

The Role Of Civic Education Teachers In Improving Students' Moral Values In Elementary Schools

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Abstract:

This study aims to find out how the influence of civics education teachers has on student morale in elementary schools. This type of research is descriptive qualitative. Collecting data using interview and observation techniques. The subjects of this study were two teachers, school principals and students of citizenship education who were identified using a purposive sampling technique. The collected data were analyzed using descriptive analysis. The results of this study indicate that: At SDN Nanggulan the role of educators is through several indicators (1) educators as designers, (2) educators as initiators, (3) educators as motivators, (4) educators as observers, (5) educators as anti-adversators, (6) educators as models, (7) educators as evaluators, (8) educators as friends who explore with students, and (9) educators as promoters so that students become true learners. This is to ensure that civics teachers can help students develop free moral values to help students do it at school. While the supporting factors for the successful formation of moral values in students are infrastructure, regulations and teachers.

Keywords: Moral values; The role of the teacher; Civics education; Elementary school

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Introduction

Not only having responsibilities as a teacher, but the teacher has a very important task and role as a source of information for students, for example it is used later in society and as a provision for the future (Dewi Safitri, 2019). Not only as a source of knowledge, the teacher also become the source of how to behave for students (Nurzakiyah, 2018). With the teacher's role as a source of moral knowledge for students, it is hoped that all students can form human beings who have noble character, because in principle a teacher does not only teach, but also sets an example that teaching is true and applies Pancasila values and civic education in life (Warif, 2019).

Moral character education is an effort to train students to make wise decisions and be able to implement and play a positive role for society in everyday life (Sholeh, 2016; Cecep dkk., 2021). We can see it in the environment and daily life, fights between students, immoral acts and other bad associations, can be called a barometer of the current low level of moral education (Agus Nurjaman, 2020). According to Mulyasa, today is a period of moral decline in society, not only an economic crisis, but also a moral crisis. Therefore, developing students' moral intelligence is not an easy challenge for teachers, especially for civic education teachers as the backbone of the nation's moral education (Mulyasa, 2022).

The challenge for teachers in teaching moral education is not easy, so many students do not understand the importance of moral education. The simplest thing that can be an example of bad moral education in schools is for example students who still cheat a lot, don't have the courage to ask teachers about things they don't understand, don't do homework and there are still many students who still don't respect teachers. in class, during the teaching and learning process takes place (Thomas Likona, 2019; Rahmawati & Sholeh, 2021). So, the lack of moral character education can have a direct impact on the quality of student learning at school. Therefore, moral education together with civic education plays an important role in improving the character and quality of student learning, so that students have self-discipline and responsibility in the school, class and social environment, which has a positive impact on students for the quality of learning (Julaeha, 2019; Sholeh dkk., 2021) .

There are several subjects in elementary school education, one of which is civic education. The two subjects most closely related to maximizing moral education are civic education and religious education. Besides aiming to make good citizens, namely citizens who know, want, and are aware of their rights and obligations (Susilowati, 2018). Therefore, civic education teachers are expected to have the ability to develop students' moral intelligence. As Hamid Darmadi mentioned, this is because the civic subject includes material about values, morals and character (Hamid Darmadi, 2020). Syarkawi examines moral values according to three basic principles, namely the principles of independence, equality and mutual acceptance. In Syarkawi's words, those three principles are the basis for thinking and acting in a way that leads to good moral behavior and good personal character (Muhayatul Huliyah, 2021).

Based on Rizty Azzahra's previous research, the role of the civic education teacher is very important to strengthen the nationalist attitudes of elementary school students, namely the teacher as a leader, the teacher as a bridge between generations. Civic education teacher as a driver of creativity and citizen teacher as authority. The forms of nationalism among elementary school students are as follows: Nationalist attitudes are related to pride in being Indonesian, nationalist attitudes are related to sacrifice, nationalist attitudes are related to acceptance of pluralism, and nationalist attitudes are related to appreciation for the services of heroes (Sastradipura dkk., 2021). Then another research was conducted by Fadil Yudia

Fauzi. In his research, the teacher's role in providing material in class is expected to be able to connect and emphasize learning objectives so that it has an impact on everyday life. Civic education teachers certainly have a very important role in building student character because citizenship is a lesson aimed at forming good citizens in the daily life of the nation and state (Fauzi dkk., 2019). Previous research was also conducted by Dasu Oka Wulandari. In his study of Civic Education, civic education teachers have more responsibilities and roles compared to other subject teachers, related to the responsibility to shape student behavior to be better in everyday life as citizens. Country (Wulandari & Hodriani, 2019).

