



Implementation of Values and Character Education in Civics Subject for Grade V Students at SDN RAGI, Bima Regency

Suherman^{1 *}, I Gusti Putu Suharta²

Universitas Pendidikan Ganesha

Corresponding Author: Suherman: suherman.mh.mdjafar@gmail.com

ARTICLE INFO

Keywords: Implementation, Values ,Character, Education, Civics Learning

Received : 15, May

Revised : 20, June

Accepted: 17, July

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ABSTRACT

The purpose of this study is to illustrate how civics (PPKn) instruction at Ragi Elementary School in Palibelo District, Bima Regency, is used to teach values and character education. This study used a descriptive approach and a qualitative research methodology. Techniques for documentation, interviews, and observation were used in the data collection process. In order to evaluate the cultural conditions of the school and obtain data regarding the application of values and character education through Civics (PPKn) learning, the researcher made observations. A number of informants who were thought to have information relevant to the research objective were interviewed by the researcher. The research topic was pertinent to the documentation that was used. Data collection, data reduction, data presentation, conclusions, and verification were all part of the data processing and analysis. The results and conclusions of the study show that the 18 character values have not been properly included into values and character education at Ragi Elementary School in Palibelo District, Bima Regency. The following conclusions can be made in light of the study's findings about the application of character education in Civics (PPKn) instruction in the fifth grade at RAGI Palibelo Elementary School in Bima. In class V of Ragi Elementary School, Palibelo District, Bima Regency, value and character education are implemented through the integration of character values in three stages: planning, implementation (initial, core, and final activities), and evaluation.

INTRODUCTION

Law Number 20 of 2003 regulating the National Education System governs education in Indonesia. Formal, non-formal, and informal are the three categories into which the educational system is separated. Early childhood, basic, secondary, and higher education are the other four educational levels. One of the main elements that significantly influences the character of the Indonesian people is education. In addition to expanding knowledge, Indonesia's educational system seeks to develop students' potential and values so they can grow into morally upright adults.

It is anticipated that education would result in the production of a superior generation that can positively impact the nation and state. This program in schools seeks to strengthen students' character through the harmonization of heart, taste, thought, and physical development in accordance with Presidential Regulation No. 87 of 2017 concerning the strengthening of character education (PPK). As part of the National Mental Revolution Movement (GNRM), educational institutions, families, and communities collaborate. The holistic and integrated development of pupils' potential must be the focus of this character education. Students will be able to fully develop their emotional and cognitive capacities through the integration of heart, taste, thought, and physical development.

Educational Pathways:

- **Formal Education:**

Structured and tiered, consisting of Elementary School (SD), Junior High School (SMP), Senior High School/Vocational School (SMA/SMK), and higher education institutions.

- **Non-Formal Education:**

Consists of learning activities outside the formal school system, such as courses, training, and learning studios.

- **Informal Education:**

Consists of family and community education that occurs naturally and unstructured.

Educational Levels:

- **Early Childhood Education:**

Pre-school, including Playgroups (KB) and Kindergartens (TK).

- **Basic Education:**

Elementary School (SD) and Junior High School (SMP).

- **Secondary Education:**

Senior High School (SMA), Vocational High School (SMK), as well as Islamic Senior High Schools (MA) and Islamic Vocational High Schools (MAK).

- **Higher Education:**

Diploma, Bachelor's, Master's, Specialist, and Doctoral programs.

Educational Goals:

The goal of education in Indonesia is to produce individuals who are faithful and devoted to God Almighty, possess noble character, knowledge, skills, physical and spiritual health, as well as a sense of social and national responsibility.

Educational Challenges:

Several challenges faced by education in Indonesia include:

- **Unequal Quality of Education:**

Gaps in access and quality of education between urban and rural areas.

- **Lack of Qualified Human Resources (HR):**

Graduates often lack the skills required by the labor market.

- **Inadequate Infrastructure:**

Lack of facilities and learning support tools.

- **Frequent Curriculum Changes:**

Too frequent curriculum revisions can disrupt the learning process.

