

Education Subject (PPKn): A Case Study at SMA Islam Harapan Ibu and SMA Negeri 86 in DKI Jakarta

Kartono^A, Ade Tutty R. Rosa^B, Hanafiah^C, Deti Rostini^D

Abstract

Education is the deliberate and purposeful cultivation of a conducive learning environment in which students can reach their full potential in terms of spiritual fortitude (spiritual independence), self-control (self-management), a personality capable of surfing and chaos (surfing on chaos) and even being able to dive into the chaos (deeping on chaos), noble moral intelligence (inner beauty), and skills (soft competency and hard competency). In order to alter one's behaviour, education and learning are necessary processes. The current standard of student behaviour is a product of prior education, and future student behaviour will be profoundly influenced by the quality of current primary school. Students will succeed if they are taught moral principles grounded on religion, the Pancasila, and cultural traditions. Character traits include the following: Integrity, open-mindedness, tolerance, self-control, diligence, originality, initiative, curiosity, patriotism, affection for one's country, pride in one's accomplishments, sociability, calm demeanour, appreciation of literature, respect for nature, concern for others, respect for one's religious beliefs, and devotion to one's faith. The significance of teaching good morals in schools Changes in the makeup of Indonesian society are inevitable as a result of globalisation. In the absence of character education, societal problems like promiscuity, drug misuse, thievery, aggression against children, etc., would flourish. The students' academic performance can benefit from this training. Some children can't establish strong character elsewhere for themselves elsewhere. can foster people capable of appreciating diversity and thriving in a multi-cultural world. In an effort to get to the bottom of moral and societal issues like dishonesty, aggression, a lack of work ethic, etc. It's the most effective means of moulding character before venturing out into the professional or commercial sphere. To impart cultural ideals that are part of the workings of a civilization.

Keywords: Character Education Management, Civics Education.

INTRODUCTION

The Law of the Republic of Indonesia Number 20 of 2003 addressing the education system defines learning as the process by which a student engages with instructors and educational materials.

^AUniversitas Islam Nusantara Bandung, Indonesia, Email: kartono@uninus.ac.id

^BUniversitas Islam Nusantara Bandung, Indonesia, Email: adetuttyrosa@uninus.ac.id

^CUniversitas Islam Nusantara Bandung, Indonesia, Email: hanafiah@uninus.ac.id

^DUniversitas Islam Nusantara Bandung, Indonesia, Email: detirostini@uninus.ac.id

Education and learning are inextricably linked, per this definition. This implies that teachers and educators are crucial to a high-quality educational experience. Educators and instructors' use of management and learning strategies in the classroom will be crucial to boosting education quality.

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Education has the role of (1) transmission tool that is passing down old values from the older generation to the next younger generation; (2) transformation tool, which in addition to passing on old values also plays a role in finding new and better values or modifying them either by discovery or inverting. However, sometimes the role of education can be reduced as (1) a tool for socializing ideology; (2) a tool to socialize socio-cultural values; (3) a tool to prepare the human resources to fight poverty, ignorance and promote social change; (4) equalizing opportunities and income.

Management and education are the etymological roots of the term "learning management." The term "management" originates with the verb "to manage," which means "to arrange." Teaching and learning are synonymous terms. Interaction among students, students and teachers, and students and learning materials is fundamental to the learning process.

According to the term (terminology), management, according to George R. Terry, is a typical process consisting of acts of planning, organization, and movement control to identify and achieve goals through the exploitation of human resources (HR) and other resources.

According to these definitions, quality management is the process of overseeing and ensuring the efficient and effective attainment of set learning goals through the use of strategies including planning, organizing, implementing, and evaluating learning.