The difference in this study focuses on the learning process in civic subjects. The problem faced by grade 5 students at SDN Nanggulan is the lack of a process to improve students' moral values. Therefore the researcher is interested in discussing the role of the civic education teacher in increasing the moral values of elementary schools. Researchers hope that this research can provide creative, innovative and interesting information for teachers in the learning process to instill moral values so that learning can run well.

Research Method

This study uses a qualitative descriptive method with the aim of describing the situation regarding the role of civic education teachers in increasing the moral values of elementary school students. Qualitative research is very appropriate to use in this research because the researcher describes the civic subject. This research was conducted at SDN Nanggulan Yogyakarta in the odd semester of December 2022. The research data collection technique was based on observation and interviews. Interviews were conducted with school principals, grade V students and 2 teachers of Civic Education grade 5 SDN Nanggulan, Sleman, Yogyakarta. The data analysis technique used is the Milles and Huberman model which includes data reduction, data representation and conclusions

Table 1. Aspect and Research Instrument

Rated Aspect	Instrument	Observed Data	Respondent
Civic education teacher's role	Observation, Guide sheet, Interview	<ol style="list-style-type: none"> 1. Teacher as planner 2. Teacher as initiator 3. Teacher as motivator 4. Teacher as observer 5. Teacher as anti-adversary 6. Teacher as model 7. Teacher as evaluator 8. Teacher as friend-explores with students 9. Teacher as promoter so the students become true learners 	Headmaster, teacher, students.

Research Findings And Discussion

The Role Of Civic Education Teachers In Improving Students' Moral Values At Sdn Nanggulan

The role of civic education teachers in increasing students' moral values related to the development of children's moral values in elementary schools at SDN Nanggulan receives special attention from teachers where teachers do more extra work to guide and direct students so that children's moral skills can develop properly.

In addition, the principal guides directing teachers so that the performance of teachers is optimal according to their competence. From this presentation it can be used as a good guide by teachers about the importance of increasing student moral values. Teachers are required to be able to better understand the characteristics of student development and be able to be good role models for students.

The teacher's role is to influence and motivate students so that students can do something the teacher wants (Agustini Buchari, 2018). a teacher must have experience skills with the aim of being able to provide convenience to students in teaching and learning activities in the form of motivation, guidance and direction (Taman Nilayta Ritonga, 2021). the important roles of a teacher include the teacher as a class manager (classroom management), as an evaluator, and as a mediator (Nafisah Nor Saumi dkk., 2021; Rahmawati & Sholeh, 2021).

As stated by (Fadjriah Hapsari dkk., 2021; Rahmawati dkk., 2022). the role of the teacher is very important in the teaching and learning process in schools. This is because the teacher's role is very closely related to the activities and work of a teacher himself, so the teacher must certainly fulfill his role and responsibility in teaching and learning activities. The duties and roles of the teacher are not only as a teacher and educator, but what is no less important are several components related to developing the potential of students (Kandiri Kandiri & Arfandi Arfandi, 2021).

