



The Role of PPkn Teachers in Building Student's Independence Through Character Learning at SMPN 1 Pohjentrek

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Abstract: This research is motivated by the importance of the role of Civic Education (Civics) teachers in shaping the character of students, especially in building independence as one of the main aspects in student self-development. Independence is an important competency that students must have in order to be able to face the challenges of life positively and responsibly. Therefore, this study aims to examine how the role of Civics Education teachers in building students' independence through character learning at SMPN 1 Pohjentrek. This research uses a qualitative approach with a case study method. The main informants in this research are Civics teachers, and students at SMPN 1 Pohjentrek. Data collection techniques were conducted through in-depth interviews, learning observations, and documentation related to the character learning process. The results showed that Civics teachers have a strategic role in building students' independence through various character learning methods that are consistently applied, such as giving independent assignments, group discussions, and instilling values of responsibility and discipline. In addition, teachers also act as motivators and facilitators who support students to develop self-confidence and initiative in learning. The main finding of this study confirms that character learning guided by Civics teachers can effectively increase the independence of students at SMPN 1 Pohjentrek, so that they are better prepared to face academic and social challenges in the school and community environment.

Keywords: Role of Teacher; Building Independence; Character.

1. Introduction

Civic Education (Civics) has an important role in shaping the character and independence of students. At SMPN 1 Pohjentrek, character learning is one of the main focuses in an effort to create a generation that is not only academically smart, but also has an independent and responsible attitude. However, there are still challenges in implementing effective character learning, where not all students show the expected independence. This research problem focuses on how the role of Civics teachers in building students' independence through character learning. In this context, it is important to identify the strategies used by teachers and their impact on learners' attitudes and behaviors. This problem-solving effort involves developing more interactive and participatory learning methods, where learners are encouraged to actively contribute to the learning process. The purpose of this study is to identify the contribution of Civics teachers in shaping students' character and their independence. This research involved informants consisting of teachers and learners, and data collection was conducted through interviews and observations. The theoretical study underlying this research includes the concepts of character education and independence, as well as the role of teachers as facilitators in the learning process. The existing research gap shows that although many studies have been conducted on character education, there are still few that specifically examine the role of Civics teachers in the context of learner independence at the junior high school level. Therefore, this research is expected to make a new contribution to the educational literature, as well as provide insights for educators and policy makers in designing more effective learning programs. The hope for the results of this study is to

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find effective strategies in character learning that can increase students' independence. The benefits of this research are expected to be felt by teachers, students, and schools, as well as providing recommendations for better curriculum development in character education in junior high schools.

2. Materials and Methods

Qualitative research according to (Satori & Komariah, 2017) is research that is used to investigate, find, describe, and explain the qualities or features of social influences that cannot be explained, measured or described through quantitative approaches. Character learning curriculum teaching materials, observation sheets, and interview guides are some of the tools used. Compiling tools, collecting information through observation and interviews, and recording learning activities are steps in the research process. Direct observation, semi-structured interviews, and documentation studies were used to collect data. The results of the study were presented narratively, and data analysis used theme analysis to determine the role of PPKn teachers in fostering student independence.

This research uses a qualitative design with a case study approach. This approach was chosen to explore in depth the role of Civics teachers in building students' independence through character learning at SMPN 1 Pohjentrek. The data obtained will be analyzed descriptively to provide a clear picture of the phenomenon under study. This research was conducted at SMPN 1 Pohjentrek, which is located in the Regency, The location of this research was conducted at SMP Negeri 1 Pohjentrek, which is located at Jl. Raya Susukanrejo No. 2, Sentong, Susukan Rejo, Pohjentrek District, Pasuruan Regency, Postal Code 67171, East Java. The research time was conducted during April to May 2025. The population in this study were all VIII grade students and Civics teachers at SMPN 1 Pohjentrek. The research sample was taken purposively, by selecting a total of 30 students and 1 Civics teacher.

By using descriptive qualitative methods and data collected through observation, documentation, and interviews, this study aims to answer the researcher's research problem by looking at how the role of Ppkn teachers in developing students' independence through character learning at SMPN 1 Pohjentrek, By using observation sheets, one can document every event that occurs as part of the observation data collection process. By using direct observation, this technique examines the role of Ppkn teachers in developing students' independence through character learning at SMPN 1 Pohjentrek. An interview is a discussion between two people conducted with the aim of gathering information from the interviewee. Thus, for some studies, for example, interview methodology is one of the data collection methods. There are several informants that the researcher chose, namely 4 female students, and 1 PPKn teacher at SMPN 1 Pohjentrek. Before conducting the interviews, the researcher prepared a list of questions to ask the subjects and obtained approval from the informants to use them as resource persons in this study. After obtaining permission, the researcher began chatting and discussing their reactions to the role of Ppkn teachers in developing students' independence through character learning at SMPN 1 Pohjentrek. The process of producing various documents using appropriate evidence derived from records from several sources is known as documentation. Documentation is also defined as an effort to document and classify information in the form of written words, photographs, and videos. The photos and minutes collected by the researcher are the types of documentation we used in this procedure.