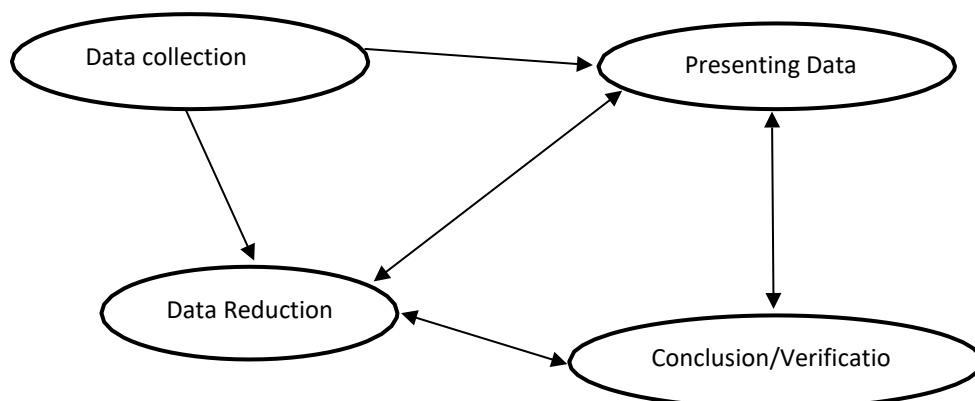
- **Teacher Welfare:**

Inadequate salaries for honorary teachers remain an obstacle.

The educational problems found in the field occur due to the lack of embedded character values within students. If character values are instilled, students will consider various aspects before committing violations. In accordance with the following statement, deviant behavior will not occur if moral and positive character values are already ingrained in each student (Hapsari, 2019). One solution that can be implemented is character education. As stated, the type of education needed today is one that balances all aspects—knowledge, physical, social-emotional, creativity, and spiritual (Munjiatun, Rizal & Munip, 2017). Through character education, individuals can continuously improve themselves and train their abilities to become better individuals (Hakim, Firmansyah, & Yenil, 2019). Character education is also best given during childhood, as it helps form future generations of Indonesian society into people of strong character (Nur, Suwandayani, Akbar & Hanurawan, 2016).

METHOD

This research uses a qualitative approach, using descriptive qualitative methods. Based on this approach, the data analyzed are in the form of the implementation of values and character education and the activities undertaken by students, rather than numerical data. The type of research used by the researcher is descriptive qualitative research. Descriptive qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people, both individually and in groups..



Every research study requires data, as it is essential for understanding research findings. Data are the results researchers obtain from sources. Qualitative research focuses on data that is not numerical, but rather descriptive, both verbally and in writing. The researcher is the primary instrument for collecting and interpreting data. This means that the researcher collects, presents, reduces, interprets, and compiles research findings. To be such an instrument, the researcher needs to possess a broad theoretical background and insight to be able to ask questions, analyze, photograph, and answer the research problem formulation. The instruments used in this study were observation sheets, interview guidelines, field notes, and documentation. Obtaining relevant data and answering the research problem formulation requires several techniques, including observation, interviews, and documentation.

RESULTS AND DISCUSSION

Preliminary Study

This initial activity was conducted by the researcher at the beginning of the study. At this stage, the researcher arranged and carried out observations to conduct a preliminary study. This preliminary study aimed to identify problems to be used as the focus of the research. Following that, the researcher determined the research title and type. The study focused on the implementation of value and character education in Civics (PPKn) learning in the fifth-grade class at SDN Ragi, Palibelo District, Bima Regency.

The implementation of value and character education at SDN Ragi has adopted the “Merdeka Belajar” (Freedom to Learn) curriculum in PPKn lessons. This is in accordance with regulations set by the National Department of Education. To support the success of teaching and learning processes and the implementation of character education, the school strives to provide facilities and infrastructure, although they remain inadequate. Data were obtained through observation, interviews, and documentation.

