

## Civic Education Learning Management as a Builder of Student Character: Multi-Site Study in Several Public Elementary Schools in North Sulawesi Province

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### ABSTRACT

This research aims to describe and discover the aspects of civic education learning planning, the implementation of civic education learning, the evaluation of civic education learning, and the development of civic education learning management as a character builder of students. This research method is relevant using the type of qualitative approach and case study method with the type of multi-case study design. This study found several things. First, PKn learning planning as a builder of students' character is shown in three categories of teachers' managerial dimensions, namely the role dimension, the process dimension, and the outcome dimension. Second, the implementation of PKn learning as a Character Builder for students is shown in four categories of teachers' managerial dimensions, namely the role dimension, the process dimension, the delivery dimension, and the use dimension. Third, the evaluation of Pkn learning as a builder of students' character is shown in three categories of teachers' managerial dimensions, namely the role dimension, the process dimension, and the method dimension. Fourth, the development of PKn learning management as a builder of students' character is shown in three categories of teachers' managerial dimensions, namely the role dimension, the process dimension, and the support form dimension. This study recommends several things. First, the role of teachers in planning, implementing, and evaluating PKn learning as a builder of student character found in this

study is important to be disseminated or transferred to teachers in elementary schools who are not included in this study. Second, the process of planning, implementing, and evaluating PKn learning as a builder of student character found in this study is important to be transferred and used as a reference for elementary school teachers who were not included in this study. Third, PKn learning management as an efficient and effective builder of student character in elementary school requires development support from teachers, principals, the government, and technology.

**Keywords:** character builder, Civic education, learning management

## INTRODUCTION

One of the important elements of a good citizen is to have and develop character following the nation's culture, so that they will be able to take a role in community development. If, through PKn subjects that have a dimension of moral education in schools, there are no efforts to build character, this is a very concerning condition, considering that PKn should be a direct guardian of character development efforts. It is feared that students will experience difficulties in conducting self-socialization, as well as experiencing obstacles to intelligently appreciate and provide solutions to social problems. As happened when the researcher made initial observations of several behavioral phenomena of elementary school children in PKn learning, it can be seen that the development of students' cognitive, affective, and psychomotor abilities is still far from what is expected. In terms of students' cognitive abilities, it is found that most students have not been able to reach the level of completeness, it can be seen from the learning results of both summative tests and formative tests, their level of understanding of teaching materials is still lacking, because they often do not focus on learning, also in affective ability has not fully increased because there are still students who like to play, lack of respect for each other, lack of respect for friends, likes to disturb friends, does not like to work together in groups and psychomotor abilities students cannot develop the skills they have.

The PKn learning process in the classroom is an effective vehicle to instill values for students, because in it, there is an authentic process of internalizing values, through processes that involve all students' potential. This is related to the characteristics of the learning process in the classroom that is structured, planned, and measured, so that the values ordered in it will be appreciated to the maximum by the students, with clear parameters. A PKn teacher, who in the context of education management is a learning manager, must be able to effectively manage and empower the potential in the school to achieve learning goals. The potential in question is in the form of all existing resources, which contribute to the ongoing character-building process. The problem of character education is often equated with educational processes within the same domain, namely, ethical education, affective education, value education, and moral education. Even though they are in the same realm, they can be

distinguished from each other. Character education is a very important aspect in forming individuals who not only excel in terms of intellectual intelligence, but also have moral integrity and the ability to interact positively with others and their environment. In the Indonesian context, character education is integrated into the educational curriculum to create a generation that has national values (Lumapow, 2024).

Therefore, conceptually, the factor that affects the PKn learning process as a character builder is the teacher factor as a manager who must have the ability to plan, implement, and evaluate the learning process. However, the reality is, based on the initial observation and interviews that were carried out, teachers are not able to optimize their duties as managers, teachers have not done the planning stage regularly, but are used to directly entering the implementation stage, even after the implementation, teachers do not carry out the learning evaluation stage. Teachers tend to teach with no planning and no preparation, both from the media, assessment instruments/learning outcome tests, even teaching materials that can be developed by the teacher himself, and also teachers often teach focused on package books only, and some teachers cannot manage learning with the right model and method. This happens because teachers have not optimally carried out their duties as managers. Similarly, efforts to build character through PKn as a subject in schools that have been going on for a long time have not optimally achieved expectations. Character-building learning is a learning process that allows meaningful educational interactions by involving the deepest aspects that exist in students. Such learning requires maximum learning management from a teacher as a learning manager, both from the process of planning, implementing, and evaluating learning.