Descriptive qualitative research aims to explain the informant's point of view as it is in accordance with the research question, then examine it in terms of the reasons why the informant behaves this way, reduce, distribute, conclude, and verify it. This research is a descriptive qualitative field research. The purpose of qualitative research is to understand phenomena related to the experiences of research participants, such as behavior, perceptions, motivations, actions, and others, in a unique natural setting using various scientific methods and by means of descriptions in the form of words and language. This research is classified as field research, or research conducted methodologically to collect data in the field.

By using qualitative research techniques, it explains that qualitative research is defined as research conducted to identify and describe an activity carried out. For this research approach, the qualitative descriptive method is a technique that is in accordance with the situation and conditions at the time the research was conducted, describing and explaining the case of the thing under study.

The analysis that researchers use to draw a conclusion from qualitative data is narrative analysis, which focuses on the stories or narratives submitted by respondents. This method seeks to understand how individuals construct meaning through their experiences.

3. Results and Discussion

This research data is generated by researchers based on interviews with informants who are selected based on predetermined criteria and are considered to represent the researchers mentioned in the research title. The findings of this research highlight the subject of "The Role of Civics Teachers in Building Student Independence Through Character Learning at SMPN 1 Pohjentrek".

3.1 Teacher's Role

a. Understanding Teachers

According to experts Yamin and Maisah argue that the term "GURU" is sometimes used in society as an acronym for someone who is 'gugu' and "tiru", that is, someone who can always be obeyed and followed. According to Djamarah, a teacher is someone who provides information to others who organize education and learning in certain locations, such as mosques, homes, and so on, not just in official educational institutions (Tangur & Iswahyudi, 2019). Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and educate students in the Educator and Education Personnel Profession in early childhood education through formal education, primary education, and secondary education, according to Law Number 14 of 2005 concerning Teachers and Lecturers. This supports Pidarta's opinion that instructors and lecturers are considered professional officers because they have a professional license. The above thoughts lead to the conclusion that instructors are all individuals who have the authority and responsibility to guide and develop learners, both individually and periodically, both inside and outside the classroom. teachers are professionals who have responsibilities related to teaching and learning activities (Bhughe, 2022). Teachers have the following functions: (a) Teacher as Instructor One of the teacher's collective obligations is to function as an instructor. To carry out this task, the teacher must maintain classroom order and act as a motivator. Regardless of the learners' level of enthusiasm or passion for learning, the teacher can act as a motivator by providing support. Encourage each learner to have good structure, both inside and outside the classroom. However, this requires high standards. The structure should be tailored to the learners' needs. (b) Teachers in the didactic role Benjamin Bloom, cited by W.S. Winkel, emphasizes that the way teaching methods are presented greatly affects the quality of the learning process. Further to this, popular strategies include how teachers use reinforcement, encourage learners to engage and feel involved in the learning process, and inform learners of their progress.

b. Teacher's Role

Teachers have many responsibilities in helping learners. Teachers play an important role in education and must be able to inspire learners to learn. All forms of teacher involvement in teaching and educating learners to achieve learning objectives are the duties of instructors (Welerubun et al., 2022). Teachers' responsibilities, as stated

in the definition above, can also be referred to as their roles. These responsibilities include teaching, directing, evaluating and educating. When conducting the learning process with learners, teachers play a number of roles in the learning process such as:

As an educator and teacher, The teacher's job as an educator is to help students develop a mature mindset. In addition to being a formal educator, teachers serve as mentors and role models for students and the wider community. A teacher must possess certain personality traits, such as accountability, authority, independence and discipline, in order to be a successful educator (Fahrudin & Ulfah, 2023).

Teacher as facilitator, mediator, or learning resource: Teachers must master the material they teach in order to be an effective learning resource for their students. Since learners will inevitably ask questions about things they don't understand, teachers must prepare themselves thoroughly. Research, understand and learn before teaching learners (Pramesti et al., 2020). In their capacity as facilitators, educators should also provide appropriate materials to aid the learning process. learners will feel satisfied if learning and communication remain fulfilling if they enjoy the learning materials.

