

The Rights and Obligations of Students Through Civics Learning at the Ibnu Sina Genteng Vocational School-Banyuwangi

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Abstrak

Hak dan kewajiban merupakan salah satu komponen penting yang saling berkesinambungan satu sama lain yang perlu di jaga keberadaannya oleh Negara. Hak dan Kewajiban memiliki nilai fundamental yang terkandung didalamnya, maka dalam prakteknya hak dan kewajiban harus berjalan seimbang. Maka tujuan penulisan ini bertujuan untuk mengetahui penanaman konsep hak dan kewajiban melalui pembelajaran PKn pada siswa. Penulisan artikel ini menggunakan pendekatan kualitatif dengan . Hasil yang diperoleh dari penelitian ini menunjukkan bahwa siswa mampu mengetahui dan memahami hak dan kewajibannya sebagai siswa dan sebagai warga negara yang baik melalui pembelajaran PKn. Pembelajaran PKn adalah mata pelajaran yang memfokuskan pada pembentukan warga negara yang mampu melaksanakan hak-hak dan kewajibannya sebagai warga negara Indonesia yang pintar dan baik, berdedikasi, terampil serta berkarakter. Pemahaman konsep hak dan kewajiban melalui pembelajaran PKn harus ditanamkan kepada siswa sejak dini agar ketika siswa sudah dewasa bisa menjadi bekal dalam praktiknya.

Kata Kunci: Pembelajaran PKn, Hak dan Kewajiban.

Abstract

Rights and obligations are one of the critical mutually sustainable components that need to be maintained by the State. Rights and obligations have fundamental values , so rights and obligations must run in balance in practice. So the purpose of this paper aims to determine the installation of the concept of rights and obligations through Civics learning in students. The writing of this article uses a qualitative approach. The results obtained from this study indicate that students can know and understand their rights and obligations as students and as good citizens through Civics learning. Civics learning is a subject that focuses on the formation of citizens who can carry out their rights and obligations as Indonesian citizens who are intelligent and reasonable, dedicated, skilled, and have character. Understanding the concept of rights and obligations through Civics learning must be instilled in students from an early age so that when students are adults, they can become provisions in their practice.

Keywords: Civics Learning, Rights and Obligations.

Preliminary

In the era of globalization accompanied by technological advances and the era's growth, quality human energy sources (HR) are needed. Aspects of learning strongly influence the quality of human energy sources, so it cannot be denied that improving the quality of human energy sources in a nation and country cannot be separated from learning. Therefore, the foundation of quality citizens comes from learning (Prasetya & Waspodo, 2019). One aspect that ensures the progress or decline of human energy sources is education. Unfortunately, the growth of learning in Indonesia can be less than optimal in terms of quality compared to education in other countries. Evaluation of the results of the PISA (Program for International Student Assessment) in 2006-2019 stated that learning in Indonesia still has not shown much improvement in learning (Setiawan, 2019; OECD, 2019; (Tjalla, 2010; Tohir, 2019).

Education can be defined as a conscious and planned effort to realize learning with an atmosphere and learning process that can develop a playful attitude from students in the form of potential and abilities embedded in students such as critical thinking skills, good morals, self-control, etc. (Hawa & Putra, 2018). In essence, education is the effort of an educator in educating students who do not know at all to know, who are less able to become able, and willing to try to become able. Skills in critical thinking and behaving result from conscious learning, not just cognitive abilities, which are rewards that lead to learning (Wiriaatmadja, 2015). Universal education is not only related to intellectual development, but in education, it is more focused on fostering students as provisions to become independent adult human beings (ABBAS, 2020). In addition to intellectual development and provision to become independent adults, another educational goal is to make students aware of their rights and obligations as good citizens participate in and contribute to activities in the school, community, and state environment.

To make the same effort regarding understanding the concept of rights and obligations by using the Make A Match learning model for students in elementary schools. The results showed that the Make A Match learning method increased the mastery and understanding of the concept of rights and obligations for elementary school students, as evidenced by the classical mastery of fourth-grade students (ABBAS, 2020). This is also inseparable from the observation that both of them are also making efforts to increase students' understanding regarding the rights and obligations of students in Civics learning in elementary schools by using the Powtoon animation video media development learning method "HAKAN" (Abbas, 2021). And from the trial results, the feasibility results were obtained from two criteria, namely the first feasibility of media validation and the second feasibility in terms of practicality when using the media. Thus, both show that the learning media using the Powtoon animation video media "HAKAN" meets the double standard of eligibility (NUSWANTORO & DWI WICAKSONO, 2019); (Rahmawati et al., 2020).