Based on the literature study conducted by the researcher, it is shown that similar research has not been carried out in the context of North Sulawesi Province at State Elementary School 2 Tomohon in the context of Tomohon City, State Elementary School 2 Tataaran in the context of Minahasa Regency, and Inpres Rumoong Bawah State Elementary School in the context of South Minahasa Regency. Therefore, because it is so important to be researched in depth, the researcher is interested in conducting research with the title: Civic Education Learning Management (PKn) as a Character Builder of Students in Elementary Schools in North Sulawesi Province.

## METHOD

Referring to the formulation of the problem and the purpose of the research, this research is relevant using the type of qualitative approach and case study method with the type of multi-case study design (Creswell, 2012; Gay, Mills & Airasian, 2012).

Research on PKn Elementary School Learning Management as a Student Character Builder is not in the context of giving experimental treatment as in quantitative research, but is in a natural setting where the researcher collects data. The researcher, as the main instrument, is concerned with the researcher himself who collects data through observation, interviews, and document studies.

This research was carried out in 3 locations, namely SDN 2 Tomohon, Matani Village, Central Tomohon District, Tomohon Tengah, Tomohon City, 2) SDN 2 Tataaran, Tataaran 2 Village, Tondano

District in Minahasa Regency, and 3) SDN Inpres Rumoong Bawah Rumoong Village, South Minahasa Regency, which is located in North Sulawesi Province. And Research time for 3 Months.

The research data collected in this study are qualitative in the form of words, text data, and images derived from observations, interviews, and documentation studies (Creswell, 2014). Data in the form of words represent the social reality of the participants or informants. Their words offer detailed and concrete descriptions of the meanings that are thought to come from their words. For example, the expressions of the informants were obtained through interviews. Data in the form of text data represents the reality of the content of the document, printed in the form of writing that contains meaning. For example, the text in a document is available at school. Meanwhile, data in the form of images represents the reality of the appearance and impression contained in the visual material. For example, photos or videos of teachers' activities at school.

The source of data for this research is humans, namely informants such as teachers, school principals. In addition, research data can also be sourced from non-humans, namely, written documents and pictures in the form of photos of school activities.

Data collection techniques that are generally used in qualitative research are observations, interviews, documents, and audio-visual materials. The use of data collection techniques referred to in this study is explained as follows.

The data analysis technique that will be used by the researcher in this study is the technique developed by Miles and Huberman (Sugiyono, 2014). As qualitative data analysis activities are carried out interactively. Qualitative data analysis starts from data collection and then moves to data reduction and then to data presentation. Between data reduction, data presentation, and the conclusion drawn, there is mutual interaction. Every time there is a conclusion drawn/verification, it means Data collected by interviews, observations, documentation, and audio-visual materials from various data sources has reached a saturation point. Therefore, after concluding, the researcher returned to data collection.

Data validity testing is a strategy to strengthen trust in qualitative research data. According to Sugiyono (2014), the validity of data validity testing in qualitative research is based on the criteria of "credibility, transferability, dependability, and confirmability.

## RESULTS AND DISCUSSION

After conducting a qualitative analysis of the data of the findings of the research of a single case study, the results of the analysis of differences in the planning of PKn learning, the implementation of PKn learning, the evaluation of PKn learning, and the development of PKn learning management as a builder of students' character as in case I, case II, and case III respectively.

Based on the results of the difference analysis, it was continued by conducting a multi-case study to interpret the results of the equation analysis about 1) PKn learning planning as a student character builder, 2) the implementation of PKn learning as a student character builder, 3) the evaluation of PKn

learning as a student character builder, and 4) the development of PKn learning management as a student character builder.

Starting from the interpretation of the results of the equation analysis, the managerial dimensions of teachers in PKn learning management as a builder of students' character were obtained

Based on the discussion of the results of qualitative data analysis and research findings on PKn learning management as a builder of student character at SDN 2 Tomohon in Tomohon City, SDN 2 Tataaran in Minahasa Regency, and SDN Inpres Rumong Bawah in South Minahasa Regency in North Sulawesi Province. The discussion in question focuses on research topics which include:

1) Planning of PKn Learning as a Student Character Builder, 2) Implementation of PKn Learning as a Student Character Builder, 3) Evaluation of PKn Learning as a Student Character Builder, and 4) Development of PKn Learning Management as a Student Character Builder.