Teachers as role models and models, Teachers act as role models for their learners. Every learner can be a good role model and example for their teachers if they want to be. Therefore, the attitudes and actions of educators, parents and other community leaders must be in accordance with the principles and standards of Pancasila. Teachers must also be able to set an example for all learners. The role of teachers in education is not only to provide knowledge but also to be a role model for each of their students. Teachers must set a good example for their students and the wider community to follow. Because the instructor will be reflected in the learners and the community. (Bhughe, 2022)

Teacher as motivator, As a motivator, teachers must be able to arouse enthusiasm and inspire students to learn harder. In the process of motivating learners, teachers can first learn about learners' past experiences. This is because instructors need to know the cause of the problem. If they already know, they can find solutions by talking to learners' parents or working with other teachers to overcome the difficulties that learners have experienced (Safitri et al., 2021). The instructor can then advise and inspire learners. The teacher plays a significant role in the interaction during learning as a motivator. It is expected that after receiving learning encouragement from the instructor, learners will feel more energized. In essence, learners' motivation is linked to their learning achievements and areas of interest. There is no doubt that learners with high levels of learning motivation will perform differently from those with low levels of motivation. highly motivated learners improve their learning success. learners can learn and achieve all their life goals with the help of a high motivational spirit (Agung, 2017).

Teacher as guide and evaluator, The role of the teacher as a mentor includes assisting and guiding students in matters related to their growth and development, including cognitive, affective, and psychomotor aspects, as well as providing academic, vocational, social, and spiritual life skills. The role of the teacher as a mentor includes providing material in accordance with the curriculum set by the government, delivering material by providing knowledge and materials to solve existing problems, and guiding students in behaving and acting that are not good. Teachers act as evaluators by

providing feedback and assessment of learners' work (Haziza et al., 2024). To help learners now and in the future, teachers need to be able to assess what is good and what is not. The purpose of these assessments and comments is to ascertain how well learners are behaving and performing during the learning process. In their role as teachers, evaluators must monitor learners' progress until the desired outcomes are achieved. The way education and learning is carried out is influenced by the role and function of the instructor. The specific task of teachers in education is to support, guide and assist learners' learning. Ki Hajar Dewantara used the following phrases to highlight the importance of roles and functions in education: *Tut wuri handayani* means the teacher provides guidance and encouragement from behind, *Ing ngarsa sung tulada* means the teacher is in front setting an example, and *Ing madya mangun karsa* means the teacher is in the middle creating opportunities for initiative. Ki Hajar Dewantara's ideas serve as a framework for implementing education and learning in Indonesia. (Judrah et al., 2024)

3.2 Teachers' Efforts to Build Independence

a. Teachers' efforts to shape student independence

In their capacity as educators, teachers must be able to actively assist learners in developing values such as independence. Teachers must be persistent and become role models in order to help learners develop independence. This is because learners' independence can be enhanced by the teacher's role model. (Aisyiah & Sumardjoko, 2019) defines independence as the ability of learners to do their own tasks and stand alone in various situations. Indeed, The function of teachers as educators in the classroom and the role of parents as educators at home cannot be separated from the independence of students. To help learners become more independent, teachers should first give them the opportunity to grow as individuals, teach them to be neat, help them get used to following class rules, provide appropriate games, and encourage them to learn seriously. Teachers use various tactics to help children become more independent, such as giving them opportunities to explore, providing them with fun materials, paying attention to their needs, not expecting perfection, and giving them rewards and praise. The instructor also emphasized the relationship between emotional intelligence and independence, stating that emotional intelligence is crucial in determining learners' dedication to achieving the highest possible level of learning success (N.W.A. Suari et al., 2022). Building learning independence and overcoming learning challenges, as well as offering opportunities for exploration, engaging resources, attending to learners' needs, letting go of the need for perfection, and expressing gratitude and praise, all rely heavily on learners' emotional and social intelligence. The instructor also emphasized the relationship between emotional intelligence and self-reliance, stating that emotional intelligence is crucial in determining learners' dedication to achieving the highest level of learning success possible (Rudiawan & Asmaroini, 2022) .