Implementation of Value and Character Education in PPKn Learning in Fifth Grade

Implementation refers to the approach used to apply value and character education in accordance with the school’s established culture. The researcher found three main methods of implementation:

1. Through PPKn learning activities:

- Students pray before and after lessons.
- Students collaborate in groups to solve problems given by the teacher.
- Students are encouraged to express opinions.
- Students complete both individual and group assignments.

2. Through habituation and exemplary behavior:

This is done both according to schedule and spontaneously, inside and outside the classroom. Routine activities include praying before and after learning, flag ceremonies, joint Yasin recitations, and short religious talks by teachers on Fridays. Students also read short Quranic verses before class and keep the classroom and schoolyard clean.

Spontaneous activities include greeting and shaking hands with teachers and peers, being polite, queuing, respecting opinions, helping others, and asking permission before leaving the class.

Programmed activities include class meetings after midterm and final exams. Exemplary behaviors encouraged include dressing neatly, punctuality, using proper Indonesian, and showing friendliness.

3. *Through extracurricular activities:*

- Regional dance lessons every Sunday.
- Scheduled sports per class.
- Joint physical exercises every Saturday.

These consistent activities help shape student character and knowledge, in line with the school's vision, mission, and parental expectations. Even though it's not an easy process, it requires time and consistency from family, school, and community.

Activities at SDN Ragi include teachers greeting students at the gate, praying at the beginning and end of lessons, flag ceremonies every Monday, Yasin recitations and religious talks every Friday, joint exercise every Saturday morning, and extracurricular activities like regional dance and scouting on Sundays.

ST. Raodah, S.Pd., the fifth-grade teacher at SDN Ragi, confirmed that during PPKn learning, students are required to pray, be punctual, and complete assignments on time. Students also sometimes recite short verses after praying before lessons. (Interview, May 24, 2025)

Learning in class must align with the Merdeka Belajar curriculum and the school's culture. Both formal and extracurricular activities are essential in forming students' character.

2. *Implementation of Value and Character Education in PPKn Learning*

- Students are accustomed to praying before and after lessons.
- Students work individually and in groups to solve problems given by the teacher.
- Students are encouraged to ask questions or give opinions despite limited Indonesian language skills, reflecting their courage.
- Students complete individual assignments independently, emphasizing honesty and discouraging cheating.

3. *Implementation of Character Education through Habituation*

- **Routine activities** include Friday Yasin recitations, memorizing short verses, and religious talks reminding students about the importance of obeying Allah and respecting parents.
- **Cleaning activities** are done daily (Monday to Saturday) to instill environmental care.
- **Flag ceremonies** are held every Monday, with trained student officers.

The internalization of values and character through PPKn at SDN Ragi includes learning activities, habituation, and extracurriculars. The values strengthened include:

1. **Religious values** (e.g., greetings, praying, Yasin recitations, respecting others).
 2. **Nationalism** (e.g., punctuality, uniforms, flag ceremonies, respecting rules).
 3. **Independence** (e.g., coming to school unaccompanied, completing tasks independently, being confident and optimistic).
 4. **Cooperation** (e.g., valuing opinions, cleaning together, helping, and taking responsibility).
 5. **Integrity** (e.g., being honest, punctual, and upholding rules).
4. *Implementation of Value and Character Education in Extracurricular Activities*
- **Bima traditional dance classes** every Sunday from 08:00 to 10:00 AM develop students' potential and character. Students perform in competitions and local events.
 - **Scheduled sports lessons** include theory in class and practice outside, like marching drills.
 - **Group physical activities** every Saturday promote health and unity, along with class-based scheduled sports.

5. *Obstacles and Solutions Faced by Teachers in Implementing Value and Character Education in PPKn*

Some common challenges found during the research include:

- **Limited infrastructure:** Teaching media and facilities are insufficient.
- **Low parental awareness:** Some parents do not prioritize their children's education, especially during farming seasons when children help in the fields.
- **Teachers' limited understanding of the 2013 Curriculum (K13):** Many teachers struggle to integrate value education effectively due to difficulty in developing lesson plans (RPP) and limited understanding of character-based learning.

