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The Development of Faith, Piety, and Noble Morals in Civics Education

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A B S T R A C T

This research was conducted to describe approaches, strategies, obstacles, efforts to develop the faith, piety, and noble morals towards students character in SMP Negeri 10 Bandung. The approach chosen is a qualitative approach with the method is case study. Data collection techniques using interview techniques, observation techniques, and study documentation. Techniques in data analysis namely collection data, reducing data, presenting data, and drawing conclusions. The final results of this study show that there are various approaches and strategies used by the informants. Then there are also obstacles faced, both from students, the social environment, and government policies. Then there are efforts made together, both of schools, communities, and parents of students. So that the approach and strategy gives good results in developing the faith, piety, and noble morals towards the character of students.

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1. INTRODUCTION

Education is an important need for humans today, because with education, humans are able to cultivate themselves intact and maximally (Hakim, 2016). But in its implementation, education that runs only learns knowledge without being accompanied by learning attitudes and skills (Noer & Sarumpaet, 2017). This kind of learning process also occurs in the subjects of Pancasila and Civic Education or PPKn.

In PPKn, the process of educating them not only teaches concepts about citizenship, politics, law, and government (Aulia & Arpannudin, 2019), but also needs to be learned about how to think critically when seeing problems, be skilled in solving problems, be able to participate in the community, and develop behavior according to values and norms (Hadi, 2019).

PPKn learning that teaches about this attitude is in accordance with what Djahiri conveyed in (Pratomo, 2016), namely that PPKn is a lesson that fosters morals and must be realized in everyday life. Fostering attitudes is a broad elaboration of the meaning of Pancasila and Civic Education, namely "discussing moral, ethical, social, and various aspects of life." (Ramdani & Marzuki, 2019).

From these two expert opinions, PPKn is a subject that teaches moral formation so that a good attitude emerges in students in their lives as citizens (Nasozaro, 2019). Because of this learning that is not obtained intact, inappropriate behaviors arise such as saying rudely, acting disrespectfully to parents, some even dare to resist when given advice by parents, then (Damayanti & Gemiharto, 2019) with the development of technology, bad behavior in children penetrates the ease of children visiting sites that should not be seen by children their age such as obscene sites, gambling, violence, etc.

PPKn which has the aim of shaping the good character of a citizen must bring up aspects such as self-development in literacy, socio-cultural communication, knowledge, and active participation in solving problems (Ainiyah, 2017). Not only that, in learning PPKn that forms itself through the development of literacy, communication, knowledge, and active participation, it needs to be supported by approaches and learning patterns that train critical thinking skills scientifically and these students are trained to be able to produce solutive work in solving problems in accordance with the level of competence and level of education (Permendikbud Number 22 of 2016 concerning Primary and Secondary Education Process Standards).

Then, in PPKn, the learning pattern needs to be adjusted to the values and norms which are interpreted as social rules mutually agreed upon by community members as a community, then these values and norms must be obeyed by all individuals in the community in order to create peace and survival for the community (Effendi, 2013).

With the application of the right approach and learning pattern in the learning process, complete abilities will be obtained both knowledge about citizenship, attitudes in accordance with values and norms, as well as skills in solving problems solutively, and these students have become citizens who can play an active role in community life (Astawa et al., 2020).

During learning in addition to thematic forms of learning in class, a habituation can also be done called Smile, Greetings, Greetings, Politeness (Muhsinin et al., 2019), Courtesy (5S), where 5S is a program that aims to cultivate themselves to always smile, greet, say greetings, and speak and behave with manners. Looking at the results of initial research, information was obtained that students rarely do 5S (khotimah, 2019). From the observations made, students at SMP Negeri 10 Bandung carried out bad behaviors such as

speaking rudely, behaving impolitely, insulting parents' names, sitting impolitely, making noise in the classroom atmosphere even though they had been reprimanded or warned by the teacher.

With the results of the initial research above, researchers were moved to conduct research on how to apply Smile, Greetings, Greetings, Politeness, Politeness (5S) in developing faith, piety, and noble morals towards the character of students at SMP Negeri 10 Bandung and wanted to see how the relationship between 5S habituation and the purpose of PPKn learning is to form and develop the good character of a citizen.

