

The Role of Teachers in Shaping Students' Attitudes of Responsibility in Pancasila and Civics Education Learning at SMP Negeri 12 Malang

Stefania Lele Gesi^{1*}, Yulius Rustan Effendi², Romadhon³

¹⁻³Faculty of Education, Pancasila and Civic Education Study Program, Universitas PGRI Kanjuruhan Malang, Indonesia

Email: ¹⁾ gesitaniia@gmail.com, ²⁾ efenrust@unikama.ac.id, ³⁾ romadhon@unikama.ac.id

Received:

December 08, 2024

Revised:

December 28, 2024

Accepted:

January 10, 2025

Online:

January 16, 2025

Abstract

The role of teachers in shaping learners' attitudes of responsibility in learning Pancasila and Civics Education, can gain a deeper understanding of effective ways to instil these important values, which in turn can have a positive impact on the development of learners' character and the overall quality of education. In addition, this research can reveal the challenges faced by teachers in shaping learners' attitudes of responsibility and the opportunities that exist to overcome them. The researcher used a descriptive qualitative method with data collection techniques in the form of interviews, observations, and documentation studies. The research findings show that the role of teachers in shaping the attitude of responsibility through various approaches, including a personal approach, providing direct education, involving students in learning, and organising group work and PPK activities in the morning. The challenges faced include the character of students who are difficult to guide and the lack of support from families. The solution to overcome the inhibiting factors is that teachers take a personal approach, Civics teachers coordinate and cooperate with homeroom teachers and counseling teachers, Civics teachers also make visits to students' homes to talk directly with students' parents to discuss problems and find the right solution.

Keywords: Teacher Role, Pancasila and Civics Education Learning, Responsibility Behaviour, Students

1. Introduction

Education is a long-term investment that is fundamental to the development of individuals and society, and has a significant impact on various aspects of life. Through education, human behaviour can be changed into a person who masters science and technology, and has the ability to compete in the era of globalisation. In line with the views of Novianti et al. (2020), education is an essential activity in society that aims to develop individual or group potential through knowledge, skills and values. Education is not only limited to formal processes in schools, but also includes broad experiences and considerations regarding learning and human development.

In the context of formal education, Pancasila and Civics Education (PPKn) has a crucial role as a vehicle to shape the character of responsible learners. The main purpose of Civics in schools is to develop the ability to think critically, logically, creatively, and instil a high sense of responsibility in students. Positive attitudes such as respect for others, responsibility, honesty, and discipline are noble values that must be instilled through the learning process. Conversely, education should also be able to keep learners away from despicable attitudes and actions.

Civics aims to instil good character in students, which is based on faith and piety as the main values in the unity of mankind under the auspices of God Almighty. Learner character building requires a holistic approach, where subject matter plays a role in developing values, morals, attitudes, and



character in accordance with the values of Pancasila (Rachman et al., 2022). As one of the core subjects, Civics develops citizens' intelligence in spiritual, rational, emotional, and social aspects, and fosters a high sense of responsibility.

Civics teachers play a very important role in the teaching and learning process in the classroom, so students' understanding and learning outcomes are highly dependent on the competence and methods used by teachers. The selection of appropriate learning methods in Civics can help students to be more actively involved in the learning process and develop their personality and social skills (Irwan et al., 2022). Through Civics, learners are taught to form thoughts and attitudes as citizens that reflect the values of Pancasila, including in terms of ethical formation.

Responsibility is one of the important character values to be instilled in students through Civics. This attitude does not arise by itself, but must be formed through an educational process that starts from the family environment, continues at school, and is supported by the community environment. Civics teachers, as educators who teach character education, have a great responsibility in guiding students to become individuals who are aware of their duties and responsibilities, both in terms of learning and in their social lives.

The vision of character education carried by Civics is to build an Indonesian society that is noble, ethical, cultured, and civilised based on the values of Pancasila. Therefore, Civics teachers are not only tasked with teaching academic material, but also have an obligation to teach ethical and moral values, as well as skills in developing an attitude of responsibility in students. As a subject taught from primary to secondary education, Civics has an important role in shaping the nation's character.

In this case, the role of Civics teachers at SMP Negeri 12 Malang is very vital. These teachers must be able to guide students to become individuals who are aware of their duties and responsibilities, especially in terms of learning and fulfilling assigned tasks. Thus, Civics teachers act as agents of change who support the development of national character through education that focuses on the values of Pancasila and Civics.

2. Methods

The research method used in this research is a qualitative method with a descriptive approach. Descriptive qualitative research aims to describe or explain the situation observed in the field in a more concrete, transparent and detailed manner. Qualitative research is carried out intensively, involves researchers in the field and produces detailed and detailed research reports. Descriptive qualitative research is research that uses data obtained and collected in the form of words or images but does not emphasise on numbers.