According to Smith, Ming & Daphne (2020), a school's climate – which includes safety, support, and respectful relationships – is essential for effective learning and character education.

6. *Teacher Solutions in Implementing Value and Character Education in PPKn*

According to Kurniadin, S.Pd.SD, the school principal, effective solutions include:

- Strengthening communication and collaboration among school staff, students, and parents.
- Enhancing school facilities to support character education.
- Addressing each challenge actively and attentively during the guidance of students in PPKn character education.

7. *Values and Character of Fifth Grade Students at SDN Ragi in Daily School Life*

Based on the researcher's observations regarding the implementation of value and character education in fifth-grade Civics (PPKn) learning at SDN Ragi, Palibelo District, Bima Regency, several character values were identified

among the students. These include religiosity, discipline, environmental awareness, independence, hard work, curiosity, nationalism, patriotism, social care, and responsibility. Not all 18 character values were fully internalized, but the following were evident:

- a. **Religiosity:** Students pray before and after learning activities.
- b. **Discipline:** Students arrive at school on time (7:00 AM), complete assignments punctually, obey classroom rules, and dress neatly and appropriately.
- c. **Environmental Awareness:** Students beautify the classroom and school with plants, maintain cleanliness in classrooms and school grounds, and dispose of trash properly.
- d. **Independence:** Students take responsibility for class duties and complete individual tasks without copying from seatmates.
- e. **Hard Work:** Students complete assignments carefully and focus on tasks given by the teacher.
- f. **Curiosity:** Students ask the teacher questions about the learning material.
- g. **Nationalism:** Evident through participation in flag ceremonies every Monday and commemorations of national days, such as Teacher's Day during the research period.
- h. **Patriotism:** Students use proper Indonesian language, display the national flag, Pancasila, and portraits of national symbols (e.g., the President) in each classroom.
- i. **Social Care:** Students show respect to the school principal, teachers, and staff.
- j. **Responsibility:** Students complete assignments given by teachers and perform class duties on a regular schedule.

CONCLUSION

Based on the results of the research on the implementation of character education in Civics (PPKn) learning in Grade V at SDN Ragi Palibelo Bima, the study can be concluded as follows. The implementation of character values in PPKn learning in Grade V at SDN Ragi, Palibelo District, Bima Regency, is carried out by integrating character values into three stages: planning, implementation (initial activities, core activities, closing activities), and evaluation. However, at each stage, every school has different activities and instills different character values. These differences are adjusted according to each school's unique characteristics, vision and mission, and educational goals.

Obstacles in implementing character education in PPKn learning at SDN Ragi are related to the availability of school facilities and infrastructure, student conditions, teachers' classroom teaching experience, and poor communication between the school and students' parents. The solutions include optimizing the use of available facilities and infrastructure, giving more attention to students in need of guidance, making the most of available time, and holding regular meetings with parents.

The inhibiting factors found during the implementation of character

education include:

1. Facilities and infrastructure – These are inadequate, especially in terms of learning media and limited availability of computers at the school.
2. Lack of awareness among parents/guardians – Family awareness and support are crucial in supporting students' growth and development. However, the research found that during farming seasons, many students follow their parents to the fields, causing them to miss lessons.
3. Limited understanding among teachers regarding the 2013 Curriculum – This does not imply that the researcher underestimates the quality of educators, but the reality shows that many teachers still lack a comprehensive understanding of implementing character education through PPKn learning. In the 2013 Curriculum, teachers are required to carry out planning, implementation, and evaluation. However, in the planning stage, many teachers still struggle to design lesson plans (RPP). Furthermore, the implementation tends to be teacher-centered rather than student-centered.

The values and characters that have already been reflected in students at SDN Ragi include religious values, discipline, environmental awareness, independence, hard work, curiosity, nationalism, patriotism, social care, and responsibility. These values align with the character education emphasis implemented in each school, which is based on the school's vision, mission, unique characteristics, and adapted to the PPKn curriculum content.

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