2. METHODS

The research was conducted using a qualitative approach with a case study method. SMP Negeri 10 Bandung was chosen as the research site, with its data collection techniques, through interviews, observations, and documentation studies as support for research data. The informants selected to obtain information on this research are:

(i).   Principal of SMP Negeri 10 Bandung.
(ii).   Vice Principal for Student Affairs of SMP Negeri 10 Bandung.
(iii).   Vice Principal for Curriculum at SMP Negeri 10 Bandung.
(iv).   Teachers of PPKn subjects, Islamic Religious Education, and Counseling Guidance at SMP Negeri 10 Bandung.
(v).   Student Representative of SMP Negeri 10 Bandung.
(vi).   Parent representatives of SMP Negeri 10 Bandung students.
(vii).   Representatives of Community Leaders around SMP Negeri 10 Bandung.

In analyzing data, researchers use data analysis techniques such as collecting data, reducing data, presenting data, and drawing conclusions. And to ensure that the information that has been obtained by researchers is appropriate and appropriate, researchers will extend research activities, increase diligence, or use sufficient references and process data carefully.

3.   RESULTS AND DISCUSSION
3.1.   Result

Research conducted to see how 5S develops faith, piety, and noble morals towards student character at SMP Negeri 10 Bandung, where the school shows various approaches and strategies carried out to develop faith, piety, and noble morals of students. From the results of interviews with all informants from the school, similar results were found that the approach used in socializing 5S is an approach shown by teachers such as giving examples through greetings how to say greetings, how to always smile and speak in polite and friendly language, then through behavior, or both, then there is also an approach taken by students where students immediately do without having to be told or reminded more first.

For the strategy used, from interviews with each informant in the school, that the informants have their own ways of familiarizing 5S in developing faith, piety, and noble morals towards character such as through the rules carried out by the Principal, morning greeting schedules made by the Vice Principal for Curriculum, giving examples, advice, and media such as madding and slogans, for this method is carried out by the Vice Principal for Student Affairs, Islamic Religious Education teachers, and Counseling Guidance Teachers. For PPKn teachers, the strategy used is in addition to direct habituation by the teacher, it is also applied in making lesson plans, learning media, and during classroom learning such as teachers conveying the importance of 5S in forming character both through advice, and reprimand (Siswati et al., 2018).

For the obstacles faced, information obtained from all informants, overall there are 4 obstacles faced, namely the diverse character of children, the pattern of children's education by parents, environmental influences, playmates and policies from the zoning system. All informants from the school suggest that the unique character of children and the pattern of children's education by their parents are the main things that shape children's characters, and because of this uniqueness, schools need to understand from adjusting their learning patterns including getting used to this 5S.

Then from the informant representing the students of SMP Negeri 10 said that although they had accustomed themselves to always 5S, not all other students replied to the same thing, and even if they did 5S, students only did it to close friends, and playmates. Furthermore, from interviews from the surrounding community, puberty and children's association factors are obstacles expressed by informants even though the community and schools always report the behavior of school students, these two factors are still the main obstacles.

While solutions that can be done to deal with obstacles where from the results of interviews from school informants obtained common efforts, including continuous communication between teachers and students, familiarizing themselves, especially teachers as educators by providing examples, advice and reprimands.

For the efforts made by the school social environment, seeing from the results of interviews such as the community, namely establishing active cooperation between the school and the community in monitoring children's behavior, building a pattern of joint supervision between the school and the community. And from information from interviews with teachers at school and parents of students, such as always communicating actively on an ongoing basis between teachers, homeroom teachers, and parents directly or through social media regularly.

And from the results of observations and documentation studies carried out, the information obtained is in accordance with the interview results that teachers at SMP Negeri 10 take both approaches by both teachers and students. The strategies used are diverse and in accordance with the results of the interview. Then for the obstacles faced, the information found was in accordance with the results of interviews even though what was found was only on the diverse character of children, social influences and social environments, and zoning policies. Then for efforts, the information obtained is in accordance with the results of interviews that schools and community leaders continue to carry out patterns of supervision and communication well, then the role of social media such as Whatsapp groups is encountered by researchers as a form of communication and supervision between homeroom teachers and parents.

3.2. Discussion

In habituating 5S in developing faith, piety, and noble morals towards student character (Shiddiq, 2020). The approaches and strategies used are approaches by teachers and approaches by students, where these two approaches are the elaboration of the approaches taken by teachers and students, and these two approaches are carried out in accordance with learning experiences that provide examples and create a school climate with character according to values and norms (Anggraeni, 2019).

