
GOOD CITIZEN: THE RESPONSIBILITY OF TEACHERS TO SHAPE THE CHARACTER OF MAN 1 SAMARINDA STUDENTS DURING THE COVID-19 PANDEMIC

Oleh

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Abstract: *This research focuses on the responsibility of PPKn teachers in carrying out their obligations as a professional, guru PPKn is considered to have a very heavy responsibility to the entire community to grow, shape, maintain morals and exist in accordance with Pancasila in the body of the nation's generation. The purpose of this study is to investigate the efforts of VAT Teachers in forming Good Citizen in MAN 1 Samarinda students, whocan form students whoexcel, excel, and at the same time become good citizens. This research uses a type of qualitative deriftive research. Primary data sources from guru and MAN 1 Samarinda students. Data collection techniques use observations, interviews, and documentation. Secondary data sources are obtained from schools with soft files or hard files. Data analysis techniques use miles and huberman models i.e. data collection, data reduction and conclusion withdrawal. The validity of data uses triangulation of data sources. The results of research on upaya conducted by PPKn teachers to attract students, by providing assignments to display skills in the classroom and extra activities of development ofskills outside the classroom. Ppkn MAN 1 Samarinda teachers have made maximum efforts to attract students to PPKn lessons by providing extra learning activities outside the classroom with a variety of activity options but there are still some students who are unable or reluctant to participate in these activities so that the formation of Good Citizen MAN 1 Samarinda becomes hampered. This research can be tested in high school.*

INTRODUCTION

Law of the Republic of Indonesia Number 23 of 2003 sets the main goal of Indonesian education is for a change of character in a better direction. Education is seen as one of the

most important efforts in shaping future generations into good citizens according to Pancasila and the Constitution of the Republic of Indonesia in 1945.

According to Picciano, (2017) A very important component in education is teachers, Teachers are also one of the components of humane education and the process of learning and teaching. Teachers directly play a role in efforts to develop and shape human resources that have potential in all fields in national and community activities (Widodo et al., 2019). Even the most advanced technology is very difficult to replace the role of teachers in education (Thang et al., 2014). Teacher and Lecturer Law No. 14 of 2005 is clearly written that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners on early childhood education lines of formal education, primary education and secondary education.

In essence, teachers are one of the determinants of success in learners (Gide, 2017). This situation takes place in every stage and process of education both in formal, non-formal education (Gide, 2017). Indonesian society in general has the personality to create good citizens. The role of teachers of PPKn subjects is very important to foster and shape the character of students. The commitment of a teacher is expected in order to form the personality character of a good citizen (*Good Citizen*) in the life of the nation and state where it has become the goal and responsibility of teachers, especially PPKn teachers.

Widagdho in (Rahmawati, 2015) argues that responsibility has understanding as human awareness of his intentional or unintentional behavior or actions. Responsibility also means an act or deed as a form of consciousness to carry out its obligations (Gide, 2017). Therefore, responsibility is very closely related to the fulfillment of obligations and is ready to accept the consequences of these obligations. Responsibility is a form of character that makes an individual have a sense of responsibility, discipline, and always do something to the maximum or as best as possible. A sense of responsibility is also what encourages a person to do more in carrying out their duties because there is moral pressure that is held as a responsible person (Bandura, 2017).

Ppkn teachers are required to have a strong national character, have a broad insight, convey something right in the right way and be of benefit to students and society, objectively behave or face problems, have strong dedication, motivation, and loyalty, have moral qualities and personality, must be able to form the humanist character of students, and must also be literate in information and technology. (Dewi Mutmainah, 2018)

To form a good citizen must meet the expected competencies, if based on research conducted by the IEA on the implementation of PPKn in 28 countries in general concluded that the PPKn component includes aspects of civic knowledge, civic engagement, and civic attitudes. As for being a good citizen in Indonesia for students or students the competencies that must be mastered are Attitude (spiritual and social), Knowledge, and skills (Dwintari, 2017). As contained in the standard of primary and secondary education content in national education of the Republic of Indonesia which is divided into levels of primary and secondary education competencies.

According to (Abror et al., 2019) the goal to achieve citizenship education is to develop the ability of students to grow into good citizens. Good citizens mean citizens who have the ability to be standardized by civic education institutions.

Then with the outbreak of the Covid-19 virus outbreak in 2020-2021 requires all learning

activities to be done remotely (PJJ) by relying on information technology and social media, in accordance with the ministerial circular number 4 of 2020 concerning the implementation of Education policy in the Emergency Period of Coronavirus Disease Spread (Covid-19).

