



# The Role of Civic Education Subjects in Shaping the Character of Student Responsibility

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**Abstract.** Education a part of citizenship is identic with the beginning of the introduction of the values of the formation of the character of a person that is part of the responsibility for the recognition of rights, and obligations in civic education as character education. In particular the purpose is to; 1) examine and develop the role of civic education subjects in character building, 2) identify the character of responsibility in accordance with the subjects of civic education. This study aims to examine the role of civic education subjects as character education in shaping the character of student responsibility using a qualitative approach and literature study methods, with the author collecting data from various sources, mainly reference articles/journals as well as websites or reliable journal book print media. This is done because the role of civic education subjects cannot fully determine and shape the character of student responsibility due to the lack of character values instilled and the influence of the transition of learning methods that are less effective so that they are uneven. To overcome this, it is necessary to examine more deeply the subject of civic education in shaping the character of responsibility, especially in the cultivation of the character values of responsibility.

**Keywords:** Civic Education · Character · Responsibility

## 1 Introduction

Education is often associated with the main thing in the application of character to a person and every human being has the right to determine his personal character in the life of the nation and state, man is required to be responsible for what is his authority, rights and obligations [1]. Therefore, civic education is also referred to as character education, all human beings have the right to learn, especially in achieving responsibility for the person and for his society. Such as the elaboration of the Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units, namely subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become smart, skilled, and characterful Indonesian citizens in accordance with the mandate of Pancasila and Undang-Undang Dasar 1945. Thus, civic education as the main reference to determine character and apply it in the school, family and community environment in accordance with Pancasila and the 1945 Constitution.

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Civic education as a subject that has a great responsibility in building character, according to Dikdik [2] explained that the provisions stated in article 37 paragraphs 1 and 2 law of the republic Indonesia number. 20 Year 2003 concerning the National Education System state that civics provisions have efforts in the formation of a dignified national disposition and civilization in order to educate the nation's life and make humans as citizens who democratic and responsible.

Then, the obligations and rights possessed by every human being are the most important part that civic education examines the real whole of 'citizenship' in society. In addition, the subject of civic education is the development of ethics and noble morals connected with religious or religious subjects. Because the two things that underlie and underlie character are from ethics and moral values that are applied. It is these moral values that are the main foundation of civic education, especially in character education.

In reality, not all young people today apply the character of responsibility in their daily form, there is a rampant moral degradation that results in character deviations. As stated by the Kompasiana.com media who said that deviant behavior is quite often carried out by Indonesian youth, as a result of the information obtained by the internet, it is immediately digested which results in many deviations. The severity of deviance does not only occur in general youth but explicitly also occurs among youth such as students and high school, junior high and elementary school children, even those who do this happen because of the circle of friends or a bad environment, so that what happens is a decrease in character, the more it decreases, the more it damages the generation of the Indonesian nation.

The role of civic education subjects is one of the practices of the 1945 Constitution which is contained in the sentence "educating the life of the nation" meaning that the role of civic education is very important for all Indonesian people, especially in basic education, character building is made in accordance with the overall provisions that become the basis that character is the initial foundation in education. According to Wahab, A.A & Sapriya stated that civic education is a special education in students to prepare them to be part of citizens who are able to understand their role in the life of the nation and state, in addition to that according to the Minister of National Education Number 20 of 2006 concerning National Education Content Standards, civic education is a subject aimed at forming citizens who can understand and carry out their rights and obligations in making citizens intelligent, skilled and characterful. Thus, in the process of character building it is strongly correlated with the subject of civic education. By prioritizing character values becomes the goal rather than the subject. Abror, A. M., Suyani, N., Ardianto, D.T. [3] said the Citizenship education as a step in showing one's maturing education is mainly in terms of attitudes and behaviors that rely on Pancasila and Undang-Undang Dasar 1945.

Basically, the subject of civic education is part of character education, according to the realm of the macro and micro context of character education proposed in the macro realm of character development formed by planning, implementing and evaluating. Starting from 1) psychological education theory, values, social culture, 2) Religion, Pancasila, Undang-Undang Dasar 1945, Undang-Undang no.10/2003 concerning the National Education System, 3) the best experience (best practiced), and real practices connected to noble values then entered into the process of cultivating and empowering educational

units, families, communities which are divided into interventions and habituation. Then from habituation shows supporting tools such as policies, guidelines, resources, environment, facilities and infrastructure, togetherness, stakeholder commitment [4]. From the whole it gives rise to the existence of character behaviors in accordance with the development of character that is integrated in all subjects. As for the civic education micro-strategy; KBM in the classroom (integration into KBM on each mapel), School Culture: (daily activities / life in educational units), extracurricular activities (integration into scout extracurricular activities, Sports, Writing, etc.), health activities at home (application of habituation of daily life at home which is the same as in the education unit) [5].

Based on the description of the problems that have been raised, I am interested in studying the role of the civic education program in shaping the character of student responsibility”.