b. Cultivating Student Learning Independence

Independence is defined as the ability to organize oneself without the help of others and carry it out in an appropriate manner (Asrori, 2020, p. 121). The ability to regulate

and control one's own thoughts, emotions, and behavior freely is known as independence or autonomy. Self, according to Carl Rogers, is the foundation of independence. Similarly, Mulyadi (2016, p. 46) asserts that independence is the need to be free from external control. In fact, the authors Menanti & Murad (2016) emphasize that independence is a form of self-reliance. Meanwhile, learning independence is an activity motivated by will, choice and responsibility. Learning independence is defined as a learning process that is the result of one's own efforts aimed at achieving learning goals. According to the stated point of view, learning independence is an attitude that shows the desire to learn from within the individual to achieve his or her potential. Education is an effort to create learning environments and procedures that will help learners achieve their full potential. As educators, teachers play a role in building learning environments and processes that are tailored to the needs of each learner. To choose the best learning for each learner, teachers need to be able to identify their unique characteristics (Kemdikbud, 2017, p. 59). To achieve learning objectives, educators create the learning process. By teaching learning strategies, teachers create a lesson plan, and the learning process they do is the result of that plan. (Modul et al., n.d.) A plan of action that combines various learning resources and techniques is known as a learning strategy. Therefore, the choice and use of learning strategies by teachers will be based on the learning objectives that have been set at the beginning. (Sabir & Hakiki, 2020). Learners must have a good attitude in the learning process: faith and devotion to God Almighty, noble, creative, and independent, in accordance with Law Number 20 of 2003 concerning the Education System, which outlines the objectives of Indonesian national education. Independence is one of the mindsets that learners must cultivate in order to be able to inspire and organize themselves. Student learning independence is a state of fulfillment of the independent learning attitude of students. Learning independence is the ability to supervise one's educational endeavors. Learners benefit a lot from learning independence as it motivates them to do tasks without help (Sabir & Hakiki, 2020). This means that without relying on others, learners can actively participate in the development of their abilities, skills and creativity. To assist learners' learning, teachers should use efficient teaching techniques. Every learner cannot fully express his or her learning style, such as having a strong commitment to learning, being active and creative while learning, being able to solve problems, and continuing to learn. Therefore, the best way for teachers to encourage learners to learn is by providing motivation and creating a learning environment. The author's interest in writing about "Teachers' Strategies in Fostering Learners' Independence in Primary Schools" is evident from the above explanation. The main objective of this study is to outline various teaching methods that aim to help primary school learners become more independent learners. The strengths of this research include serving as a guide for educators as they use various tactics to help primary school learners develop their independence in learning. It is very important for primary school learners to be encouraged to learn independently (Sabir et al., 2022).

3.3 Inhibiting and Supporting Factors in Achieving Independence

a. Factors that Influence Students' Learning Independence

According to Bimo Walgito, endogenous and exogenous factors are two elements that affect students' learning independence. Exogenous factors include things like family, school, and society that are not directly related to students. Family-related factors include parental health, the number of children in the family, socioeconomic conditions, and so on. Variables from the community include situations and attitudes of the community that pay less attention to the situation of educational difficulties, while variables from the school include things like instructions and directions received from the school. On the other hand, endogenous factors - specifically, psychological and physiological factors - come from the learners themselves (Widayati, 2023). While psychological aspects include skills such as motivation, interest, autonomous attitude, intelligence, etc., physiological factors involve learners' physical health. It is true that the second aspect mentioned-both internal and external factors-can have an impact on how teachers help learners develop their morality in the classroom. more on this: Internal Elements, Learners' Inadequate Self-Control: 1. Impact on Learning Focus: learners who lack discipline may find it difficult to concentrate in class. Teachers must address these discipline issues if they want learners to be more engaged in their education and moral growth. 2. Enjoyable Interaction and Learning Environment: Ineffective discipline can undermine a supportive learning environment and reduce pleasant interactions in the classroom. To improve discipline, educators should set clear guidelines and apply appropriate sanctions. External influences and lack of encouragement from parents: 1. Support and encouragement from parents have a significant impact on learners' willingness to learn. For parents to be more supportive of their children's education and moral growth, teachers should communicate with them effectively. 2. Teacher's Role as Facilitator: Although it may seem difficult, teachers can play the role of facilitator by involving parents in activities and decision-making related to moral development (Qodariyah et al., 2024).