Coronavirus is a single-strain RNA virus that is positive, encased and non-segmented. Coronavirus belongs to the order Nidovirales, family Coronaviridae. The structure of the coronavirus forms a cube-like structure with the S protein located on the surface of the virus. This virus infects the respiratory tract so it is very good for health. (Yuliana, 2020).

Of the several literatures that have been described above, there are still few who research the Responsibility of VAT Teachers in forming *Good Citizen* MAN 1 Samarinda during the Covid-19 Pandemic. The purpose of this study is to investigate the efforts of VAT Teachers in forming *Good Citizen* in MAN 1 Samarinda students, so as to form students who excel, excel, and at the same time become good citizens (*Good Citizen*).

METHOD

This research uses a type of qualitative derivative research. The study was conducted from April to May 2021. The subject of the study was the Teacher and student of MAN 1 Samarinda. Data collection techniques using observation, interviews, and documentation (Moleong, 2021). Data analysis techniques use the Miles & Huberman model, (1994) which is data collection, data reduction, data display, and conclusion withdrawal. Data validity uses data triangulation.

The focus on this study is focused on the problems that stem from the author's review. By determining the problem and purpose first is an effort to know clearly the focus of the research and the limitations in researching. In accordance with the problems and research objectives of "The Responsibility of VAT Teachers in Forming Good Citizen MAN 1 Samarinda During the Covid-19 Pandemic" then the focus of the research is:

The responsibility of teachers in forming Good Citizen MAN 1 Samarinda during the Covid-19 pandemic:

1. educating
2. Source of learning
3. motivator
4. Facilitator

Competence of students to be Good Citizen MAN 1 Samarinda during the Covid-19 pandemic:

1. Knowledge
2. Skills
3. Attitude

DISCUSSION

Ppkn Teacher Process in Forming Good Citizen MAN 1 Samarinda in the period before and during the Covid-19 pandemic.

Teachers are the main component in the education system, the role and responsibility of teachers is the most important thing to ensure that the learning system designed has run optimally, according to Mulyasa teachers have roles and tasks as educators, learning resources, motivators, and facilitators for students therefore teachers must have the character in the teaching and learning process. So it can be known how the process and difficulties of teachers in forming Good Citizen in school.

a. Educator

According to (Mulyasa, 2007) "teachers are educators, who become figures and role models for learners and their environment". Ppkn teacher educates students to become Good Citizen MAN 1 Samarinda is by instilling discipline, time discipline and discipline in learning. Teachers foster a disciplined attitude by setting a good example and giving students understanding of the rights and obligations of good citizens must be fulfilled in accordance with the VAT material received at school.

For teachers to educate students to have discipline is the main thing, once the discipline is attached to students then to form students have knowledge and skills will be easier.

Teachers in instilling the value of discipline find their own difficulties due to the limited space of meeting between teachers and students, emotions that are not conveyed properly because they cannot see body language directly and technical problems such as networking and limitations of student communication tools. Of course, the problem is the impact that arises because there is a drastic change in learning patterns that initially meet face to face then suddenly forced to do distance learning. The difficulty directly also hampered teachers in forming Good Citizen MAN 1 Samarinda.

b. Learning resources

(Mulyasa, 2007) "Teachers help developing learners learn something they have never known, form competencies, understand the material they are being learned and develop their talents." Teachers as a learning resource teachers have done and prepared a design of learning implementation in accordance with administrative requirements in teaching more fully, teachers also prepare annual programs, semester programs to meet the needs of teachers as learning resources for students, in addition teachers also prepare materials from other learning sources such as books, television, and also news. The goal is to provide more information to students so that it can be an adequate learning resource to support efforts in helping Good Citizen MAN 1 Samarinda.

Difficulties experienced by teachers as a source of learning are about time adjustment, distance learning facilities and inadequate student internet networks, and the difficulty of conditioning students when studying online. Such problems or difficulties require teachers as learning resources to provide more time in the learning process, schools prepare adequate learning facilities and infrastructure, and build good cooperation between teachers and students.

c. Motivator

"The generation of passion or appetite for learning is often also called learning motivation. To improve the quality of learning, teachers must be able to generate learning motivation for learners so that they can achieve learning goals." (Mulyasa, 2007)

Teachers become motivators to form Good Citizen MAN 1 Samarinda by telling real examples such as big figures who come from ordinary people, instilling students' skills in various things, and including students in extracurricular activities in school.

