



EVALUATION OF CIVIC EDUCATION LEARNING PROGRAM IN BUILDING THE FIFTH-GRADE STUDENTS' CHARACTER AT SD NEGERI JUMO DURING THE TRANSITION

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EVALUASI PROGRAM PEMBELAJARAN PENDIDIKAN KEWARGANEGRAAN DALAM MEMBENTUK KARAKTER KELAS 5 SD NEGERI JUMO DI MASA TRANSISI

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ABSTRACT

Abstract: This paper discusses the success or failure of the implementation of civic education learning programs that implement character values. The assessment was carried out by analyzing the Context, Input, Process, and Product for the implementation of the civic education learning program in class 5 at SD Negeri Jumo. The research was conducted from October to February 2022 to 2023. The research is evaluation research with a qualitative approach using the CIPP model. The research results indicate that context, seen from the vision, mission, school goals, syllabus, strategies, and programs, is appropriate and supports character building. Input is also based on the background of the teachers, students, facilities/infrastructure, formulation of lesson plans, and teaching materials that are appropriate in supporting the learning process so that the learning process can be carried out properly. The process is in the form of implementing civic education learning in which the teacher has carried out according to the lesson plans, in the implementation, the right methods/strategies, tools/media, and teaching materials have supported character education. The product has been achieved enough well, where students already have character values such as applying 5S (smile, greeting, greeting, being polite and courteous), cooperation, mutual cooperation, etc, and can apply them in everyday life. The process of civic education learning programs can be said to succeed as seen from students' product data.

Keywords: *civic education learning program, character building, elementary school*

Abstrak: Artikel ini membahas keberhasilan atau kegagalan pelaksanaan program pembelajaran pendidikan kewarganegaraan, yang mengimplementasikan nilai-nilai karakter. Pengkajian dilakukan dengan melakukan analisis terhadap *Context*, *Input*, *Process*, dan *Product* dari pelaksanaan program pembelajaran mata pendidikan kewarganegaraan di kelas 5 SD Negeri Jumo. Penelitian dilakukan pada bulan Oktober sampai Februari tahun 2022 sampai tahun 2023. Penelitian merupakan penelitian evaluasi dengan metode pendekatan kualitatif dengan model CIPP. Hasil penelitian menunjukkan bahwa *context*, dilihat dari visi, misi, tujuan sekolah, silabus, strategi dan programnya sudah sesuai dan mendukung dalam pembentukan karakter. *Input* juga dilihat dari latar belakang guru, siswa, fasilitas sarana/prasarana, rumusan RPP, dan materi/bahan ajar sudah sesuai dalam mendukung proses pembelajaran sehingga proses pembelajaran dapat dilaksanakan dengan baik. *Process* berupa pelaksanaan pembelajaran pendidikan kewarganegaraan yang dalam pelaksanaannya guru sudah melaksanakan sesuai RPP, dalam melaksanakan sudah menggunakan metode/strategi, alat/media yang tepat serta materi/bahan ajarnya sudah mendukung dalam pendidikan karakter. *Product* telah dicapai dengan cukup baik, dimana siswa sudah memiliki nilai-nilai karakter seperti menerapkan 5S (senyum, sapa, salam, sopan dan santun), kerjasam, gotong royong dan lain-lain, serta dapat menerapkannya dalam kehidupan sehari-hari. Proses program pembelajaran pendidikan kewarganegaraan dapat dikatakan sudah berhasil dengan melihat data *product* siswa.

Kata Kunci: *pendidikan kewarganegaraan, pembentukan karakter, sekolah dasar*

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INTRODUCTION

Education is basically an effort to educate students to master science and technology and instill personality and character values that are in harmony with the culture of the Indonesian nation in the life of the nation and state. Education plays an important role in the progress of a nation. In Law No. 20 of 2003 concerning the National Education System in article 3, it states that national education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life (Insani et al., 2021). So it is hoped that there will be a change in attitude or character as a whole for students so that the goal of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible can be realized as expected.

Character education is one of the keys to the success of education in Indonesia. The government's attention to character education is not something new, but rather places education in real proportions (Betles Natalini, 2020). Because, education in Indonesia is expected to give birth to the next generation of quality and character. Character education is a national movement to create schools that produce ethical, responsible and caring next generations. Character education is not just teaching what is good and what is not good. Not only that, however, character education is an attempt to apply good habits (habituation) so that in the end students can behave and act in accordance with the values that have become their personality.