Regarding the understanding of the concept of rights and obligations, where rights and obligations are an inseparable unit so that in practice, they must be carried out in a balanced manner. Right is something that belongs to someone, and the use is also on oneself (Abbas, Jumriani, Handy, et al., 2021). At the same time, the obligation is an obligation that is carried out with a complete sense of responsibility. Soemarsono (2005) argues that rights and obligations are the power to accept or do something that should be accepted or done by someone (Gunadi, 2017).

Understanding the concept of rights and obligations can be learned in Civics learning materials. There are several efforts in understanding the concept of rights and obligations in Civics learning carried out by Indonesian teachers and researchers (Abbas, Jumriani, Syaharuddin, et al., 2021). For example, it was done by Khairunnisa (2019) in her thesis research through the Value Clarification Technique (VCT) learning strategy in elementary schools. It was found that the Value Clarification Technique (VCT) learning strategy could improve Civics learning outcomes regarding rights and obligations at home and school (Abbas, Rusmaniah, Rival, et al., 2021). Similar efforts were made when using problem-based learning methods in Civics learning on students' understanding of rights and obligations in elementary schools. The results also show a significant effect on problem-

based learning implemented in Civics lessons, on students' understanding of the rights and obligations of elementary school students as citizens (Prasetia & Waspodo, 2019).

If you look closely, the literature review presented shows that efforts to provide an understanding of the concept of rights and obligations through various approaches, strategies, and models are primarily carried out in elementary schools (Abbas & Warmansyah, 2014). Therefore, it can be concluded that understanding the concept of rights and obligations in Civics learning needs to be instilled from an early age so that when they are adults, they can become provisions in their practice (Achmadi, 2019). However, in reality, there is very little understanding of the concept in practice or the cultivation of values and behavior towards the rights and obligations of students in a high school environment.

Several social research studies say that the high school civics education curriculum, from various sources, places more emphasis on planting character education and student motivation and learning outcomes for Civics subjects. As conveyed by Suyanto in that, character education is character education that has more value because there are three aspects that are instilled in students: knowledge, feelings, and actions. As well as learning motivation, learning outcomes in Civics subjects are needed, considering that high school students are the forerunners of the nation's next generation; therefore, they must have good character. And motivation and learning outcomes are also very much needed in Civics subjects so that students' learning interest in Civics subjects does not decrease. Civics learning essentially has a significant role in teaching student values and behavior related to rights and obligations in schools to create a democratic culture in the school environment. Its implementation efforts run optimally (Nurhidayah et al., 2020).

As one of the subjects in Indonesia, Citizenship Education has experienced uneven development, both in packaging and substance. This can be seen from the substance of the Civics curriculum, which often changes and is adapted to the interests of the State (Jumriani, Rahayu, et al., 2021). This causes the quality of Citizenship Education (PKn) to be considered less than optimal in its implementation, including the cultivation of values and behavior towards the rights and obligations of students as citizens in the school environment. The purpose of writing this article is to explain the rights and obligations of students through Civics learning at Vocational School Ibnu Sina Genteng-Banyuwangi.

Method

This study uses qualitative research that focuses on the problem of implementing Civics subjects in maintaining values and behavior towards students' rights and obligations so far. According to Bogdan and Taylor in Moleong (2007), they argue that qualitative research is a procedure that produces descriptive data in the form of words, both written and spoken, from sources and observable behavior.

This research was conducted at Vocational School Ibnu Sina Tile-Banyuwangi. And in this study, the determination of informants was selected through the purposive sampling technique, which means that the sample was taken using specific criteria that were considered capable of providing the information or data needed in the study (Jumriani, Syaharuddin, et al., 2021). Techniques in collecting data in this study consisted of various observations, documentation, and questionnaires given randomly to students in grades X, XI, and XII majors in various majors in Vocational School Ibnu Sina Genteng-Banyuwangi.

Results and Discussion

Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process states that learning in secondary schools is subject-based, with the learning process carried out interactively, inspiring, fun, challenging, motivating students to be active in various school activities and providing sufficient space for students to hone their talents and interests (Kemendikbud, 2016).

Citizenship Education (PKn) is learning that is useful for developing and improving and developing self-potential knowledge, attitudes, and skills through teaching and learning that every citizen obtains (Lestari, 2014). Civics can also be interpreted as one of the subjects that focuses more on learning in instilling in students to become good citizens, Gratiot is and nationalists.