One is making preparations. Daeng Arifin (2014):16 quotes Louise E. Boone and David L. Kurtz as saying, "Planning may be defined as the process by which managers set objectives, assess the future, and develop courses of action designed to achieve these objectives." "Planning includes the syllabus, learning implementation (RPP) that at least contains learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes," states Government Regulation of the Republic of Indonesia number 19 of 2005. Teachers may benefit from exercising self-control through

planning in order to enhance their lessons' delivery. To ensure a successful implementation of learning, educators must compile the components of planning tools such as the annual program (Prota), the semester program (Promes), the learning syllabus, and the learning plan (RPP).

The second is the organizing of learning. Sagala (2011: 143) states that there are several facets to the organization of learning, including: (1) providing the facilities, equipment, and personnel necessary for the establishment of an efficient framework for implementing plans through a process of determining the implementation of the learning required to complete them; (2) organizing learning components within the school structure in an organized manner; and (3) creating an authority structure and coordination mechanism for learning. The goal of this learning structure is to ensure that the carefully prepared course materials are presented effectively.

Lastly, we have the process of putting what has been learned into practice. Learning implementation occurs primarily in the classroom and is fundamental to the educational experience. The implementation of learning, then, is the process by which educators and students work together to impart knowledge. Management of students and classroom-based learning management and leadership activities are included in this implementation role.

The fourth is learning supervision (controlling). The purpose of supervision is to gather, analyze, and evaluate data in order to exert authority over an organization and motivate its members to fulfill its goals. The principal is responsible for monitoring all classroom learning activities and ensuring that students with special education needs are provided for. Teachers do this by keeping tabs on student progress toward predetermined goals through the use of data gleaned from monitoring student activities.

Fifth, we assess what we've learned. The word "evaluation" is the source of the term evaluation. Evaluating something is "the act or process of determining the value of something," as defined by Edwind Wand and Gerald W. Brown. The purpose of any evaluation is to establish its worth. Meanwhile, assessment or measurement of learning outcomes constitutes the process of learning evaluation, which aims to ascertain the worth of student learning. The basic goal of evaluation is to ascertain the extent to which students have learned after engaging in a particular instructional strategy; this learning extent is then represented graphically, numerically, or symbolically on a value scale. If the primary goal of this exercise in evaluating learning outcomes has been met, the data can be used to a number of uses.

The primary goal of character education is to foster the growth of an individual's moral capacity. Character education in schools aims to mold pupils into upstanding, principled, courageous, upright, and tolerant people within the context of a formal education. In addition, the Serupa.id article highlights three key roles played by the education

character in educational settings. According to a 2012 book by Zubaedi titled *Character Education Design*, which was cited by Serupa.id, character education serves three purposes in the classroom. The first is helping students become the people they want to be by shaping and honing their abilities to think critically, act ethically, and display virtue. (2) The roles of fortification and restoration Individuals, families, schools, communities, and governments all need their roles clarified and reinforced so that they can fulfill their obligations and help realize the organization's or society's full potential. Character education helps citizens select and organize elements of their own national culture while simultaneously screening out those aspects of other national cultures that are at odds with those of their own. Why It's Important to Teach Character So, what are the ideals that underpin the culture of this country? Priorities for the growth of Strengthening Character Education were established by the Ministry of Education and Culture. The five most influential people who shape the need for character education are: First, theological Manifested in a commitment to living according to one's religious and philosophical convictions while also acknowledging and appreciating the validity of the beliefs and practices of others. Nationalists, (2) Respect for one's own culture, preserving the environment, following the rules, maintaining order, and valuing the traditions of other groups and religions are all examples of national pride. Responsibility, honesty in all interactions, regard for the worth of others, and the ability to set a good example are all components of integrity. Constantly seeking knowledge and expanding one's horizons in pursuit of one's highest goals Five) Working together Respect for others, teamwork, openness, mutual aid, empathy, and solidarity are all qualities instructors look for in their students.

METHODS

Research on character education management in Civics subjects to be researched, observed, asked to provide data, opinions, thoughts, perceptions. where the data collection is doing by descriptive analysis method, which always maintains the integrity of the subject, the data collected is analyzed more comprehensively.