Schools have an important role in implementing the character education process. Schools play an important role in character education, in addition to the family and the neighborhood. Especially at the elementary school education level, elementary school is a place for students at the learning stage through observing, imitating and starting to learn to solve their own problems. The Covid-19 pandemic has had a massive impact on various fields or sectors, be it in the fields of political, health, economic policies and of course in the field of education (Hidir et al., 2022). Schools have an important role in implementing the character education process. Schools play an important role in character education, in addition to the family and the neighborhood. Especially at the elementary school education level, elementary schools are places where education participants in Indonesia indirectly experience changes in the learning process due to the impact of the co-19 pandemic. In mid-February 2020, Indonesia was attacked by a pandemic virus outbreak known as Covid-19 and has been declared a national disaster. The way of transmission of this virus is very easy and fast through close contact, and holding objects that have the virus. Educate at the learning stage through observing, imitating and starting to learn to solve their own problems. The Covid-19 pandemic has had a massive impact on various fields or sectors, be it in the fields of political, health, economic policies and of course in the field of education (Kemenkes RI, 2020). So that people are not allowed to carry out activities that cause crowds and are encouraged to keep their distance or social distancing. This also has an impact on the learning process that is carried out through distance or often called (PJJ),

namely the learning process is carried out from each other's homes.

Learning from home indirectly reduces the teacher's role in educating students. In contrast to schools, teachers play a direct role in accompanying or accompanying students in learning and forming character, teachers can only provide teaching material or materials with existing facilities using the online method (in the network). Character values that are usually conveyed directly by teachers to students, such as instilling the values of honesty, critical thinking, daring to express opinions, and collaborating with friends, tend to be less fully implemented along with the teaching and learning process carried out online in the past. the covid-19 pandemic. The learning process is carried out at home, students tend to study alone and not a few children are negligent in learning and tend to play.

The learning process that is carried out at home, makes parents play a very important role in the ongoing process of education and the formation of children's behavior in accordance with the character values that exist in society. During online learning, parents play the role of teachers in educating their children. Parents also play a role in assisting, guiding and directing their children while studying (Sadtyadi, 2019). Parents also play a role in assisting, guiding and directing their children while studying. Children who are generally aged 0 to 12 years really need direction, guidance and guidance from their parents in growing and developing a basic personality that is balanced, resilient and aligned with life values, so that children not only know character values, but are also able to apply them in life daily (Setiardi, 2017). As parents must set an example of good behavior in front of their children. How well parents educate their children to respect each other certainly lays the foundation for future moral development. The real implication in life is that the success of character education lies not only in education at school, but more

importantly lies in the educational process with parents, because children have a lot of time interacting with parents compared to teachers at school.

Basically every child prefers to imitate the things they see in everyday life. Therefore, exemplary from the environment, especially the family or parent environment, is very important to provide a positive stimulus in the form of words or utterances because that will be the initial capital for children to act and say. Creating a positive environment such as speaking in smooth language, respecting each other, helping each other and so on so that it can be an example. In addition, parents can also make habituation in positive things.

Students with good character can be seen in the attitudes and behavior of students, both in terms of courtesy, mutual respect, mutual respect, mutual help and student responsibility. Where students can carry it out in everyday life both at school, at home and in the community. But in recent years, the culture of hospitality and courtesy in Indonesia has decreased. This can be seen from the younger generation or teenagers who tend to lose ethics and courtesy towards peers, older people, teachers and even towards their parents. Students no longer regard the teacher as a role model, someone who provides knowledge and knowledge that deserves respect and respect. . The decline in the culture of politeness in students is influenced by many factors, both internal and external factors (Iwan, 2020). These events show that the character of today's young Indonesian generation is low. Several factors causing low character education are first, an education system that places less emphasis on character education but only places more emphasis on intellectual development such as national exams. Second, environmental conditions that do not support the development of bad character. Be it the family environment, school environment or home environment where children play.

Planting characters during the learning process should also be considered. Therefore,

to instill character or carry out character education, the learning process should be carried out face to face. In face-to-face learning the teacher can guide students directly. In addition, the teacher can also provide direct examples in the form of actions, attitudes and actions that can be emulated directly by students. In this study, especially in learning citizenship education according to the learning process plan. so that it can be known how the character of students after carrying out the learning process of citizenship education which is carried out face to face.