Civics learning emphasizes problem-solving; students are invited to think critically and relate the subject matter to the context of life. This is intended so that Civics learning is not boring and makes Civics learning exciting and challenging learning for students. According to Zuebaedi (2017), the purpose of Civics subjects is for students to have the ability to think critically, rationally, and creatively in responding to global issues; students have the desire to participate actively and responsibly in various kinds of activities both at school, in the community, and the community and country. It is also hoped that students can develop positively and democratically to shape themselves based on the character of the Indonesian nation. Thus, this becomes a challenge for teachers of Civics subjects,

So, in essence, Citizenship Education (PKn) has a substantial contribution to the growth and development of students as the nation's next generation. Therefore, teachers as educators must have a strategy so that the objectives of Civics learning can be maximally conveyed to students (Sukmadinata, 2010). So it is not just planting theoretical concepts but also planting practical concepts that need to be emphasized (Mardhiah et al., 2021). The point is that there is a balance between theory and practice (Syaharuddin et al., 2021).

Referring to the explanation above, the results of the research I did at the Ibnu Sina Genteng Vocational School-Banyuwangi, regarding students' perceptions of Civics subjects showed promising results. Where is the questionnaire containing questions about Civics learning in class that I gave randomly, with details of 16 collectivism questions, where this item measures a general collective orientation (such as "For me, Civics can help me understand my rights and obligations as a citizen (Mutiani et al., 2021)." Indonesia", "From studying Civics, I was able to participate in organizations at school," and "Civil education materials delivered by teachers were monotonous and uninteresting") and five questions that ask about rights and obligations as well as participation in organizing in schools, which is then given to students several 27 students who are given randomly. And the results obtained show that there are more positive responses, namely students like Civics learning provided by their teachers, students can also master the materials taught by the teachers well. The strategy used by Civics subject teachers at Ibnu Sina Vocational School has a good strategy, seen from the participants' enthusiasm in responding to questions about Civics learning which they think is not dull.

Concerning the values and behavior towards the rights and obligations instilled by Civics subject teachers at Ibnu Sina Vocational School to students, it can be said that it is

quite optimal by looking at students' responses where students are very enthusiastic about taking part in various kinds of activities at school, such as student council organization activities, Scouts, etc. This is because some of them think that, by participating in various activities at school, they have a lot of experience, making them personally responsible when they get assignments in the organization (Yusnita et al., 2021). They also think that by participating in the activities of organizations at school, they can be a provision for them. Then when they grow up or enter real life.

The rights and obligations of students that have been instilled through Civics learning, and have also been implemented directly by students at the Ibnu Sina Genteng-Banyuwangi Vocational School, include:

Responsibilities of students at school:

1. Students must obey the rules that the school has made
2. Students respect teachers and school principals
3. Students are required to take part in the ceremonial activities which are carried out every Monday
4. Respect teachers and mutual respect among friends/students
5. I help so that the rules at school can run well
6. Students are required to take lessons and tests held by the school
7. Take responsibility for maintaining existing facilities and infrastructure in schools, etc.

Student rights:

1. Students have the right to fair behavior from the teacher in any way
2. Students have the right to use existing facilities at school, one of which is borrowing books from the library
3. Students have the right to join organizations in the school environment
4. Students are entitled to guidance
5. Students have the right to exercise their rights, such as voting rights when there is an election for the OSIS chairman, the right to an opinion, etc.

Besides that, regarding the response of students who do not like Civics learning, consider Civics learning tedious, and have an impact on the unwillingness of students to contribute to the organization at school, they prefer to be ordinary students in the sense of coming, sitting, silent rather than being active students in various activities. Organization at school. This is a separate homework for Civics subject teachers to improve the quality of Civics learning in the classroom so that students who have such principles no longer exist.

Conclusion

Civics learning at the Ibnu Sina Vocational School has made a contribution that can be quite optimal in instilling values and behavior towards the rights and obligations of students. Where students like Civics subjects, and from Civics learning students can implement values and behaviors related to their rights and obligations as students, at the point of student obligations to comply with school rules, and at the point of student rights to involve themselves in various kinds of organizational activities that there are schools such as student councils, scouts, etc. and students can also exercise their rights such as voting rights and expressing opinions.

For students who still feel that there is a lack of understanding of Civics learning on the subject of rights and obligations so that it can be implemented in their lives both in the school, community, and state environment, it needs to be studied more specifically by improving the quality of Civics learning, or these students can be guided independently so that they can become better students.

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