Based on interviews and observations, the role of civic education teachers in increasing students' moral values is quite good. In carrying out their roles and duties, civics education teachers cannot be separated from the quality teacher indicator standards that have been set at SD Nanggulan. There are several criteria for qualified teachers according to predetermined indicators:

Table 2. Indicator and Results Criteria for Qualified Teachers

No	Indikator	as	Capaian
1	Teacher planner	as	The teacher must prepare teaching and learning activities (pre-teaching problems as a planner).
2	Teacher initiator	as	Teachers can always find new ways to teach in schools to make the learning and teaching atmosphere better. Community teachers not only teach students the material in class through lectures, but they also teach students the theory behind moral education. Civic education teachers have the opportunity to increase student morale by participating in routine religious activities with their students at any time. The idea is to provide moral information through supporting religious events as well as teaching in the classroom. Thus, every teacher at SDN Nanggulan works together to achieve goals.
3	Teacher motivator	as	The task of the educator as an inspiration, how a teacher can further develop students' learning abilities, how as an inspiration a teacher is needed to increase student inspiration and achieve ideal quality learning. A civic education teacher will certainly look for other students during the teaching and learning process. For example, if a student is punished for violating an order to be late or for not performing the Dhuha prayer at school, the student will immediately feel devastated when receiving the punishment. Civic subject works to convince students that the teacher's decision to punish students is based on the

		fact that student behavior violates prevailing values and moral standards, not the teacher's intention to provoke students. As a result, when students experience learning difficulties, teachers always try to inspire them, even when they break the rules students need figures to inspire them.
4	Teacher as observer	How a teacher learns student behavior, learning progress, reactions, and interactions through observation.
5	Teacher as anti-adversary	Teachers are faced with the prospect of learning. For example, in educational experiences, educators find student problems difficult to understand. Teachers must anticipate problems before they occur by understanding students' personalities and providing various learning models to facilitate learning. Students research the subject.
6	Teacher as model	At the teacher's initiative, students must be shown how to tell the truth, respect others, be honest, respect others, and live a moral life. Teachers act morally by helping students identify their own values, instilling in them a belief in these values as the foundation of their lives, and encouraging them to live their lives in accordance with these values.
7	Teacher as evaluator	In the capacity as an evaluator, how can a teacher monitor student progress so that further evaluations can be collected to improve student quality, value portals, and even education. Teachers can create learning enhancement materials thanks to the assessment function. Preparation, implementation and training are the three stages that form a clear evaluation procedure. A fair and objective assessment is required.
8	Teacher as friend-explores with students	The teacher is the student's partner in discovering and checking information that was previously unknown to the student when the teacher asks questions as friends do.
9	Teacher as promoter so the students become true learners	Through self-improvement, the continuously learning teacher maintains professional dignity while successfully assisting students in leading successful futures.

Standard indicators for quality teachers that have been set at SD Nanggulan:

Tabel 3. Achievement of quality teacher indicators that have been set at SD Nanggulan

No	Indicator	Achievement
1	Teacher as a planner/organizer	Civic Education teachers have prepared learning designs before starting teaching and learning activities such as preparing media and lesson plans.
2	Teacher as an initiator	Civic Education teachers have provided opportunities for students to improve morale by participating in routine religious activities, in these activities the teacher provides teaching and information on moral values.
3	Teacher as a motivator	Civic Education teachers have provided motivation to students who do not comply with school rules, for example when students come late to school and don't do their homework.

4	Teacher as an observer	Civic Education teachers have observed and examined student behavior, learning progress, reactions, and student interactions.
5	Teacher as an antisipator	Civic Education teachers anticipate learning problems or difficulties faced by students by understanding student personalities and providing various learning methods and models.
6	Teacher as a role model	Civic education teachers have been seen as role models by students. His every action in expressing the truth, respecting others, being honest, and living a moral life is imitated by students.
7	Teacher as an evaluator	Civi Education teachers track student progress through continuous evaluation to improve student quality.
8	Teacher as a student's exploratory partner	Civic Education teachers have mingled with students in finding and checking information that was previously unknown, the teacher acts as a friend.
9	Teacher as a promoter for student to become true learners	Civic Education teachers help students achieve their goals in order to become successful future leaders.

In general, elementary school age children need moral development. according to research (Didik Efendi, 2019). Moral development in this case is the formation, maturation and understanding of right and wrong according to students' cognitive development. Elementary school students have the ability to imitate regardless of good or bad. This is because the students' curiosity and desire to try is very large.