Through the learning process character education can be carried out through exemplary by giving examples, spontaneous activities carried out by the teacher by reprimanding students when the teacher knows that students' behavior is not good, conditioning and routine activities that can be carried out to instill character. At Jumo State Elementary School, habituation is carried out in character building activities, namely on Fridays Muslim students will pray Dhuha in congregation, for Christian and Buddhist students will pray together or worship according to their respective religions. In addition, in learning Citizenship Education, they also make visits to various places of worship according to religion in Indonesia which aim to introduce religions in Indonesia which students hope can foster a sense of tolerance between religious communities.

At SDN jumo there are several programs like the one above that are related to character education. This makes researchers interested in examining how the goals of character education in forming noble, moral, tolerant and cooperative characters can be achieved as expected. Meanwhile, based on observations of the condition of Grade 5 students at SD Negeri Jumo, they are currently in the learning process in class and outside the classroom. When viewed from the aspect of student character there is a change, this is due to the Covid-19 pandemic, which in the previous learning process was studying at

home or often called online learning. In the Citizenship Education learning process students sit in groups aiming to form the character of mutual cooperation and cooperation, when the teacher delivers learning material based on observations there are some students who are engrossed in playing alone without paying attention to the teacher. In addition, when the teacher gives assignments to groups of students who work together to carry out discussions, some do it alone and some only play alone.

Implementation of character education in schools includes teacher preparation activities in implementing character education, implementing character education and evaluating character education. Indications that characterize this include the time of the final evaluation. Final evaluations are rarely done. When it is done, the information from the results of the evaluation is rarely followed up. Related to the cause of this there is a main factor is the changeable or static nature of students. So that the development of the nature of students is difficult to identify.

In the implementation of Citizenship Education learning in character building in schools includes teacher preparation activities in implementing learning, implementing the learning process and evaluating the learning process of citizenship education in forming character. Indications that characterize this include the time of the final evaluation. Evaluation of civics education learning in character building is very important so that teachers and students and even parents know the extent of student progress. Evaluation of civics education learning in character building means a process for assessing a child's ownership of a character after participating in a civics education learning process that is carried out in a planned, systematic, systemic and directed towards a clear goal. Evaluation of character education is carried out to measure whether the child already has one or a group of characters determined by the school within a certain period of time.

This research is an evaluation research, so this study aims to determine the success or failure of the implementation of civics education learning programs, which implement character values. The assessment was carried out by analyzing the Context, Input, Process, and Product for the implementation of the civics education learning program in grade 5 of SD Negeri Jumo. With the researchers formulating the formulation of the problem, including: 1) What is the vision and mission of the school in supporting the Citizenship Education learning process in forming character?, 2) How is the lesson plan and Citizenship Education materials/teaching materials in forming character?, 3) What is the learning atmosphere and implementation learning Citizenship Education in forming character?, and 4) What is the character of the students after carrying out the Citizenship Education learning process. From the formulation of the problem it can be seen how the successes and failures in implementing the civics education learning process in shaping the character of students at SD Negeri Jumo.

THEORITICAL REVIEW

Character is the nature of a person in responding to situations morally which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others and other noble character values. (Samsul Arifin & Rusdiana, 2019). Character is a moral characteristic of a person that can be seen from that person's behavior. Meanwhile according to (Julaeha, 2019) Character is a characteristic possessed by an object or individual. These characteristics are original characteristics and are rooted in the personality of the object or individual, which can encourage action, attitude, speech, and response to something. Character can be interpreted as a characteristic possessed by someone who can be seen from behavior.

Depdiknas (2006) Citizenship Education is a lesson that focuses on the

formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled and with character mandated by Pancasila and the 1945 Constitution. (Japar & Fadhillah, 2019). Citizenship education is a subject that focuses on the formation of citizens to become citizens who are intelligent and have character so that Indonesia has a young generation who can be responsible citizens who aim to have critical thinking and act democratically.

Munthe states that program evaluation is a process of seeking information, finding information and determining information that is presented systematically regarding planning, values, objectives, benefits, effectiveness and suitability of something with established criteria and objectives (Faizin, 2021). The program evaluation model that is often used in education is the CIPP (context, input, process-product) model developed by Stufflebeam. This model includes evaluation of context, input, process and product. CIPP is a model that is currently often used by educational evaluators. This is because this model is fairly objective and effective in its perspective on a program (Djuanda, 2020). The CIPP model is an evaluation model that views the program being evaluated as a system, in other words, it must analyze the program based on its components. The core of the evaluation of the CIPP model is the evaluation of the context, inputs, processes and products.