3. Results and Discussion

3.1. The Role of Teachers in Shaping Students' Attitudes of Responsibility in Learning Pancasila and Citizenship Education at SMP Negeri 12 Malang

A. The Teacher's Role in Shaping Attitudes of Responsibility

Teachers have a very important role in shaping students' attitudes of responsibility, especially in the context of learning Pancasila and Civics Education (PPKn) at SMP Negeri 12 Malang. Teachers not only function as material deliverers, but also as assistants who guide students in developing positive attitudes and characters, including attitudes of responsibility. Personal Approach Civics teachers at SMP Negeri 12 Malang use a personal approach as one of the main strategies in shaping students' responsibility attitudes.

This approach allows teachers to understand the character and individual needs of students more deeply, so that a more intimate relationship can be formed between teachers and students. This relationship not only creates a more open and supportive learning environment, but also encourages learners to be more involved in the learning process and take responsibility for the tasks they have. This is in line with Zain (2017)'s view that emphasises the importance of a personal approach in providing individual guidance and assistance to learners, allowing the unique potential of each learner to develop optimally.

Providing direct examples In addition to the personal approach, teachers also play the role of role models who provide real examples of how the attitude of responsibility is applied in everyday life. Teachers who arrive on time, dress neatly, and obey school rules become a direct example for students of how the attitude of responsibility should be realised. Sari (2022) asserts that teachers as role models have an important role in teaching and modelling responsibility, and good teacher behaviour tends to be imitated by students.

B. Learning that Encourages Responsibility

Effective learning does not only rely on the delivery of material, but also involves students actively in the learning process. At SMP Negeri 12 Malang, Civics teachers apply various learning methods designed to encourage an attitude of responsibility among students.

One of the findings of this research is the application of learning methods that are tailored to the needs and characteristics of students and the material being studied. Civics teachers in this school choose learning models that are able to develop critical thinking, increase learner engagement, and encourage them to take responsibility for their own learning process. According to Marzatifa et al. (2021), the selection of an appropriate learning model is very important to determine the effectiveness and efficiency of the learning process, because it can help learners understand the concepts taught better and develop analytical skills which are an important part of an attitude of responsibility.

Learner involvement in learning Civics teachers also involve learners in the learning process through active and collaborative interaction. This not only creates a better relationship between teachers and learners, but also makes learners feel responsible for their learning. Thus, learners are more encouraged to actively participate in class, make decisions, and carry out assigned tasks responsibly (Yeyen et al., 2024).

C. Forms of Activities to Improve Responsibility

Various activities at school are also designed to shape and strengthen learners' sense of responsibility. At SMP Negeri 12 Malang, these activities include in-class group work and morning Character Education (PK) activities, such as reciting Asmaul Husna and singing Indonesia Raya. These activities not only educate learners on the importance of co-operation and responsibility, but also reinforce the spiritual and nationalism values that are an integral part of Pancasila and Citizenship Education.

3.2. Factors Obstructing the Teacher's Role in Shaping Students' Attitudes of Responsibility

A. Internal inhibiting factors

Internal factors that hinder the formation of an attitude of responsibility among students are often related to individual characters and attitudes. At SMP Negeri 12 Malang, some students show characters that are difficult to guide, lazy, and do not understand the importance of responsibility. According to research by Syifa et al. (2022), laziness and lack of discipline are the internal factors that most often become obstacles in the formation of the character of responsibility among students.

Teachers in this school face challenges in guiding learners who have these traits, which often lead to delays in completing tasks and lack of discipline in following school rules. These barriers require different approaches from teachers, such as giving more attention to learners who are having difficulties or working with homerooms and counselling teachers to provide more intensive guidance.

B. External inhibiting factors

External factors that influence the formation of learners' responsible attitudes include family conditions and the environment outside the school. The research findings show that lack of support from families, difficult economic conditions, and busy parents are the main obstacles in developing learners' responsibility attitudes. Irwan et al. (2022) and Arisnaini (2019) revealed that the role of the family is very important in shaping children's character, and parents' busyness often hinders efforts to train children to be disciplined and responsible. When parents do not have enough time to accompany and supervise their children, this responsibility is often shifted entirely to schools. However, without adequate support from the family, the school's efforts in shaping learners' responsibility are less than optimal.

3.3. Solutions to Overcoming Inhibiting Factors in Forming Students' Attitudes of Responsibility

A. Solution for Internal Obstacles

Personal approach is the main strategy used by teachers at SMP Negeri 12 Malang to overcome internal inhibiting factors. By understanding the character and needs of each learner, teachers can provide guidance that is more effective and appropriate to their needs. Zain (2017) emphasises the importance of a personal approach in helping learners overcome negative feelings and encouraging them to be more open and engaged in the learning process.

In addition, collaboration between teachers, including working with homeroom teachers and counselling teachers, is an important solution to deal with learners who have serious problems. Nurhayani and Simanungkalit (2024) states that this collaboration enables the exchange of diverse views and experiences, so teachers can find more appropriate and effective solutions to help learners overcome their internal barriers.