### **PKn Learning Planning as a Student Character Builder**

The results of qualitative data analysis and research findings show that PKn Learning Planning as a Student Character Builder is manifested in 3 (three) categories of teachers' managerial dimensions. First, the category of role dimensions, namely: teachers who play the role of PKn learning planners; planners who build students' character; and are autonomous or independent in compiling PKn learning plans as builders of students' character. Second, the category of process dimensions, namely: steps, Teachers' activities formulate learning outcomes that are the learning objectives; ways to achieve learning objectives; and how to evaluate the achievement of learning objectives. Third, the outcome dimension, namely the teacher prepares a teaching module as a learning plan that contains or contains PKn subject matter and the character of the students, namely faith, fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative as a Pancasila Student Profile; The allocation of learning time is 2 x 35 minutes 1 meeting; conventional and information-based and communication technology and digital technology-based tools, media, and learning resources; learning strategies and/or models; learning methods; learning outcomes; Learning objectives that are structured based on the domains of knowledge and attitudes; meaningful understanding; lighter questions; learning steps through initial/opening activities, core activities, and closing activities; enrichment for students who have achieved the criteria for completing learning objectives (KKTP); remedial for students who have not achieved KKTP; evaluation or assessment of low and high level knowledge and attitudes in the form of formative and summative evaluation; and evaluation by means of self-reflection on the implementation of planning and learning processes.

Examined from the concept of learning, planning can be understood from Siti Farikhah's point of view. (2015) that learning planning is prepared as an integral part of the professional work process, so that it functions as a guideline in the implementation of learning. The preparation of learning plans is a must because it is driven by the need for the implementation of directed learning, following the goals and objectives to be achieved. In learning planning activities, teachers determine learning goals, namely the goals to be achieved after the learning activity process occurs.

If we examine the results of previous research and the theoretical concepts of experts on learning planning, it can be said that the preparation process by teachers cannot be separated from their role as PKn learning planners and character builders of students, and their role in independent preparation.

In essence, the research findings on PKn learning planning as a builder of students' character cannot be separated from the standard process policy that must be fulfilled by teachers in the preparation of learning planning in each subject and school level. In the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education, and Secondary Education Levels, learning planning carried out by teachers has been regulated.

### **Implementation of PKn Learning as a Character Builder of Students**

The results of qualitative data analysis and research findings show that the implementation of PKn Learning as a Student Character Builder is manifested in 4 (four) categories of teachers' managerial dimensions. First, the role dimension category, namely teachers who play the role of implementers or implementers of PKn learning as student character builders; implementers or implementers of student character builders through PKn learning; and autonomous or independent in PKn learning planning as student character builders. Kedua, kategori dimensi proses, yaitu langkah-langkah pelaksanaan pembelajaran guru yang meliputi kegiatan pembelajaran awal/pembuka, inti, dan penutup. Third, the category of delivery dimensions, namely, teachers conveying learning objectives, conveying materials, and enrichment and remedial materials. Fourth, the category of use dimensions, namely teachers use strategies or models, methods, learning media, allocation of learning time of 2 x 35 minutes per 1 meeting, various techniques and/or instruments to evaluate low- and high-level knowledge and attitudes in formative form, and ways of self-reflection for evaluation of the learning process that has taken place.

The findings of this study are in line with previous research as well as the theory of the role of managers and the implementation of learning. The findings of the study that show that teachers play the role of implementers, developers, and autonomy in the implementation of PKn learning as a builder of students' character are actually rational because teachers can't carry out learning without playing a role as found. In principle, the role shown by teachers can be explained from the theory of educational management from the perspective of the manager's role.

In essence, the research findings on PKn learning planning as a builder of students' character cannot be separated from the standard process policy that must be fulfilled by teachers in the implementation of learning in every subject and school level. In the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education, and Secondary Education, the implementation of learning carried out by teachers has been regulated as follows.

- 1) The implementation of learning is held in a learning atmosphere that is interactive, inspiring, fun, challenging, motivates students to actively participate, and provides sufficient space for

initiative, creativity, and independence following the talents, interests, and physical and psychological development of students.