RESEARCH METODS

This type of research is descriptive evaluative research (evaluation research). Descriptive evaluative research in the opinion of Wiss (Sugiyono, 2018) is a systematic applied research to determine the effectiveness of a program, action or policy or other object which, when examined, is compared with established goals or standards. This study focuses on evaluating the Citizenship Education learning program using the CIPP model at SD Negeri Jumo. district Jumo,

Temanggung focuses on grade 5. In this study, researchers used a descriptive qualitative approach.

The place or location of the research is at SD Negeri Jumo, Temanggung, Central Java. This research was carried out in a learning atmosphere during the transitional period after the Covid-19 pandemic. When this research was carried out after the pre-survey, namely in the even semester of the 2022/2023 school year.

Data collection was carried out from various sources, settings and various ways. According to (Sugiyono, 2018) data collection techniques in this study were carried out by observation, interviews, and documents. The subjects of this research were the 5th grade students of SD Negeri Jumo, Temanggung. The object of this research is civics education in character building in grade 5 of SDN Jumo

In data analysis, a credibility test was carried out (Sugiyono, 2018). The test was carried out by researchers using techniques to increase persistence in research, both triangulation and discussions with colleagues. Triangulation in this study was carried out by checking data from various sources, methods and time. The analysis was carried out using the CIPP model from Stufflebeam, which is an analysis of *context, input, process, and product*.

RESULTS AND DISCUSSION

Data analysis is presented in four parts: context, input, process, and product. Context analysis, including a description of the curriculum, syllabus, and strategies, and learning programs in supporting the learning process of Citizenship Education in shaping the character of students at SD Negeri Jumo especially in grade 5, namely (1) The curriculum currently used at SD Negeri Jumo is the curriculum independent study. In the independent curriculum, character education is emphasized. It is known that in the independent curriculum there is a strengthening of the Pancasila student profile

or what is known as P5. The curriculum also mentions the school's vision which states that "The Realization of a Generation of Young Students as Lifelong Learners Who Are Devoted, Characterized, Innovative, Outstanding and Globally Diverse" It is known that character education is highly emphasized in the school's vision. (2) then in carrying out this vision the school has a mission that is in line with the vision, the mission of the school is also very easy to understand and has been implemented, the mission of SD Negeri Jumo is (1) Designing interesting and fun learning that is able to motivate students to always learn and find learning. (2) Building a school environment that forms students with noble character through routine religious activities and applying religious teachings through interacting at school with 5S (smile, greet, greet, polite and courteous) to students. (3) Develop independence, critical reasoning and creativity that facilitate the diversity of interests and talents of students. (4) Developing school programs that form ideas and ideas that are responsive to changes that occur to design innovations. (5) Developing and facilitating the improvement of students' achievements according to their interests and talents through the process of mentoring and collaborating with parents. (6) Building a school environment that is tolerant of global diversity, loves local culture and upholds the value of mutual cooperation.

Based on the school's mission, it is known that the school's mission also emphasizes character education. This is in accordance with the results of the observation that in carrying out the mission the school has various good habituation activities to instill character in students. (3) The goals of the school are also in line with the vision and mission of the school which also emphasizes character education. It is known that one of the goals of the school is to apply the foundation of mutual cooperation in class activities to school, to form students who are obedient and carry out their prayers on time, to increase

sympathy. and empathy of students in social care and many more. So it can be said that the school's goals also emphasize character education where the school's goal is curriculum implementation. Therefore it can be seen that the curriculum used in SD Negeri Jumo supports character education which can be seen in the school's Vision, Mission and Goals which in the formulation contain.

Judging from the syllabus used especially in class 5 Citizenship Education subjects, there are sections namely elements, learning achievements per phase, learning achievements per class (grade 5), learning objectives, learning objectives flow, Pancasila student profiles, keywords and time allocation. As in the elements of Unity in Diversity, learning outcomes per phase, learning outcomes per class (grade 5) and learning objectives are students able to analyze, present the results of the analysis, respect, maintain and preserve cultural diversity within the framework of Bhineka Tunggal Ika in their surrounding environment, then for the flow of learning objectives in 5.3.3 through discussion, students can tell attitudes and behaviors that can maintain or damage cultural diversity within the framework of Unity in Diversity in

the environment, with the Pancasila student profile contained is Mutual cooperation, with the keyword attitude to maintain preservation of cultural diversity, and 12JP time allocation (12 Hours of Study). So that it can be seen that the characters are contained in the syllabus contained in the learning outcomes per phase, learning outcomes per class (grade 5) and learning objectives, as well as in the flow of learning objectives.

