that demands are normally distributed and all shortages are backordered. In developing our model, we also develop an algorithm for direct and indirect grouping. In the numerical experiments, we consider six items with their own parameters, ordered from one supplier, and compare the total inventory cost between direct and indirect grouping strategies. We found that in our examples that indirect grouping strategies gives lower total inventory cost than direct grouping strategy.

**Keywords:** *Character, Students, Civics Teachers.*

## 1. INTRODUCTION

Indonesia needs human resources in adequate number and quality of education as the main population in development. To fulfill these human resources, education has a very important role. Education as an activity and a process of deliberate activity is a symptom of society when it begins to realize the importance of efforts to shape, direct, and regulate humans as the aspirations of society [1]. This education plays a very important role in shaping the character of the nation. Seeing the present and future conditions, the availability of human resources with character is a very vital need. This is done to prepare for global challenges and the nation's competitiveness. [2] The learning process, both formally and informally, cannot be separated from teachers and students because part of the educational process is the teaching and learning process. The role of the teacher in learning is a job that must be professional, where the teacher will consciously pass on knowledge and experience to students so that they become intelligent and responsible human beings. In principle, the role of the teacher in the teaching and learning process varies greatly, which will remain more important as a teacher is a parent as long as students are in the school environment. Teachers bear the responsibility for implementing education in preparing human resources for a healthy and quality life in the future [3]. The existence of teachers in the world of education cannot be separated from life as a whole both in the family and in society. At least it can be seen from five dimensions, namely

teachers as individuals, teachers as family elements, teachers as elements of education, teachers as elements of society, and teachers as servants of Allah SWT.

Thus, in any system the teacher is always an inseparable part, because the teacher plays the role of both director and actor. That the teacher is the holder of the task and responsibility of planning and implementing teaching in the school. Although it cannot be denied that the character and morals of students are not only burdened enough on the teachers in school, but all the elements in society [4]. In this case, Civics Teachers in particular will be able to be good facilitators as well as professional teachers. Civics teachers are expected to form the main personality of young citizens who are smart, kind and reliable [5]. In the current era of globalization, character education in the school environment and the community has begun to be neglected because there are things that can influence it, related to the progress of the times like today many have negative effects that can change the character in our environment. Character education has experienced a decline, and this decline must be anticipated as early as possible by implementing character education, especially in the school environment. Character education is the main way to change and improve the character of students so that they have good and strong character [6]. Character education is very necessary for students and beneficial for them, namely by applying good character or character they can be liked by friends and respected by others, can be

accepted in society and become role models for others. This character education is carried out by instilling character values to school members which include components of knowledge, awareness or willingness, and actions to implement these values [7]. In addition, this character development is the main stream in building the nation's character. This shows that every development effort must be directed to have a positive impact o character development. [8] Judging from the conditions at SMP Negeri 1 Tarogong Kidul, character education is increasingly being neglected and not prioritized, so that many young people or students have a fading moral condition. This is marked by the occurrence of many violations of school rules, outside the classroom when lessons are in progress, late, skipping school, etc. [9]. Therefore, in the scope of schools, those who play an important role in implementing character education are teachers, especially those directly related to the delivery of material about character, namely Civics teachers [10]. In addition, students' knowledge is still lacking on character education in schools. Ignorance of how to act is an indicator of the low morality of students [11]. The urgent issue is what efforts should be made to improve the character building of students. In operational techniques, how to encourage students so that they respond to various information about the formation of received characters. In this problem, the researcher decided to conduct a research entitled "

## 2. METHODS

In essence, research is a way of the many ways that have been taken and carried out in search of the truth. The way to get to the truth is through the scientific method. The research method is referred to as a strategy in scientific research that aims to predict, control, and explain observed symptoms in order to get the desired truth and are also determined according to the characteristics of the problem studied in the study [12]. To provide data and information about the Role of Civics Teachers in Efforts to Form Student's character, observations and interviews were carried out. To analyze the problems in this research, the writer uses descriptive analysis method, which is a research method that creates a picture of the incident situation. Phenomena that are happening and related to the present condition. Research that is intended to investigate circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report [13]. Descriptive research is a

simple research, compared to other studies, because the research does nothing to the object or area under study [14].

## 3. THE MODEL

After the process of analyzing the research results, a discussion of the research based on the results of research on the Role of Citizenship Education Teachers in an Effort to Form Student Character in SMP Negeri 1 Tarogong is described.

- a. The Role of Civics Teachers in Forming the Character of Students at SMP Negeri 1 Tarogong Kidul. The teacher's role in the teaching and learning process is very large. The role of the teacher is even the main figure influencing the learning process. Teachers have competence in managing learning, especially in creating an attractive learning atmosphere according to their role. Learning activities that take place in the classroom are still centered on teachers or teacher based learning and students are less active, so learning outcomes are not optimal so that teachers are required to strive for it. improving learning outcomes by choosing the right learning model [15]. Civics teachers have more duties and roles than teachers of other subjects. This is related to their responsibility to shape student behavior in everyday life as good citizens. The task of Civics teachers is not only to transfer knowledge to students but also to transfer values that are expected to be understood, realized, and manifested in student behavior, Civics teachers have to do a lot of effort so that their students have good attitudes, high intelligence, and useful skills. . Therefore, Civics teachers must be able to take advantage of its function as a moral guide, attitudes and provide encouragement towards a better direction [16]. From Soemantri's opinion, it can be concluded that the role of the teacher is not only to provide lessons but to form character, with moral guidance, attitudes and encouragement so that these students have good character and character and behave better. Barriers faced by Civics Teachers in Forming the Character of Students at SMP Negeri 1 Tarogong Kidul. The obstacles faced by Civics teachers in shaping the character of students are the large number of students who do not comply with the rules that have been made both by the school and by the teacher so that it becomes an obstacle to the implementation of