- 2) The implementation of learning is carried out by teachers by providing examples, mentoring, and facilitation.
- 3) The implementation of learning in an interactive learning atmosphere is designed to facilitate systematic and productive interaction between teachers and students, fellow students, and between students and learning materials, at least by interacting dialogically between teachers and students, as well as fellow students, actively interacting with the learning environment, and collaborating to foster the spirit of cooperation and play a role as a facilitators of the learning process and are not the only source of learning.
- 4) The implementation of learning in an inspiring learning atmosphere is designed to provide an example and be a source of positive inspiration for students, at least by creating a learning atmosphere that can spark ideas, encourage imagination, and explore new things, facilitating students with various learning resources to enrich insights and learning experiences.
- 5) The implementation of learning in a fun learning atmosphere is designed so that students experience the learning process as an experience that causes positive emotions and is at least done by creating a learning atmosphere that is joyful, interesting, safe, and free from bullying, using various variations of methods taking into account the aspirations of students and not limited to just in the classroom, and accommodating gender diversity, culture, local language, religion or beliefs, characteristics, and needs of each student.
- 6) The implementation of learning in a challenging learning environment is designed to encourage students to continue to improve their competencies through tasks and activities with the right level of difficulty and at least are carried out by using learning materials and activities following the abilities and stages of development of students and facilitating students to believe that their potential can be improved.
- 7) The implementation of learning in a learning environment that motivates students to participate actively is at least done by building a learning atmosphere that provides opportunities for students to dare to express opinions and experiment, involves students in developing learning plans, setting individual and/or group targets, and monitoring the achievement of learning outcomes.
- 8) The implementation of learning in a learning atmosphere that provides sufficient space for initiative, creativity, independence following talents, interests, and physical development, as well as psychological is at least done by providing opportunities for students to develop and communicate new ideas, accustoming students to be able to manage themselves in the learning process, creating a learning atmosphere that provides opportunities for students to actualize themselves, and appreciate the talents, interests, and abilities possessed by students.
- 9) The implementation of learning by providing examples is carried out by behaving nobly in daily life.

- 10) The implementation of learning by assisting is carried out by providing challenges, support, and guidance for students in the learning process.
- 11) The implementation of learning by providing facilitation is carried out by providing access and learning opportunities for students according to their needs.

### **Evaluation of PKn Learning as a Character Builder of Students**

The results of qualitative data analysis and research findings show that the Evaluation of PKn Learning as a Student Character Builder is manifested in 3 (three) categories of teachers' managerial dimensions. First, the role dimension category, namely teachers who act as managers of PKn learning management development as student character builders, managers who build students' character through PKn learning, PKn learning management developers as student character builders, and autonomous or independent in the development of PKn learning as student character builders. Second, the category of process dimensions, namely the steps of teachers' activities consisting of formulating evaluation objectives, developing evaluation instruments, carrying out evaluations, processing evaluation results, and reporting the results of evaluation and evaluation periodically, namely 2 (two) times every 1 (one) school year, namely 1 (one) odd semester and 1 (one) even semester. Third, the method dimension category, namely, teachers evaluate by means of self-reflection on the implementation of learning planning and self-reflection on the learning process.

In essence, the findings of research on PKn learning planning as a builder of students' character are part of the fulfillment of learning process standards, especially learning evaluation standards. In this regard, the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education, and Secondary Education Levels has been regulated as follows.

- 1) Evaluation of the learning process is an assessment of the planning and implementation of learning.
- 2) The evaluation of the learning process is carried out by the educator concerned.
- 3) Assessment of learning planning and implementation is carried out after the implementation of learning at least 1 once in 1 one semester.
- 4) Assessment of learning planning and implementation is carried out through self-reflection on the implementation of planning and learning processes and self-reflection on the results of assessments carried out by fellow teachers, heads of educational units, and/or students.
- 5) In addition to being carried out by teachers, the evaluation of the learning process can be carried out by fellow teachers, the Head of Education Unit, and/or Students.

### **Development of PKn Learning Management as a Character Builder of Students**

The results of qualitative data analysis and research findings show that the Development of PKn Learning Management as a Student Character Builder is manifested in 3 (three) categories of teachers' managerial dimensions. First, the role dimension category, namely, teachers play the role of PKn

learning management development managers as student character builders, managers who build students' character through PKN learning, PKN learning management developers as student character builders, and are autonomous or independent in the development of PKN learning as student character builders. Second, the category of process dimensions, namely the stages of teacher activities which includes the development of planning, implementation, and evaluation of learning. Third, the category of forms of support, namely the development of PKN learning management as a character builder of students in the form of support from teachers independently through further education, participating in training and seminars, and independent learning; school principals through the provision of teacher motivation and supervision and learning supervision; the central government through the implementation of teacher competency standards and learning process standards; and technology through information technology and communication (ICT) and digital technology.

Studied from the theory of learning management, it can be understood from the view of Haerana (Eva Fatmawati, 2019) that learning management is all efforts made in managing learning in the classroom, and teachers as managers in the classroom have activities including planning, implementing, and assessing the learning outcomes they manage. Meanwhile, according to Mukarromah et al. (2021), learning management is a management process that includes planning, organizing, controlling (directing), and evaluating activities related to the learning process of students by including various factors in it to achieve educational goals.