The purpose of the content analysis used on the acquired data is to pinpoint the central theme of the research, which is the administration of character education in Pancasila and citizenship courses. The information gathered by content analysis can be summed up as follows: One, Trustworthiness, Assurance, Verifiability, and Portability (3) establishing conclusions or verifying hypotheses as an answer to the study emphasis; (2) data presentation; this research used in-depth interviews, participant observation, and documentation studies.

RESULTS AND DISCUSSION

Management of Character Education

Management, as defined by George R. Terry, is the process by which objectives are established, resources are marshaled to support those objectives, and results are monitored and adjusted as necessary.

There are two dimensions to managing the quality of education. Quality control can be accomplished in two ways: (1) through integrated quality management (total quality management), in which all levels of management are responsible for it; and (2) through a quality control circle, in which a small group of people with specific expertise perform the task. Managing the quality of education is the process of designing endlessly engaging, motivating, useful, inventive, and enjoyable learning experiences for students. Through phases of planning, testing, evaluating, and scaling up successful practices, the quality management process strives to continuously raise the bar on educational excellence. Learning autonomy in all its forms—cognitive autonomy, affective autonomy, spiritual self-sufficiency, intrapersonal autonomy, interpersonal autonomy, and kinesthetic autonomy—is a central goal of education quality management.

Meanwhile, "management is the coordination of all resources through the processes of planning, organizing, directing, and controlling in order to attain stated objectives" (Sisk, 1999: 10). Management, then, is the act of bringing together and coordinating various assets through the steps of planning, organizing, leading, and supervising.

Based on these criteria, we may deduce that quality management is an initiative to manage learning, which entails arranging for, carrying out, and assessing learning and monitoring in order to realize desired results.

The learning stage includes:

One is making preparations. Daeng Arifin (2014):16 quotes Louise E. Boone and David L. Kurtz as saying, "Planning may be defined as the process by which managers set objectives, assess the future, and develop courses of action designed to achieve these objectives." "Planning includes the syllabus, learning implementation (RPP) that at least contains learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes," states Government Regulation of the Republic of Indonesia number 19 of 2005. Teachers may benefit from exercising self-control through planning in order to enhance their lessons' delivery. To ensure a successful implementation of learning, educators must compile the components of planning tools such as the annual program (Prota), the semester program (Promes), the learning syllabus, and the learning plan (RPP). Effective weeks, develop the Annual Program (Prota), compile the Semester Program (Promes), compile the learning syllabus, and develop a learning plan (RPP) for make the learning implementation goes well.

The Second is the organization of learning. The organization of learning according to Sagala (2011: 143) includes several aspects:

This learning organization is responsible for the following five things: (1) supplying the resources (facilities, equipment, and personnel) needed to determine the learning necessary to implement plans efficiently; (2) organizing learning components within the school structure in an organized manner; (3) establishing a learning authority structure and coordination mechanism; (4) defining the methods by which learning will be accomplished; and (5) setting learning procedure standards. The purpose of this learning structure is to facilitate the most efficient distribution of predetermined educational resources.

The third is learning implementation. The learning implementation is a teaching and learning process in the classroom which is the core of school activities. So, the learning implementation is an interaction between teachers and students to deliver learning materials to achieve the teaching purpose. In this implementation function, it contains learning management and leadership activities carried out by teachers in the classroom and management of students.

According to George R. Terry, management is the process of determining and achieving goals via the utilization of human resources (HR) and other resources. This is accomplished through the application of the four Cs of management: planning, organizing, mobilizing, and controlling.

Management of educational quality can be thought of in two ways. One approach is quality control by a group of people who meet certain qualifications and competencies, known as a quality control circle; another is integrated quality management (total quality management), in which all levels of management are responsible for quality control. Managing the quality of education entails coming up with never-ending ways to make learning engaging, exciting, productive, innovative, and entertaining. The quality management process is a systematic approach to enhancing educational quality through phases of planning, doing, checking, and acting. In order to foster significant intellectual, emotional, spiritual, intrapersonal, interpersonal, and kinesthetic autonomy in students, education quality management is an integrated strategy for altering the structure and culture of educational institutions.