The achievement strategy is to optimize facilities and infrastructure. Then organize reinforcement projects. Projects to strengthen the profile of Pancasila students, so to achieve the characters in the 6 profiles of Pancasila students besides learning, there are also projects to strengthen the profile of Pancasila students or what is often called P5, for grade 5 the theme is entrepreneurship and local wisdom. For entrepreneurship, making healthy tempeh is carried out every 2 weeks and an ecoprint for local wisdom because there are many large leaf plants in the environment. To strengthen the profile of Pancasila students, they can form characters such as faith, piety to God Almighty, noble character, mutual cooperation, critical reasoning, independence, and global diversity.

Table 1. Good habituation activities

Religious activity	Duha prayer Recite Bible deep Qultum on Friday
Health activities	Exercise Toothbrush
National activities	Flag ceremony every Monday Flag ceremony every big day
Pancasila student project activities	Making healthy tempeh Ecoprint batik making

Not only in the learning process at SD Negeri Jumo has good habituation activities to develop character. good habits that exist in SD Negeri Jumo include: (1) flag ceremony on

Mondays, and national holidays, (2) the teacher welcomes students when they come to school by implementing 5S (smile, greet, greet, polite and manners), (3) Brush teeth together

on Thursdays, (4) Duha prayers together every Friday for Muslims, and for non-Muslims to study the scriptures in their respective religion rooms, and (5) exercise together every day Saturday. From the habituation activities it was stated that at SD Negeri Jumo it was not only in the process of learning citizenship education but there were also good habituation activities in supporting character education.

Input analysis in terms of (1) Teachers at SD Negeri Jumo are graduates of Starta-1 (S1) degrees and most of them have become Civil Servants (PNS), especially for Citizenship Education teachers at SD Negeri Jumo are supported by each class teacher. Particularly in grade 5 in the subject of citizenship education the teacher in charge is the class teacher. then for the principal of Jumo Public Elementary School who is a Bachelor's (S2) graduate, the principal also understands character education, even the principal emphasizes or prioritizes character education. Analysis of the input in terms of students, the last education of the average student's parents is high school (SMA) there are graduates of junior high school (SMP), but there are also those whose parents are in college, most of the parents or guardians of students earn a living as farmers, many students are also not only children or students have relatives, the distance where they live is not close to the school so that most students when going to and from school are escorted and picked up by their parents since the covid-19 pandemic.

Input analysis from (2) facilities and infrastructure, comfortable study rooms are neatly arranged, it just happens that in grade 5 currently the number of students exceeds the capacity of the classroom so the teacher arranges for the learning process to make the seats into groups so that the classroom becomes more practical and students can participate learning process. For learning resources or books used in civics education, use the package book "Pancasila and Citizenship Education. Apart from that, it can be seen that in SD Negeri Jumo, every class

already has an LCD and a projector as tools and media to support the process of learning activities, especially learning citizenship education. can also support character education because teachers can use the LCD to display videos, display images related to real character education. There is a place to read during breaks, besides that there are also several pictures of heroes that can be used as examples or examples.

Input analysis in terms of (3) Learning Process Plans (RPP) are made by each class teacher which is made at each meeting or before the learning process. In making lesson plans the teacher determines the learning objectives to be achieved in the material. The teacher also mentions the implementation of learning starting from preliminary activities, core activities and closing activities. The teacher also includes learning materials / teaching materials, besides that the teacher also makes questions to check the achievement of the learning process. It can be seen that in the civics education RPP there is character education contained in the learning objectives to be achieved.