extracurricular activities in developing the character or character of students. This is in accordance with Mulyasa's opinion, that the obstacles faced by a teacher are waiting for students to behave negatively, ignoring differences in students, unfair (discriminatory) [17]. Based on the description above, it can be concluded that a teacher's obstacles lie in the teacher and the school environment.

- b. Efforts made by Civics Teachers on the Character Building of Students at SMP Negeri 1 Tarogong Kidul. Teachers are very instrumental in shaping the character of students, the process of forming good character in students is the responsibility of all teachers, but in this case those who support and play a more role are Civics teachers because in Civics subject matter there are things related to character education / morals and manners which must always be applied in real terms in everyday life. In this case Civics teachers must be able to assist learning outcomes in shaping the attitudes and personalities of students. Character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality, so that he becomes a good human being, a citizen, and a good citizen. The criteria for a good human being, a good citizen of society, and a good citizen for a society or nation, in general, are certain social values, which are heavily influenced by the culture of the people and their nation. Therefore, the essence of character education in the context of Indonesian education is value education, namely education of noble values that come from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation [18]. According to Law no. 20 of 2003 article 1 concerning the National Education system states that National Education aims to educate the nation's life and develop Indonesian people as a whole, namely people who have faith and devotion to God Almighty and have noble character, have knowledge and skills, physical health and spiritual personality. steady and independent as well as a sense of social and national responsibility [19].
- c. To achieve and realize the goals of national education, Civics Education (Civics) teachers are required to be more active, especially in using educational methods in the teaching and

learning process of Citizenship Education, so as to be able to change student attitudes and behavior towards the right direction based on Pancasila. Given that the Citizenship Education subject is an education which contains values, norms, attitudes and interests. So the role of the Citizenship Education teacher must be able to foster students who are in accordance with the demands of the moral values of Pancasila. Because one of the things that determines the success of Civics Education teaching is that teachers must be able to understand the basic principles, accuracy in choosing methods, media, evaluation, material and available time to achieve the goals of Citizenship Education. In this regard, the implementation of Civics Education teaching in schools must be improved because Civics Education teaching in schools requires that every Citizenship Education teacher should be able to foster, develop and instill Pancasila moral values as a pattern of attitudes and personalities and behavior of students. The efforts made by Civics Teachers in shaping the character of students, namely emphasizing students more to participate in religious activities, providing understandings of character that lead to positive things, holding extracurricular activities that emphasize religious aspects and providing positive examples to students.

#### **4. CONCLUSIONS AND FURTHER RESEARCH**

Based on the results of the research above, it shows that the teacher plays a very important role in shaping the character of students

- a. The role of Civics Teachers in an effort to shape the character of students. In the learning process in the Civics class, the Civics teacher can understand students deeply in providing Civics subject matter, and always instill disciplinary values in students. This can be seen when in the learning process students are more active in learning and behave in accordance with ethics. However, there are still students who are indifferent who are less able to interact and rely on the opinions of other students rather than giving their own ideas or ideas. Thus it can be interpreted that the role of Civics teachers has increased in instilling disciplinary values in shaping the character of students. The role of Civics Teachers to instill disciplinary values, then the

increase in character building of students will increase. In general, the role of Civics teachers has increased in terms of starting learning Civics teachers always designing learning. The reason is that the discussion does not widen, because it is a compulsory activity for the teacher, because it is a reference for the teacher, because the teacher explains it is better understood. Then the Civics teacher can understand the teaching material in the school curriculum. With the reason, because in the learning process it can be understood, because it is required, because it is able to communicate effectively with students, it is maximal. And in the teaching and learning process the role of the teacher has a positive influence on students and has respected behavior. With the reason, because it can provide a good example, because it behaves more politely and politely, because it is able to provide an understanding to believe in doing something because of motivation.

- b. The obstacles faced by Civics Teachers in an effort to form the characteristics of students, this often happens to students who sometimes do not comply with the regulations that have been made by the school and by the teacher and also the result of the teacher's negligence who do not. Providing strict sanctions and lack of regular supervision, as a result, students are less controlled so that it becomes an obstacle in shaping the character of students, for example, there are still many students who enter school late, do not comply with regulations, lack discipline in participating in teaching and learning activities and do not take extracurricular activities.
- c. Efforts made by Civics Teachers towards character building of teacher students try to direct them to behave in accordance with the values contained in civic education (Civics) lessons which emphasize students more on character education. In addition, the school must change the old rules, if there are students who take actions that are not in accordance with school rules, the school must provide strict sanctions, such as reprimanding, summons for parents, if this does not create a deterrent effect. to students, the sanction given is Drop Out (DO). This will become an example for other students, so that it is hoped that no one violates the rules at school anymore.

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