## **2 Methodology of Research**

The approach that the author uses is the quality approach. Qualitative approach is an approach that prioritizes the form of decryption of a phenomenon or thing that is happening with a clear form of writing and adjusts valid data. That qualitative research is not obtained from statistical procedures, but is obtained in the form of written analysis with various means such as interviews, observations, documents or archives and tests.

According to the source data taken through articles with Google Scholar access and partly from trusted news website access. The selected and listed articles are articles that are relevant to the author’s article. With the article selected by the author reprocessed into important and relevant information with the appointment of the theme of this article. The study of literature is through a scheme of reading, studying, and processing information from relevant articles and listed in accordance with applicable regulations. Zed [6] said that literature study or literature study is a method by collecting data and recording it as research material with relevant sources and linking current phenomena. That literature studies are a concise writing from articles / journals, books or documents that describe various past theories and information that are credited with the topic or document needed. The author conducts research and processes data in the form of articles that are relevant to other articles needed in writing. Thus literature studies are basically the activity of reading, writing and then processing with the needs of relevant articles in accordance with book sources both online with website access and offline in print media.

## **3 Results of Research**

The world of education is like the world that reaches a person from the moment he is born, education is not combined only in the form of formal teaching, education is also in line with the way a person educates his child, such as teaching the child how he stands, on his stomach and so on. This is based on the will and to reach out to the child’s development better, then when he grows up he is taught how to be polite towards others. it is part of a person’s basic education to develop in his attitude or behavior.

Similar to the subject of civic education, civic education is a step in determining the way a person influences the aspect of character, besides that civic education is a teaching on the importance of character in terms of daily life both in the family environment, schools and the wider community because it is aimed at achieving attitudes and behaviors in accordance with the rules stated in Pancasila and Undang-Undang Dasar 1945.

The values that underlie a person who has good character and become a good citizen are through core values which include; respect, responsibility, resilience, integrity, care and harmony. The values included in the theory of character correspond to that character values are formed from ethics that shape attitudes and behaviors in relation to God, attitudes and behaviors of his relationship with oneself, attitudes and behaviors of his relationship with the family, attitudes and behaviors of his relationship with the surrounding nature [7]. That basically psychologically an education based on character includes values whose dimensions of reasoning are based on moral reasoning, moral feeling, moral behavior. So that children are able to judge well and maintain and realize it in the form of attitudes and behavior actions.

Character is something that must be applied from an early age, because it aims to understand and show that attitudes and behaviors from an early age are priorities in future character development [8], so that over time when one has reached adulthood a person can think in acting and understand the role of a good citizen and be able to set a good example of society. This is so that in the life of the nation and state a person is able to act in accordance with the rules of the state, especially in Pancasila and Undang-Undang Dasar 1945. It is even strengthened again according to the Ministry of National Education which mentions the indicators of responsibility, namely; as a report maker of each lisa and writing activity, carrying out tasks of its own will (independent), initiative in overcoming problems of the closest scope, not craving cheating on the implementation of tasks, carrying out picket duties regularly, and being active in the role of school activities, providing submissions in problem solving.

In the subject of citizenship education, it contains an important goal in the life of the nation and state, namely by becoming a citizen who is responsible for his rights and obligations, can be trusted and has a good influence on the wider community. It is aimed at attitudes and traits that are formed at an early age.

## 4 Discussion

The role of civic education requires various encouragements in terms of implementation and in terms of actualization in a large scope. Because the intended results are in the form of actualized results, for example by the way a person places character education learning by means of actions outside the environment in activities or programs in youth in diversity. In addition, civic education is intended as one of the education that carries out character by including knowledge, awareness or will, actions to carry out values, both towards God Almighty, oneself, the environment or the flower to show as part of the kamil people. In addition, civic education has several components in character education that are part of and cover the scope of knowledge, skills and character. The Center for Civic Education or CCE states that the skills and character of citizenship include elements of citizen intellect skills, elements of citizen participation skills [9],

and prioritizing the main character values in the main points of civic education such as; religious, honest, intelligent, resilient, democratic, caring, nationalist, obedient to social rules, respecting diversity, aware of the rights and obligations of oneself and others, responsible, logical thinking, critical, creative and invasive, and independence. With that, character education is very integrated with learning.

## 5 Conclusions

Basically, the role of civic education as a character building of responsibility is contained in the provisions of article 37 paragraphs 1 and 2 of Law no. 20 of 2003 concerning the National Education System states that the provisions of Civics have efforts in the formation of a dignified national disposition and civilization in order to educate the nation's life and make humans democratic and responsible citizens. Thus, the role of civic education as a character building of responsibility is the main concept in containing strategies in the cultivation of character from an early age. This is influenced on the basis of the concept of civic education which is a character-based education, which contains the intellectual skills of citizens, citizen participation skills, as well as the main character values aimed at building the nation's character and becoming a responsible citizen.

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