According to H. Kirschenbaum in (Nandia Kiranti Dkk., 2021) it can be said that moral education is successful if students are able to generate moral values and behavior both in behavior and verbally. The purpose of moral education is to produce people who understand moral values and implement them in accordance with the moral concepts taught in the moral traditions of culture, religion and society. This moral education must be carried out positively both in the home environment, in the community and in the school environment and everyone is obliged to participate in improving children's moral education so that children become the next generation of nations who have good morals and morals (Ali Miftahu Rosad, 2019). Sejalan dengan penelitian (Shailaj Kumar Shrivastava, 2017) *to make our country incredible, we ought to influence our younger generations mind set with the best we could and make them understand the importance of moral values to build good character. If only we inculcate the moral value, which could be achieved only through education. We can glorify youth of today as the best citizen.*

The following is what teachers at SDN Nanggulan did, according to the results of their interviews: a). Material moral values are instilled in every subject taught by civic education teachers by associating them with social life. b). Apart from assisting in class, civic education teachers also take part in spiritual activities at school. c). Moral value is an effort that must be made by a teacher to learn citizenship if he does not know, has difficulty, and does not understand the moral values in the material. d). Various moral concepts contained in moral values are explained by civics education teachers. The material is based on moral principles and provides examples that are in accordance with the level of understanding of students and the reality of people's lives so that students can easily understand it. e). Civic Education teaches

teachers to instill moral values in students or at least serves as a guide for teachers to find satisfaction in promoting values. f). Articles of moral values relating to the material of moral values are the subjects of each civic education teacher. g). In each mentoring on moral values material, civic education teachers provide specific moral values coaching materials. H). When a student violates the law in vain, civic education teachers uphold the law with good advice and rebuke. Students are accompanied by civic education teachers not only in class but also in following spiritual lessons which are often taught at school. This is to ensure that civic education teachers who want to help students develop moral values are free to help students do so at school.

By increasing student morale, teachers as educators not only provide material but also teach about outlooks on life. So that students can live their lives well. A teacher as an educator can set an example through teacher discipline and his actions as a teacher. To generate high morale, students must also have high motivation, both external and internal, which mainly comes from the teacher himself. The teacher as a motivator is very important in interactions in teaching and learning, because the teacher is referred to as a professional and able to socialize in improving the moral quality of students. The teacher acts as a motivator by encouraging students in the form of praise when students achieve good results, and he also advises or punishes students who break the rules.

Supporting and Inhibiting Factors for Civic Education Teachers in Improving Students' Moral Values at SDN Nanggulan

The potential of students' moral values can develop with the existence of stimuli from within and from outside the child. After we conducted interviews, research and observations, we found that the factors that support and hinder civic education teachers in improving student morale are as follows:

Factors that help civic education teachers develop moral character: 1) Facilities and Infrastructure Facilities are very important to relieve teachers and instill moral values in students. There are several supporting facilities at SDN Nanggulan, including a library, prayer room and house of worship. 2) Discipline of students and teachers, rules are made so that students and teachers can use their rights and obligations to achieve school goals. 3) Teacher To achieve school goals, the teacher is an important milestone in the teaching and learning process. In this context, it is not only the responsibility of civic education teachers to cultivate students' noble character, but also the responsibility of other teachers to work with them to raise students' moral standards. 4) Spiritual school program School spiritual programs, such as holding services, requiring students in the school environment to pray in the school prayer room, and various other spiritual teachings, help improve teacher morale. Student morale and character are shaped by spiritual learning in this program. Civic education teachers greatly benefit from the existence of a spiritual program in cultivating moral values in their students.