The difficulty faced by teachers in motivating students in the Covid-19 pandemic is to prioritize students who have problems in learning because in online learning situations it is very difficult for teachers to motivate thoroughly and effectively in addition to using Whatsapp group media to send motivational messages.

d. Facilitator

"Teachers as facilitators are tasked with providing ease of learning (facilitate of learning) to all learners, so that they can learn in a pleasant atmosphere, happy, full of enthusiasm, not anxious, and dare to express opinions openly." (Mulyasa, 2007)

Teachers or schools provide facilities for students to form themselves into Good Citizen by providing convenience in service to meet the needs of students including by providing extracurricular to develop interests and talents in students, routine disciplinary activities in school such as time and learning discipline rules, and providing facilities to foster student spirituality in school through teacher coaching.

The difficulty of teachers or schools providing facilities to students to form themselves into *Good Citizens* during the Covid-19 pandemic is difficult to provide extracurricular training facilities directly because it will be able to cause crowds and spread of the Covid-19 virus, but in supporting the learning process in the pandemic period the school has prepared facilities in the form of computers, provision of wifi points in school and quota assistance directly the goal is to provide security. Students who do not have adequate means of communication, unstable networks, and data package problems that help all students get easy and cheap access to online learning.

VAT Master's efforts in forming Good Citizen in MAN 1 Samarindastudents. In forming Good Citizen MAN 1 Samarinda teachers must have a way to make students have a good citizen character in "civic knowledge, civic skill and civic disposition is one of the indicators and ways of assessing how high the level of competence of one's citizenship" (Winarno, 2012). Then have skills in various fields according to the interests and talents of students, and have a good attitude in socializing as well as religious can form the character of students who are Good Citizen.

"The three civic competencies are also contained in the 2013 curriculum:" (Apiek Gandamana, 2017)

1. Civic knowledge (citizen knowledge), entered into KI 3 knowledge, namely Pancasila, NRI 1945 Constitution, NKRI, and Bhineka Tunggal Ika as VAT dimensions which all merge into the KD formulation.
2. Civic skills (citizen skills) are included in KI 4 skills.
3. Civic Disposition (citizen attitude) is included in KI 1 and KI 2 spiritual and social attitudes.

a. Knowledge

The way teachers to form students in order to have good knowledge and understanding of PPKn in a subjective way means to be based on students' enjoyment of the lesson because students who like PPKn lessons tend to have a deep understanding and how to provide the material by presenting actual examples that are viral in society and facts.

It should also be understood that not all students like PPKn lessons in this case are lessons about materials and theories but in practice often students reflect a good attitude of citizenship without their own knowledge, one of which is willing to participate in studying VAT to add insight into nationality and know how the rights and obligations of a good citizen.

b. Skills

PPKn and BK teachers to cultivate and hone the skills of students who do learning that requires students to increase interaction in the classroom or outside the classroom by giving group or individual tasks with direction or guidance from the teacher of the subjects and it is considered to grow the skills of students in socializing, discussing, debating, speaking in

public, asking, Expressing opinions and so forth so that periodically the ability continues to be honed and becomes better.

But not only that, students also usually develop their own skills through activities in the classroom independently, namely by choosing the appropriate social environment, following the extracurricular, and learning from whatever they see and feel, it is a technique to develop skills owned and done by students.

c. Attitude

To foster the attitude of students in accordance with the provisions of the norms that apply in the school environment, the school through its device makes habits that can give rise to mutual respect, manners, and obey the rules that apply in school, the habit in question is to give greetings between fellow students, kiss the teacher's hand and salute as a form of student respect to the teacher, and familiarize the discipline in various school activities.

However, it cannot be denied that from the number of students in school there must be some students who have deviant behavior, both from aspects of learning interests to juvenile delinquency. This is one of the challenges for teachers to form Good Citizen MAN 1 Samarinda.

CONCLUSION

The teacher process in forming Good Citizen MAN 1 Samarinda is good enough, but it does not make all students get ease in VAT learning so that students' interest in PPKn lessons is still quite low. The effort or way of teachers in forming Good Citizen is to attract students through a diverse selection of activities, but there are still some students who are unable or reluctant to participate in such activities. The implementation of online learning makes the opportunity for teachers to meet with students to be more difficult and limited plus some students do not have adequate online learning facilities so it is very difficult to provide learning, especially about aspects of skills and effective attitudes.

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HALAMAN INI SENGAJA DIKOSONGKAN