B. Solutions for External Barriers

Overcoming external inhibiting factors requires close cooperation between teachers and parents. Teachers at SMP Negeri 12 Malang make visits to students' homes to talk directly with parents about problems and appropriate solutions for students. Soenens et al. (2017) asserts that the role of parents as companions and motivators is very important in supporting children's education, and cooperation between teachers and parents can increase the effectiveness of students' character building. Besides home visits, active communication between teachers and parents through WhatsApp groups or periodic meetings is also a way to ensure that parents are actively involved in their child's development, even if they are busy with work.

3.4. The Impact on Learners of the Teacher's Role in Shaping Students' Attitudes of Responsibility

The role of teachers in shaping the attitude of responsibility at SMP Negeri 12 Malang has had a significant impact on students. One of the main impacts seen is the change in the attitude of students who are more obedient to school regulations, more disciplined in completing assignments, and more active in class discussions. Yeyen et al. (2024) revealed that teachers who successfully instil responsibility values can create a supportive learning environment, which in turn encourages learners to take responsibility for their actions and decisions.

Besides in the classroom, learners' responsible behaviour is also reflected in their daily actions outside the classroom, such as keeping the school environment clean, carrying out picket duty, and obeying simple rules such as throwing rubbish in its place. Irwan et al. (2022) emphasised that the role of teachers and all school members as good examples is very important in instilling responsibility values among learners.

4. Conclusion

Based on the findings of this study, it can be concluded that the role of teachers in shaping the attitude of responsibility at SMP Negeri 12 Malang goes beyond delivering material in class. With a personal approach, teachers can understand students more closely, build close relationships, and become role models in attitudes of responsibility, discipline, and good character. The application of appropriate learning methods as well as character-strengthening activities and group work in class also help to improve learners' responsibility. Challenges such as difficult characters, lack of understanding, and family and economic support can be overcome with a personalised approach and cooperation with counselling teachers. Overall, teachers play an important role in shaping the character of responsible and reliable learners.

5. References

- Arisnaini, A. (2019). Peran Pola Asuh Demokratis dalam Membentuk Disiplin Diri Anak. *Serambi Tarbawi*, 7(1).
- Irwan, I., Agus, J., & Saputra, J. (2022). Penanaman Sikap Tanggung Jawab dan Kepedulian melalui Pembelajaran PKn di Sekolah Dasar. *Jurnal Basicedu*, 6(6), 9264–9273.
- Marzatifa, L., Agustina, M., & Inayatillah, I. (2021). Ice breaking: Implementasi, manfaat dan kendalanya untuk meningkatkan konsentrasi belajar siswa. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 6(2), 162–171.
- Novianti, D., Mahardika, I. M. S., & Tuasikal, A. R. (2020). Improvement of Physical, Honesty, Discipline and Cooperation in Class IV Elementary School Students through Circuit Training Learning Model. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(1), 244–250.
- Nurhayani, N., & Simanungkalit, S. (2024). Kolaborasi Guru Bidang Studi Akidah Akhlak dan Guru Bimbingan Konseling Dalam Membina Karakter Peserta Didik di MAN 1 Medan. *Pedagogik: Jurnal Pendidikan Dan Riset*, 2(1), 62–69.
- Rachman, F., Haddad, R. S. M., & Nurgiansah, T. H. (2022). Implementasi nilai-nilai budaya sunda dalam pendidikan pancasila dan kewarganegaraan di madrasah aliyah negeri purwakarta. *Jurnal Kewarganegaraan*, 6(1), 252–262.
- Sari, F. M. (2022). *Peran Guru PPKN Dalam Pembentukan Sikap Tanggung Jawab Pada Peserta Didik di SMK N 1 Gadingrejo Tahun Ajaran 2021/2022*.
- Soenens, B., Deci, E. L., & Vansteenkiste, M. (2017). How parents contribute to children's psychological health: The critical role of psychological need support. *Development of Self-Determination through the Life-Course*, 171–187.
- Syifa, U. Z., Ardianti, S. D., & Masfuah, S. (2022). Analisis Nilai Karakter Tanggung Jawab Anak Dalam Pembelajaran Daring. *Jurnal Educatio FKIP UNMA*, 8(2), 568–577.
- Yeyen, Y., Azari, D., & Herry, I. R. (2024). Strategi Guru Dalam Menerapkan Sikap Tanggung Jawab Peserta Didik Kelas IV A Pada Pembelajaran Pendidikan Pancasila di SDN 74 Kota Bengkulu. *GHAITSA: Islamic Education Journal*, 5(1), 48–52.
- Zain, N. L. (2017). Strategi komunikasi persuasif dalam meningkatkan motivasi belajar siswa. *Jurnal Nomosleca*, 3(2).