There are several factors that make it difficult for civic education teachers to instill moral values in their students, apart from the supporting factors that assist them in carrying out their duties. According to the author's findings and information, there are several obstacles that become obstacles for civic education teachers at SDN Nanggulan in fostering moral values in their students: 1) Condition of students; one of the factors that hinders teachers from increasing students' values and moral values

is the wide variety of students who are easy to deal with, easy to understand, disciplined, and obedient to teachers and rules. However, there are also students who exhibit the opposite trait: difficult to manage, slow to understand, disciplined, and often violate school rules. This is a test for teachers, especially civic education teachers and religious education teachers, because there are still many students who violate existing regulations. 2) Online Learning, online systems have advantages and disadvantages. The online system is very different from face-to-face education, where in online learning teachers and students cannot form emotional bonds with each other directly, making it difficult for teachers to help students grow morally. Teachers lack flexibility in observing how students interact with each other and how their behavior changes over time.

The factors described above are in accordance with the factors that influence the development of moral values according to (Khairul Azhar & Izzah Saidah, 2017) which explains that factors that influence the development of children's potential (including moral values) are both supporting and inhibiting factors, including factors heredity (genetics), environmental/society factors, age factors, formation (conditions outside the child that affect intelligence), such as electronic media, interests, freedom.

The factors that have been put forward by civic education teachers are also in line with what was put forward by (Miftahul Jannah & Khamim Zarkasih Putro, 2021; Najiah dkk., 2022), they explain that those that influence the development of students' potential (including potential moral values) are summarized into 2 factors, namely: genetic factors (heredity) and environmental factors (family environment, school environment, and peers, and mass media factors).

Civic education teachers at SDN Nanggulan are aware of the current difficulties and provide several solutions to these problems: 1) Remain consistent in working as teachers by overcoming existing problems and challenges. Civic education teachers consistently carry out their roles as parents, initiators, informers, planners, initiators, actors, role models, evaluators, exploratory friends with students, and facilitators to help children become true learners. 2) According to SDN Nanggulan's explanation of the problem-solving approach, each problem must have a procedure for solving it. The first thing to do when a student has a problem, either a teaching and learning problem or an ethical violation, is to give directions to the child in the form of an oral warning. If job counseling does not help, cooperative methods are used to solve the problem. This method places students, parents, and teachers in a position to offer solutions to student problems.

The analysis above shows the important role played by the teacher in developing the potential of students' moral values. Of the many factors that affect the development of students' potential, it is better if they are used as a reference and guide for teachers, so that the development of children's potential cannot be separated from the influence of an increasingly broad environment, so that teachers can do that. In order to be more aware of being able to increase their ability to understand the characteristics of the development of each child, and to be able to lead and guide children in such a way that they become good personalities, because the teacher's task is not only in the development of children but also to ensure that children can also develop into moral individual.

Conclusion

Regarding some of the indicators set by SD Nanggulani as indicators of teacher quality: 1) Teachers as planners, 2) Teachers as initiators, 3) Teachers as motivators, 4) Teachers as observers, 5) Teachers as anti-adversators, 6) Teachers as models, 7) Teachers as evaluators, and 8) Teachers as friends exploring with students; and (9) Teachers as promoters so that students become true learners. Civic education teachers face a number of challenges in their efforts to instill moral values in Nanggulan Elementary School students. A. Supporting Factors: 1. Facilities and Infrastructure SDN Nanggulan has several supporting facilities, including a library, prayer room, and other facilities and infrastructure. 2. Student and teacher regulations are designed so that students and teachers can use their rights and obligations to achieve school goals. 3. Teachers are taking significant steps to prevent harassment in schools due to the teaching and learning process. 4. Spiritual school program. According to information obtained from the author, there are several inhibiting factors that hinder civic education teachers from increasing the moral values of SD Nanggulan students. Supporters include spiritual programs programmed by the school, such as holding worship at school and forcing students to perform the obligatory prayers at the school prayer room. Inhibiting Factors 1. Students' Conditions One of the causes of civic education teachers' inability to increase students' moral values is the diversity of their students. 2. Online Learning, online systems have advantages and disadvantages. The online system is very different from face-to-face education, where teachers and students cannot form emotional bonds with each other directly, making it difficult for teachers to help students grow morally. The suggestions from this study are that the teacher's role can be further developed using other learning approaches. The teacher must also create fun learning so that the ability to learn student character values can increase and develop properly.

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