b. Teacher Strategy Support in Developing Student Learning Independence

The word strategy comes from the Greek *strategos* which means an effort to win a war. According to the Big Indonesian Dictionary (KBBI), strategy is the art and science of using every resource owned to carry out certain policies. emphasizes that strategy is a way to achieve the desired results. (Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020) says that strategy is the application of a particular method. "A teaching strategy is any activity chosen by the teacher to provide benefits or assistance to students in achieving certain learning objectives," according to Gafur in Yuberti (2014), pp. 91-92. One or more procedures required to assist student learning is known as a learning strategy. It can be concluded from the various perspectives discussed above that teachers use learning techniques as a way to carry out the learning process and fulfill the learning objectives set. So, when teachers choose learning techniques, they need to think about a student-centered approach. In order for children to learn independently, teachers should use appropriate strategies to foster a sense of responsibility, curiosity, perseverance and independence in them (Bhughe, 2022). The contextual approach is one of the teaching strategies that can be used by educators to help learners become more independent learners. The learning

style known as the contextual approach emphasizes the ability of learners to apply the material they learn to real-world scenarios. Teachers in schools should strive to help learners become independent learners, according to Desmita (2009:190). These include: 1) Creating a democratic teaching and learning environment that gives children a sense of worth; 2) Encouraging children to actively participate in decision-making and other school-related activities; 3) Allowing children to freely explore their surroundings, which fosters their curiosity; 4) Accepting all positive and unconditional aspects of children; 5) Establishing close and friendly relationships with children. Based on the research findings, teachers can help primary school learners develop their learning independence by applying contextualized learning strategies and allowing them to use learning modules while learning. In addition, democratic learning is being developed, which allows learners to learn and fosters positive interactions between teachers and participants (Andi Cudai Nur & Muhammad Gruntur, 2019).

c. Character education determines personal behavior

Superior and more useful for others, in learning Pancasila and Citizenship Education by using the material "Position and Function of Pancasila for the Nation and State of Indonesia". Thus, students will be accustomed to behaving in accordance with the values of Pancasila in various situations, which will teach them discipline, gratitude, and sincerity in everyday life. The following are some disciplined character traits that show this: Getting used to coming to class on time. Civics and Pancasila Education teachers should set an example by coming to class on time, so that learners follow suit. In addition to providing knowledge and learning in the classroom, teachers have a full obligation to shape the personality of students. Getting used to obeying the rules (Puncak Joyontono, 1)Subarno, 1)Reineta Puspitasari, 1)Tiara Handayani, 1)Asal Izmi, 1)Cut Ayu Tiara S, 1)M. Rifki Ghozali, 1)Ika Indah Karlina, 1)Muhammad Fitranata N, 1967). Getting used to obeying rules at school and in class can help learners develop a disciplined character so that they remain disciplined in obeying school rules. Teachers should set a good example for learners to obey the rules. Any learner who disobeys the rules will get a punishment or reprimand which will be recorded in the teacher's notebook. This will discourage learners from repeating the same behavior. Dress according to the rules. In school, wearing uniform In their capacity as educators, teachers should set a good example for learners to follow by wearing or dressing in uniform according to the current school policy (Bakat & Kreativitas, 2024) . Violators will face consequences or reprimands, which will be documented in the teacher's journal to prevent future violations. fulfill their responsibilities to complete class assignments. Learners of SMP Negeri 1 Pohjentrek can develop their character by strengthening discipline in completing school assignments that are their responsibility. Teachers should remind and encourage learners to fulfill their responsibilities as learners, whatever they have to do. The results of this study indicate that students of SMP Negeri 1 Pohjentrek have experienced an increase in the character of discipline when participating in Pancasila and Citizenship Education learning, as seen from the description above. The behavior of students on the discipline indicator shows that Citizenship Education and

Pancasila Learning activities have a significant effect on building the disciplinary character of students of SMP Negeri 1 Pohjentrek (Okta Bela et al., 2023).

which shows that improving the character of school discipline involves the strategies of point system, reprimand, giving advice, modeling and habituation of being polite to learners, as well as giving punishment to rule breakers. To ensure the learning process of character education goes well, schools must observe how learners react when determining strategies. Discipline character education that is needed by each individual to foster a high sense of responsibility in learning is one of the supporting factors in strengthening the discipline character of students in learning Pancasila and Citizenship Education at SMP Negeri 1 Pohjentrek. Positive support is present during implementation, and this support will influence character development in learning. Parental involvement and cooperation with the school are critical to the success of discipline character education to stop learners from developing behavioral problems. Supporting components include the authority of the principal, parent-school involvement, and learners' awareness of how to help learners develop positive discipline traits so that discipline character can be strengthened. Learners can grow and develop according to their potential and abilities, as described above, which is consistent with the research. (Rifky, 2020) The findings of this study explain that it is expected that learners will be able to develop a strong sense of responsibility towards the school environment and themselves as a result of this discipline (Wisman et al., 2021). Therefore, learners can be effectively involved in the growth of the school. conducted additional research and concluded that moral education and character education, and their relationship and role in citizenship education, are necessary for society to help children grow into moral adults. Character in children's education is very important and affects children's morals because it is clear that schools play a role in fostering children's broader moral and character development in relation to development, teaching citizenship, and developing skills as citizens. Civics teachers come from the students' families, the lack of interest or awareness of students in learning, coupled with various family problems that ultimately cause students to be undisciplined, such as not obeying school rules, are obstacles in fostering disciplinary character through Civics learning at SMP Negeri 1 Pohjentrek. It is possible that the teacher has tried hard to foster the character of discipline, but it may be hampered because the students' parents leave the house without residents or because of other factors such as a less supportive living environment. The character of discipline that teachers foster in the classroom during learning and outside the classroom is not successful or not in accordance with what the teacher teaches. Students' families and lack of interest or awareness of students are inhibiting factors. The purpose of the interactive Pancasila and Citizenship Education process is to assess learners' progress in learning Pancasila and citizenship in order to foster greater appreciation and love for the country and its people (Fakhrurrazi, 2018). One of the strategies to achieve learning objectives in the form of behavior change in the encounter is to study Pancasila and Citizenship Education. This shift occurs between learners and teachers or between one another. The purpose of Pancasila and citizenship education is to foster a sense of love for the country, loyalty, and courage to defend the state and nation in the context of national resilience through scientific studies, socio-cultural activities, and citizenship curriculum. Learners