Fifth, we have assessment of learning. The term "evaluation" was borrowed from the English language. It has been defined as "the act or processes of determining the value of something" by Edwind Wand and Gerald W. Brown. The purpose of any evaluation is to establish its worth. The primary goal of evaluation is to determine the level of success achieved by students after engaging in a learning activity, and the level of success is indicated by a value scale in the form of letters, words, or symbols in the learning evaluation results, which is a process to determine the value of student learning through assessment or measurement of learning outcomes. If the primary goal of this exercise in evaluating learning outcomes has been met, the data can be used to a number of uses.

Indonesian educational practice has long included character education. Soekarno and other modern Indonesian educators have worked to foster character education as a means of shaping Indonesians' collective identity and sense of self. Character education is a crucial factor for the next generation. It is not sufficient to offer an individual with learning merely in the intellectual sense; they must also be provided with learning in the moral and spiritual senses. Learning good morals and ethics is an important part of a well-rounded education, which in this case must begin at a young age. For the purpose of producing people who have a social spirit, think critically, have and develop noble ideals, love and respect others, and are fair in all matters, character education in schools can be done with examples that can be used as role models for students, in addition to the provision of learning such as religion and citizenship.

One way of looking at the development of character education is as an effort to renew the spiritual ideal. Foerster, a scientist, once argued that developing one's character should be the primary goal of schooling. Character serves as a measure of an individual's worth, and it can also forge solidarity and fortitude in the face of adversity. Learning good character traits can help people adapt to new situations and establish their individuality. The point of character education in this context is to help us develop forward-thinking perspectives that don't need us to go against the grain of accepted standards. Socializing the character traits that would make each person an asset to society and the planet is another goal of character education. Knowledge of and familiarity with a variety of admirable human traits, explanations of those traits, illustrations of those traits in action, and an appreciation for the benefits of exhibiting those traits are all goals of character education.

PPKn Education

Leaders and their subordinates have a symbiotic relationship inside the framework of management known as the leader function, and the leader function is what gives rise to the leader's role and function. According to Fiedler (1974), there are three key leadership issues: how one becomes a leader, how leaders behave, and what makes leaders effective. The primary responsibility of educational leaders is to provide groups with opportunities to gain insight into the following areas of decision-making and work: Leaders contribute to an environment where people feel safe enough to work together and express themselves freely. When the leader takes part in providing stimulation and aiding the group in identifying and clarifying the goals, the group is better able to self-organize. The leader aids the team in defining work procedures by analyzing the current situation and providing guidance on the best course of action to take. The leaders must be responsible for making decisions together with the group. The group's leaders made sure everyone got something out of the adventure. The leaders must train the team to think critically about their work in progress and their

evaluations of the project's success or failure. The chief is accountable for the growth and survival of the group.

In summary, civic education, or PPKN, directed to instill a sense of nationalism and national moral values to students from an early age. This education becomes a standard in implementing the obligations and obtaining their rights as citizens, for the glory and honor of our nation. In summary, civic education, or PPKN, directed to instill a sense of nationalism and national moral values to students from an early age. This education becomes a benchmark in implementing the obligations and obtaining their rights as citizens, for the glory and the honor of the nation.

The purpose of civic education or PPKn is to create citizens who have the insight of the statehood, instilling a sense of patriotism, and the pride of being an Indonesian citizens in the young generation of the nation's future generations. This education must definitely be combined with the mastering of science and technology So, a future generation will be created that will be able to contribute to the national building.

The value of teaching civics to young people, Young people are required to fully understand democracy and human rights (HAM) with the help of this civic education. With this knowledge, they would be able to contribute constructively to the peaceful and enlightened resolution of the various problems plaguing Indonesian society, such as conflicts and violence.