Materials/teaching materials in Citizenship Education indirectly contain character education, such as the character of mutual cooperation and/or cooperation which is implemented in the process of working on assignments that are carried out in groups and in discussions. So that implicitly planting character education is contained in Citizenship Education material. For materials/teaching materials in civics education there is already character education contained in it, for example in deliberation material, there is character education contained in it such as character education related to courtesy, for example in deliberating politeness attitudes that must be possessed such as respecting people's opinions others, not interrupting other people's conversations and so on, not only character education related to manners but there is also character education related to cooperation, for example in deliberations

resolving a problem of a broken bridge, then in solving it cooperation and mutual cooperation must be carried out. So it can be seen that in the material/teaching materials there is also

character education only character education does not stand alone but character education is integrated in citizenship education material.

Table 2. Citizenship Education Learning Process

Citizenship Education Learning Hours	Monday 07.30-09.00 WIB
Citizenship education material taught	Diversity
Number of students present	32
Class situation	Active class atmosphere of question and answer during the learning process.
Any question	There are students who actively ask questions
There's a discussion	The learning process is carried out in discussion
Problems that arise	There were some students who didn't pay attention when the teacher explained, they were busy joking around
Teacher complaints	there were some students who did not pay attention when the teacher explained and when they were given assignments there were those who were busy themselves.

Process Analysis, the learning process of Citizenship Education in grade 5 SD Negeri Jumo, can be described in terms of components, that is, they have implemented teaching materials/materials related to character education, during the learning process they have also implemented learning strategies/methods that support the inculcation of character education besides using learning tools/media such as LCD, Vidoe, the surrounding environment and even the teacher also provide real examples in instilling character education and also carry out evaluations at the end of each lesson.

In the learning process the teacher carries out the learning process in accordance with the lesson plan that has been made, where in its implementation such as preliminary activities the teacher usually greets students with "good morning", then the teacher asks how students are doing, after that the teacher carries out attendance by asking "who is absent today? enter?". After that the teacher invites students to pray together before starting learning, after that the teacher conveys the material learned at the meeting, then the teacher also conveys the learning objectives

achieved at the meeting. After that, entering the core activities of the teacher delivering material, according to the material at the meeting after delivering the material, the teacher gives assignments to students to work on in discussion and in groups. And in the closing activity the teacher concludes all the material that has been delivered briefly and gives students the opportunity to ask questions if they still don't understand, after that the teacher closes the lesson by inviting students to pray together.

The teacher uses the learning method, namely the discussion/question and answer method. During the learning process, while the teacher is delivering material, the teacher asks students so that students can pay attention when the teacher delivers learning material. In addition, the teacher when students are given the task of a traveling teacher to check on each student. In addition, the teacher has a strategy in conveying citizenship education material by providing concrete examples of actions related to character education so that it can be seen that the methods/strategies used by the teacher can support the learning process of citizenship education in character building. For example,

in deliberation material the teacher gives an example in deliberating using ethics/politeness, such as not interrupting other people's conversations, respecting the opinions of others, then in deliberations resolving the problem of a damaged bridge, community service or mutual cooperation will be carried out in resolving the problem. So that it can be seen if the teacher instills characters such as manners/ethics, mutual cooperation and there are other characters that are instilled in the material of other meetings. So that it can be seen if the teacher implements character education in citizenship education.

In using learning tools/media the teacher has also used an LCD projector during the learning process of citizenship education, the teacher displays videos, images related to the material presented. Such as playing a video of the struggle to defend the Unitary State of the Republic of Indonesia, the teacher will explain how the struggle of the heroes defended the independence of the Indonesian

State, then the teacher relates it to character education such as Faith in God Almighty, Unity in the sense of not discriminating between mutual respect, and so on. This also supports the citizenship education learning process in character building because students will understand more easily if students can see examples directly through videos or pictures that are shown. Not only that, the teacher also provides examples based on the surrounding environment as a source of material during the learning process.

Student responses during the learning process were active during the learning process where when the teacher gave questions students would actively answer, students paid attention when the teacher explained even though there were still some students who were cool playing alone, but the teacher would immediately rebuke them, so students pay attention again. When given assignments by the teacher students are also enthusiastic to work on in groups.