are taught disciplinary character education through the rules contained in the school order and this is done quite effectively. By using teaching strategies, role models, routines, reprimands, and warnings, learners internalize discipline character education when participating in school activities. . This is in accordance with the results of the study which showed that students at SMP Negeri 1 Pohjentrek gained great benefits from learning Pancasila and Citizenship Education (Ridhwan, 2025).

3.2. Discussion

Civics teachers have carried out their responsibilities to shape students' behavior in accordance with the values of Pancasila. Thus, it is clear how important the task of teachers is in educating, guiding, modeling, and inspiring students to become a moral and intelligent generation. Based on the results of his research, Civics teachers play an important role in helping students of SMP Negeri 1 Pohjentrek in shaping behavior based on Pancasila values. In particular, Civics teachers act as teachers and educators, who provide direction and model behavior in accordance with the ideals of Pancasila. a) Divine values: before the lesson begins, students greet each other and read prayers. b) Human values: not finding fault with others, but helping each other. c) Values of unity: carrying out cleaning tasks and flag ceremonies together. d) Personal values: carried out in deliberation or in groups. e) Values of justice: helping friends and avoiding prejudice based on race, religion, or ethnicity. Furthermore, SMP Negeri 1 Pohjentrek encourages student conduct consistent with Pancasila values, particularly: 1. Setting a positive example by urging pupils to participate in worship and monthly prayers both before and after class. 2. Educating children on how to treat people with dignity, express affection for one another, and refrain from acting irrationally. 3. Asking pupils to participate in community service projects at school and promoting social interaction among children without regard to race, religion, ethnicity, or group affiliation. 4. Teaching students to make thoughtful choices, such as selecting an OSIS chairman or class leader. 5. Encouraging pupils to work hard, such as by completing homework and studying conscientiously, and to respect the rights of others. High learning independence is demonstrated by a perseverance that is tough to break in order to succeed despite a variety of obstacles. Students who are driven to succeed exhibit traits such as diligence, perseverance in the face of adversity, curiosity in a variety of challenges, resistance to task boredom, the capacity to defend beliefs, and a love of problem-solving. The power that emerges as a motivator or inspiration, whether internal or external, that propels an individual to complete their learning tasks is known as learning independence.

This research data is generated by researchers based on interviews with informants who are selected based on predetermined criteria and are considered to represent the researchers mentioned in the research title. The findings of this research highlight the subject of "The Role of Civics Teachers in Building Student Independence Through Character Learning at SMPN 1 Pohjentrek".

Table 1 This is the interview table

No	Questions	Answers	Documentation
1.	How does the role of the Ppkn teacher build the independence of students at SMPN 1 Pohjentrek ?	The role of the teacher at school is 3 keys, namely the Ppkn Teacher, Religion Teacher, Counseling Teacher collaborates to form the character of independence of students at SMPN 1 Pohjentrek which is actually the frontline. (a) The role of Ppkn (Pancasila and civic education) teachers at SMPN 1 Pohjentrek is very influential and very important in building learners' independence.	

Through active, innovative and exemplary learning, teachers can foster students' discipline, cooperation and interest in learning, all of which contribute to the development of their independence.

(b) the role of Religious Teachers (Islamic Religious Education) at SMPN 1 Pojentrek in building students' independence is very multifaceted.