Then, in the approach taken by students is a form where students feel the learning experience through the five senses directly both experienced, realized by themselves, to be able to actualize themselves in accordance with the value system in society. Then the strategy used, informants consciously or unconsciously have applied the characteristics of an

educator such as conservator, transmitter, organizer, planner, implementer, evaluator, educator, normative, democratic, innovative, and creative.

With these various approaches and strategies, teachers at SMP Negeri 10 Bandung have done a maximum of 5S habituation to their students so that behavior is formed that leads to changes in faith, piety, and noble morals and develops into good character, then with this change in character can be a provision for their future lives when living in society.

For the values that are grown from this 5S habituation approach and strategy, such as akhlaqul karimah, tawadhu, religious, mutual respect, and mutual affection. The character values that can be grown if connected with PPKn are caring, polite, willing to listen, responsible, discipline, respectful of others, tolerant, tolerant, religious, obedient, aware of the rights and obligations of both oneself and others (Fathurrochman & Apriani, 2017). All character values that can be grown are in accordance with the purpose of PPKn, which is to form and develop the good character of citizens in accordance with values and norms where in communitarian citizenship theory that values and norms are something that is consensus and has been agreed upon and must be obeyed by community members (Hidayahl et al., 2020).

Then, the obstacles faced such as the diverse character of children are interpreted as "the uniqueness of the learning process both physically and mentally personality" (Miftah, 2020), then the role of parental education at home becomes an important thing to pay attention to because the family is the smallest unit of society, and the family must teach and familiarize about the education of values and norms and instill virtuous attitudes in their lives (Rizky & Moulita, 2017). The environment and peers can affect the child's character because if the child is in a good environment and surrounded by good friends, then the child's character will be good, but if the environment is bad and surrounded by bad friends, then the child's character becomes not good (Rindawan et al., 2020).

The zoning system plays a role in the development of piety and noble morals as well as the formation of children's character (Rivauzi, 2020) because the zoning system does have a good impact such as leveling the quality of education, creating favorite schools, and improving the quality of teachers, but the adverse effects such as the composition of students who have various values and characteristics, harm prospective students both during the registration process and the learning process, increasing the burden on teachers to teach, as well as the existence of inequality between public and private schools.

For efforts made to deal with these obstacles, such as strengthening partnerships between schools and communities because with this strong partnership, (Budiharto et al., 2018) schools continue to strive to improve themselves to improve school quality, (Ikhwan, 2019) schools also continue to improve themselves so that they are in accordance with the existing conditions and times, but this self-improvement is still in accordance with the values that live in the community.

The pattern of close communication between teachers, homeroom teachers, and parents of students both directly and indirectly through social media is a form of positive use of social media, namely "making it easier for someone to communicate with many people, and can spread information quickly" (Cahyono, 2016).

4. CONCLUSION

The application of Smile, Greetings, Greetings, Politeness, Courtesy (5S) in developing faith, piety, and noble morals towards the character of students at SMP Negeri 10 Bandung, is carried out with various approaches and strategies. A teacher-centered approach or an approach by students, then strategies such as through active habituation by the teacher,

doing morning greeting activities, building active communication with students, and implementing 5S in the school environment and during planning, the implementation of learning can develop faith, piety, and noble morals and student character. The approach and strategy used can foster a variety of good values such as tawadhu attitude, akhlaqul karimah attitude, mutual respect and affection, and religious attitude. The values that can be raised by 5S in PPKn, such as tolerance, tolerance, awareness of rights and obligations, respect for diversity, self-discipline to rules, care, courtesy, courtesy, willingness to listen, and moral responsibility in accordance with the content of communitarian citizenship theory.

For obstacles such as the unique character of children, children's education patterns at home, environmental influences, peers, and zoning systems (Nurlaeli & Nurwanti, 2019). Then efforts can be made such as continuing to improve themselves and the school by active communication with the community, establishing communication and joint supervision between teachers, homeroom teachers, and parents and also carried out by schools and communities. The application of 5S in developing faith, piety and noble morals towards the character of students at SMP Negeri 10 Bandung is effective in exerting a good influence on student character and with this influence, students have provisions for their future lives.

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