Based on these reviews, it is clear that the theoretical concept of learning management is not only about the process, but also includes examining the role played by teachers and the support of certain parties who are interested in the development and implementation of learning management. In the study, it was found that not only the human resources of teachers themselves through further education, participating in seminars and training, and independent learning, school principals through the provision of motivation and supervision of teachers and supervising learning, and the central government through the implementation of teacher competency standard policies, especially pedagogic competencies and learning process standards, but also include non-human resources, namely technology, namely information and communication technology (TIM) and digital technology is a supporting factor for the development of PKN learning management as a builder of students' character. This is supported by the theory from Mukarromah, Rosyidah & Musthofiyah (2021), that the development of learning management includes various factors to achieve learning goals.

In addition, the findings of this study also indicate the implementation of process policies by teachers. In the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education, and Secondary Education, the standards for learning management development that must be carried out by teachers have been regulated as follows.

- 1) Learning process standards are the minimum criteria for the learning process based on the path, level, and type of education to achieve graduate competency standards.

- 2) Learning process standards are used as guidelines in carrying out an effective and efficient learning process to develop students' potential, initiatives, abilities, and independence optimally.
- 3) Learning process standards include: Learning Planning, Implementation of learning, and assessment of the learning process.

Although teachers in elementary schools who are used as research case studies have not been ideal in the development of learning management as a character builder of students, but one thing is rational that they have made efforts following their managerial capacity and realized it according to the support of the school principal through the provision of motivation and supervision, the central government through the implementation of teacher competency standards and process standards. and technology through information and communication technology (ICT) and digital technology.

## CONCLUSION

Based on the results of the research and discussion, the conclusions of this study can be stated as follows. PKn Learning Planning as a Student Character Builder is manifested in 3 (three) categories of teachers' managerial dimensions. First, the role dimension category, namely, teachers play the role of PKn learning planners, Student character building planners, and autonomous or independent in developing PKn learning plans as a builder of students' character. Second, the category of process dimensions, namely the steps of the teacher's activities to formulate the learning outcomes that are the learning objectives, ways to achieve the learning objectives, and how to evaluate the achievement of the learning objectives. Third, the outcome dimension, which is the learning plan in the form resulting from the process of compiling a learning plan by the teacher. The implementation of PKn Learning as a Student Character Builder is manifested in 4 (four) categories of teachers' managerial dimensions. First, the role dimension category, namely the teacher plays the role of the implementer of PKn learning as a builder of students' character; the implementer of the student's character builder through PKn learning; and autonomous or independent in the planning of PKn learning as a builder of students' character. Second, the category of process dimensions, namely, teachers carry out learning steps that include beginning/preamble, core, and closing learning activities. Third, the category of delivery dimensions, namely, teachers conveying learning objectives, teaching materials, and styling and remedial materials. Fourth, the category of the dimension of use, namely, teachers use strategies or models, methods, and learning media. allocation of learning time 2 x 35 minutes per 1 meeting, various techniques and/or instruments to evaluate low and high level knowledge and attitudes in formative form, and ways of self-reflection for evaluation of the learning process that has taken place. The evaluation of PKn Learning as a Student Character Builder is manifested in 3 (three) categories of teachers' managerial dimensions. First, the role dimension category, namely, the teacher plays the role of the PKn learning management development manager as a character builder of students. Second, the category of process dimensions, namely teachers evaluate through activity steps consisting of

formulating evaluation objectives to develop evaluation instruments, carrying out evaluations, processing evaluation results, and reporting the results of evaluation and evaluation periodically, namely 2 (two) times every 1 (one) school year, namely 1 (one) odd semester and 1 (one) even semester. Third, the category of the method dimension, namely the teacher evaluates by means of self-reflection on the implementation of planning learning, and ways of self-reflection on the learning process. The development of PKn Learning Management as a Student Character Builder is manifested in 3 (three) categories of teachers' managerial dimensions. First, the role dimension category, namely, teachers play the role of PKn learning management development managers as student character builders, managers who build students' character through PKn learning, PKn learning management developers as student character builders, and are autonomous or independent in the development of PKn learning as student character builders. Second, the process dimension category, namely, teachers develop PKn learning management as a builder of students' character through stages of activities that include the development of planning, implementation, and evaluation of learning. Third, the category of forms of support, namely the development of PKn learning management as a builder of students' character in the form of forms of support from teachers independently through further education, participating in training and seminars, and independent learning; school principals through the provision of motivation and supervision of teachers and learning supervision; the central government through the implementation of teacher competency standards and learning process standards; and technology through information and communication technology (ICT) and digital technology.

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