Through spiritual education, character development, practical learning, and good examples, religious teachers can help learners become independent, responsible individuals who are able to contribute positively to society. (a) The role of guidance and counseling teachers at SMPN 1 Pojentrek in building students' independence is very significant. Through emotional assistance, self-development, character education, and academic guidance, BK teachers can help learners become independent, confident individuals who are ready to face future challenges. With the right support, learners can develop their potential to the fullest and become responsible individuals.

Collaboration between Civics teachers, religious teachers, and counseling teachers at SMPN 1 Pojentrek is very important in building learners' independence. With a holistic approach, strengthening character values, emotional support, and developing social skills, this collaboration creates an environment that supports learners' overall growth and development. This helps learners become independent, responsible individuals who are ready to face future challenges.

2. How do Civics teachers motivate students to take initiative in learning and actively participate in class ?

By implementing various strategies, Civics teachers can motivate learners to take initiative in learning and actively participate in class. A positive environment, engaging learning methods, and consistent support will help learners feel more involved and responsible for their learning process.

For example: (a) Creating a positive learning environment : Civics teachers start each class by warmly greeting learners and inviting them to share their experiences or opinions about the topic to be discussed. For example, before discussing

	<p>human rights, the teacher asks learners to share their experiences related to the rights they have at school. (a) Providing Freedom in Learning : Teachers give learners the option to choose a topic for the end-of-semester project, such as “The Role of Pancasila in Daily Life” or “Citizenship Challenges in the Digital Age.” Learners who choose topics they are interested in will be more motivated to conduct research and presentations.</p>
<p>3. How do Civics teachers integrate the values of independence in Ppkn learning ?</p>	<p>Integrating independence values in various aspects of Civics learning, teachers can help learners develop independent attitudes that are important for their lives. Through diverse approaches, learners not only learn about the subject matter, but also about how to be responsible and active individuals in society.</p> <p>Independent Projects: Teachers can assign projects that encourage learners to work independently. For example, learners are asked to conduct research on a social issue in their neighborhood and compile a report or presentation. This project teaches learners to take responsibility for their work and take initiative.</p> <p>Simulation and Role Play: Through simulations or role plays, learners can learn about decision-making processes and responsibilities. For example, in an election simulation, learners act as legislative candidates and voters, which teaches them about the importance of independence in voting and participating in the democratic process.</p>
<p>4. Can you give examples of activities that support the development of students' independence at SMPN 1 Pohjentrek ?</p>	<p>1.Extracurricular activities</p> <p>Encourage learners to join learner organizations or extracurricular activities, such as student councils, scouts, or debate clubs. These activities provide opportunities for learners to develop leadership skills, cooperation and responsibility.</p> <p>2.Entrepreneurship activities</p> <p>Organize an entrepreneurship program where learners can design and run a small business, such as selling food or handicrafts. These activities encourage learners to take initiative, plan and manage their own businesses.</p>

5. How do teachers make efforts to build students' independence ?

1. Set an example :

As a teacher, demonstrating independence and responsibility in your daily actions can inspire learners to emulate these behaviors. For example, teachers who are actively involved in social activities or show commitment to learning will set a good example for learners. When learners see their teachers behaving independently, they are more likely to do the same.

2 Provide Constructive Feedback :

Positive and constructive feedback is essential to help learners understand their strengths and areas for improvement. For example, after a presentation, teachers can give praise for good aspects and suggestions for improvement. This feedback encourages learners to keep learning and improving, and to feel appreciated for their efforts.

1. According to the learners, what is the role of the Civics teacher in building your independence in class? Do you feel the impact

1. PPKn (Pancasila and civic education) teacher

Role: Civics teachers teach civic values, ethics and social responsibility. They encourage learners to think critically and independently in making decisions related to community life.

Impact: Learners learn to respect differences, actively participate in discussions, and develop leadership attitudes. This increases self-confidence and independence in opinion.

1BK (Guidance Counseling) Teacher

Role: BK teachers provide emotional and academic support, help students recognize their potential, and overcome problems. They also provide guidance in making decisions related to education and career.

Impact: With guidance from BK teachers, students feel more prepared to face challenges, more independent in planning for the future, and able to manage stress and emotions better.

1. Islamic Education Teacher

Role: PAI teachers teach religious and moral values, as well as the importance of ethics in daily life. They help students understand and internalize religious teachings that can shape character.

Impact: Students become more disciplined, responsible and have strong principles. This sup-



ports independence in behavior and making decisions that are in line with the values taught.

Overall, the collaboration between these three teachers creates a learning environment that supports the development of learners' independence. Many learners feel the positive impact of this approach, such as increased confidence, communication skills and decision-making skills. The independence built in the classroom will greatly affect learners' lives outside of school.