The subject of Pancasila and Citizenship Education (PPKn) is to ensure that the students are able to: 1. have noble morals based on their faith and devotion to the Almighty God.

Creating a young generation that are responsible for the safety and glory of the homeland is the next goal. This sense of responsibility will be reflected in the active participation of the young generation in national development. The responsible young generation will filter out external influences, take the positive side and reject anything that is not in accordance with the noble values and national morals. Finally, civic education is expected to foster an attitude of loyalty to the homeland and be willing to sincerely contribute every potential for the progress of the homeland despite the lure of popularity or wealth from other parties.

The foundation of civic education for the Indonesian nation (1) Philosophical foundation Learning Civic Education is the realization of the national objectives of educating the nation's life. In this case, Indonesia has Pancasila as a national ideolog Citizenship education, which includes civic education, is a required component of the curriculum at all levels and types of schooling, as outlined in Law Number 2 of 1989 concerning the National Education System (SISDIKNAS). The goal of civic education is to instill patriotism and pride in one's country in its young citizens. Article 27 paragraph 3 of the 1945 Constitution, as modified, states: "Each citizen shall have the right and duty to participate in the effort of defending the state." This article gives the phrase "right and duty" its practical meaning in the

context of national defense. Fifth, a theoretical basis y that serves as a unifying force and the development of national character, which one is the spirit of nationalism or the spirit of unity of multicultural in Unity in Diversity. Civic Education is very important in developing the spirit of nationalism by fostering democratic values of humanity, social justice, love of the motherland, have legal awareness and state defense capabilities. (2) Historical foundation of A nation or state has a long journey for the existence of the state and their citizens. For an example, Indonesia to reach the independence, The Indonesian nation has experienced various challenges that are not easily within a long time period so, to instill a sense of nationalism, it is necessary to hold Civic Education. It aims to appreciate the history of the proclamation and realize the national ideals and national goals. (3) Sociological Foundation Indonesia is a major country with a diverse and multicultural culture based on ethnics and languages. This difference is a potential strength of the nation. Diversity is bonded by norms and rules to maintain the harmony of life in order to realize moral and legal awareness. Diversity is bonded by norms and rules to maintain the harmony of life to actualize the awareness of morality and law. By studying Civic Education will reinforce the nation's identity and the commitments to realize love for the country, awareness of national defense and national unity in the atmosphere of mutual respect for diversity. The next generation can appreciate the unity of cultural diversity of the cultural traditions through learning civic education. (4) Juridical Foundation.

Civic Education is universal and comprehensive, not only learned in Indonesia but also in other countries in the world not only in the context of school civics but also community civics It is about the relationship between individual citizens and the government's rights and obligations as citizens of a democratic rule of law and the preparatory participation of citizens as part of the global citizenry.

So in this research, students are capable of embodying character education in building the fighting spirit of nationality and citizenship so that our love for the homeland is maintained and well cared for.

CONCLUSION

Character Education has a role as (1) It is a transmission tool, passing on old values from the older generation to the next; (2) Transformation tool, which in addition to passing on old values is also a role to find a new improved values or modify either discovery or inverting. However, sometimes the role of education can be reduced as (1) a tool for socializing ideology; (2) a tool for socializing socio-cultural values; (3) a tool to prepare the workforce to fight poverty, ignorance and promoting social change; (4) equalize opportunities and income.

PPKN, or civic education, aims to teach patriotism and good citizenship in young people from a young age. For the greater good of the nation, this training provides a standard by which citizens can fulfill their duties and secure their rights. PPKN, or civic education, aims to

teach patriotism and good citizenship in young people from a young age. For the greater good of the nation, this training provides a standard by which citizens can fulfill their duties and secure their rights. The value of teaching civics to young people, with this civic education, the younger generation is intended to develop a complete awareness of democracy and human rights (HAM). They will be more equipped to address conflicts and violence in Indonesian society, for example, by peaceful and enlightened means, thanks to this education.

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