Table 3. Average Knowledge score

Average 1st semester Knowledge Score	86,82
Average Mid Semester 2 Knowledge Score	86,79

Table 4. Average attitude score

Average Attitude Score	Nilai
Faith, Fear of God Almighty	3,59
Politeness	3,24
Collaboration/ Mutual cooperation	3,70
Responsibility	3,62
Communicative	3,26

Table 5. Observation results of observations of students' attitudes

Statement	Descriptio
Student Relations with Teachers	The relationship between students and teachers is polite, seen when students meet the teacher they will greet and smile
Student Relations with Students	The relationship between students and students is well established, even though it is like gangs

Attitude of students when studying

The attitude of students when learning is that there are those who pay attention, actively answer, some are silent passively and some are busy themselves not paying attention

Attitude of students outside the classroom

The attitude of students when outside the classroom students actively play with friends, during breaks some students bring food from home and eat it together

The attitude of students who appear on the way home

Most students are currently being escorted and picked up by their parents, due to the COVID-19 pandemic.

Attitudes that appear in the relationship of students (children) with parents

Relations with parents are quite polite with a culture of kissing hands when going to school.

Product analysis, which is related to the character values achieved, this looks at how students' attitudes are in accordance with the character values that have been determined. Based on the results of the cognitive or knowledge assessment, the score is above the KKM with KKM 75, if students get scores below the KKM, students will do remedial. Based on the results of the attitude assessment from the class teacher stated that students have responsibility with an average score of 3, then students have an average polite and polite attitude also 3. In the score given by the class teacher is the range from 1 to 4, where the score 1 is not good, score 2 is good enough, score 3 is good and score 4 is very good. While the assessment of the researchers also stated that it was known that student assessments also had an average score of 3 starting from the character of mutual cooperation, courtesy, and a score of 4 for the character of faith, piety to God Almighty. Based on the results of observations or observations, it can be seen that students have been able to apply character education in everyday life, this can be seen from the attitude of students when they meet with teachers to apply 5S (Smile, greet, greet, polite and polite), students also always pray before and after learning, students also actively participate in carrying out good habits in accordance with their respective religions. In addition, in terms of cooperation and mutual

cooperation, students are seen to be able to carry out various activities such as completing group assignments, making joint projects and others.

From the results of the analysis above it can be seen that the civics education program in character education can be said to be successful. This was stated based on the data obtained which obtained data that at Jumo Elementary School had various activities that had been carried out quite well as evidenced by the change in attitude of students. Character education activities are also carried out consistently through various good habituation activities. So that from the presentation of the research results above, it is stated that character education has been carried out quite well with various activities carried out that can be said to be running or successful which can be seen from the student product which has changed.

CONCLUSIONS AND RECOMMENDATIONS

The curriculum used at SD Negeri Jumo is an independent learning curriculum, in the independent curriculum the strengthening of Pancasila student profiles is emphasized, this states that character education is contained in the curriculum, which can be seen from the school's vision, mission and goals. Then in the character education syllabus it contains

learning achievements per phase, learning achievements per class (grade 5), learning objectives, and learning flow. In the strategies and programs carried out at SD Negeri Jumo to instill character education is to optimize facilities and infrastructure, then to The program in supporting character education is to carry out various good habituation activities which have been carried out quite well.

The educational background of school principals, teachers, education staff, who support the process of learning citizenship education in implementing character education is quite good. For background students and parents also support in character education. Likewise the facilities/infrastructure in supporting the learning process of civics education in implementing character education are quite good, and can support the learning process. The preparation of the Learning Process Plan (RPP) for civic education in implementing character education has been prepared according to the learning objectives included in the teaching materials and materials. In citizenship education material, character education is implicitly integrated during the learning process.

The implementation of the citizenship education learning process in shaping the character of students in grade 5 of SD Negeri Jumo, in terms of the teacher's role is quite good, the teacher has carried out the preparation and implementation well. In its implementation, it has used strategies/methods in achieving its learning objectives, besides that it has also used media/tools to support the learning process. It has been going according to the learning process plan, students also seem to be actively participating in the learning process. The achievement of the goals of learning citizenship education in shaping the character of students in grade 5 SD Negeri Jumo has been able to achieve quite well, for the achievements of the learning process of citizenship education in shaping the character of students, it can be seen that students have a polite attitude, then have faith, fear God The

Almighty, mutual cooperation, and responsibility.

It can be stated that the process of learning citizenship education in shaping student character has been going well, this can be seen based on changes in students' attitudes that are quite good. So it can be stated that the civics education process in shaping student character has been successful.

The recommendation from the researcher is that evaluation of learning activities can be carried out not only in civics education learning, but it is better if evaluation activities are carried out in all activities to be able to find out how the success or failure of a program or activity is carried out, so that by carrying out evaluations you can know inputs and improvements that can be made in the next program or activity.

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