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| <p>2. Do you feel motivated by your Civics teacher to take initiative in learning? Can you give an example of a situation where you felt encouraged to actively participate?</p> | <p>I am a student, many of whom feel motivated by the Civics teacher to take the initiative in learning. Civics teachers often create an interactive classroom atmosphere and encourage learners to actively participate. Here are some examples of situations where learners feel encouraged to participate: (a) Class Discussion: In a lesson on the value of Pancasila, the Civics teacher invites students to discuss the application of these values in everyday life. Students are encouraged to share their opinions and personal experiences. This situation makes students feel valued and motivated to contribute. (b) Group projects: Civics teachers often assign group projects related to social or civic issues. For example, students are asked to design a campaign on the importance of protecting the environment. In this project, students feel they have the responsibility and initiative to collaborate and convey their ideas.</p> |
| <p>3. How do learners see the values of independence integrated in Civics learning? Are there any specific examples that you remember ?</p> | <p>The values of independence can be integrated in Civics learning through the development of learners' characters, such as the ability to make decisions and be responsible. A specific example is a group project where learners have to plan and implement social activities, which encourages them to take initiative and be independent.</p> |
| <p>4. Have learners ever participated in activities mentioned by the Civics teacher that support the de-</p> | <p>Yes, I have experience in extracurricular activities at school, so the development of independence in myself is very supportive of these activities. (a) Extracurricular activities Encourage learners to join learner organizations or extracurricular activities, such as student councils, scouts, or</p> |
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velopment of independence? If yes, how was your experience ?	debate clubs. These activities provide opportunities for learners to develop leadership skills, cooperation and responsibility.
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5. According to the learners, what are the efforts made by the Civics teacher to build your independence? Do you feel these efforts are effective ?	I have felt the efforts of what the teachers give in the learning process, namely independent assignments. a) Providing Independent Tasks Tasks that require learners to work independently, such as research or individual projects, help learners learn to plan and complete their own work. For example, teachers can assign learners to write an essay on a national figure they admire. This task encourages learners to find information, analyze, and construct arguments independently.
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4. Conclusion

At SMP Negeri 1 Pohjentrek, Civics teachers play an important role in helping students develop their moral character and independence. As facilitators, Civics teachers help develop moral qualities including empathy, accountability and honesty. Learners are taught the value of character in everyday life by incorporating these principles into the curriculum. Civics teachers can inspire learners to think critically and responsibly by using interactive and participatory teaching strategies such as group discussions, role plays, and social projects. Learners gain independence and accountability for their activities as a result of this. Civics instructors contribute to the development of a safe and supportive learning atmosphere where learners value and are inspired to participate. Learners' growth in freedom depends on this supportive atmosphere. Learning moral character also involves developing social skills such as communication and cooperation. As children develop their ability to communicate with others, this ability is crucial to fostering independence. Despite obstacles such as bad influences from the outside world, Civics teachers play an important role in providing direction and assistance to learners. Teachers can help learners overcome these barriers and maintain their emphasis on character development by using consistent strategies. Civics teachers help learners prepare for future challenges by providing them with self-reliance skills and moral values. Learners with strong morals and high levels of independence will be better prepared to make a positive contribution to society. Civics teachers help learners to be prepared for future challenges by providing them with self-reliance skills and moral values. Learners with strong morals and a high level of independence will be better prepared to make a positive contribution to society.

The method used is descriptive qualitative, with data collection through observation, documentation, and interviews. The results showed that the role of PPkn

teachers in building students' independence through character learning at SMPN 1 Pohjentrek.

To overcome the role of Civics teachers in building student independence through character learning at SMPN 1 Pohjentrek, namely increasing understanding of character values, developing student independence, increasing student involvement in learning. By setting these goals, it is hoped that the Role of Civics Teachers in Building Student Independence through character learning at SMPN 1 Pohjentrek can be more focused and effective, so that students can grow into individuals who are independent, responsible, and have good character.

5. Patents

Emphasizes the importance of citizenship teachers as role models in character development and incorporates active and participatory teaching strategies. In addition, to measure how well learners develop their independence within the framework of the characteristics they learn, regular assessments should be conducted. It is expected that student independence can be developed effectively by emphasizing the role of PKn teachers as role models, implementing active learning strategies, incorporating character values into the curriculum, conducting regular evaluations, and involving parents and the community. For the study or creation of better education programs in schools, the title "The Role of PKn Teachers in Building Student's Independence Through Character Learning at SMPN 1 Pohjentrek" can be a good starting point.

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