

# Cultivating Responsible Character Through Pancasila and Citizenship Education Learning (A Descriptive Study of Class X Learning at SMA 1 Aek Natas)

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## **Abstract.**

*In learning, various problems that are often encountered include students lacking a sense of responsibility for learning in Pancasila and Citizenship Education learning. From the results of observations and interviews, researchers found several problems related to the character of student responsibility, namely when the teacher gives assignments, students are unable to submit the assignments given by the teacher on time, when doing assignments, students do it by looking at their friends' work. The purpose of the study was to determine the instilling of the character of responsibility through Pancasila and Citizenship Education learning. This study was conducted in class X at SMA 1 Aek Natas. The research period was 6 months, starting from November 2025 to April 2026. The research method used was a descriptive method with a qualitative approach. This study used observation, interview, and documentation data collection techniques. The instruments in this study were using observation guidelines, interview guidelines, and documentation. Data examination in this study was carried out by Extending Observations, increasing perseverance, triangulation tests and member checking data from various sources with various techniques. The results of the study showed that, (1) instilling the character of responsibility in students, namely teachers integrate character values, especially the character of responsibility into the material being taught. The instilling of the character of responsibility is not only done in the classroom when lessons are taking place, but is also done outside the classroom, namely through various habits, (2) supporting factors, namely teachers being role models for students, rules that must be obeyed, and the existence of Standard Operating Procedures. Inhibiting factors are the absence of a book connecting teachers with parents, (3) the instilling of the character of responsibility through learning is done using lecture methods, discussions, questions and answers, assignments and using strategies (CTL).*

**Keywords:** Character Building; Responsibility; Pancasila and Citizenship Education.

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## **I. INTRODUCTION**

Law Number 20 of 2003 concerning the National Education System explains that "Citizenship Education is an effort to equip students with basic knowledge and skills regarding the relationship between citizens and the State as well as Preliminary Education for National Defense (PPBN) so that they become citizens who can be relied upon by the Nation and the Unitary State of the Republic of Indonesia. Pancasila and Citizenship Education is directed to achieve two main balanced goals. First, increasing students' knowledge and skills about ethics, morals, and principles in national and state life. Second, shaping attitudes, behaviors, and personalities in accordance with the noble values of the Indonesian nation. These two goals should be achieved simultaneously so that students not only understand scientific concepts and principles, but also so that students have the ability to do something by using the scientific concepts and principles they have mastered in everyday life. This goal is certainly not denied from the influence of the PPKn subject teacher himself. Character education is a deliberate effort to help individuals understand, maintain, and behave in accordance with character values. Character education cannot be left to chance without the intelligent efforts of those responsible for education.

Without intelligent efforts, character education will not produce individuals who are intelligent and who use their intelligence to act and behave well. The curriculum center, as cited by Samani and Haryanto (2022:9), proposes 18 character education principles, one of which is responsibility. However, in reality, in schools, it shows that there are still students who do not have a sense of responsibility for learning in PPKn learning. From the results of observations and interviews, researchers found several problems related to the character of student responsibility, including: (1) there are still students who do not complete the questions

given by the teacher, (2) when the teacher gives assignments, and when the teacher asks whether the assignments given have been completed or not, all students casually answer that they have not finished, so that students do not hand them in. The causes of the lack of responsible character of students in SMA Negeri 1 Aek Natas class X, including; (1) during the learning process the teacher is too monotonous in delivering the material to students, (2) in the learning process the teacher has not used a model that trains students to be responsible, the teacher uses the lecture method, assignments and questions and answers, the learning used is less varied, (3) the way the teacher delivers the material makes students feel bored and fed up, (4) when giving assignments, the teacher just gives them without paying attention to the students.

Based on the description above, the author is interested in studying the problem with the title "Instilling Responsible Character Through PPKn Learning in Students at SMA Negeri 1 Aek Natas". With this title, the researcher wants to know to what extent the instillation of responsible character education in students at SMA Negeri 1 Aek Natas considering that the goal of responsible character is expected to be able to understand the mental state of students and can help them in overcoming various difficulties experienced by students in attitudes and behavior to carry out their duties and obligations as they should do, towards themselves, society, the environment (nature, social, and culture), the State and God. So the formulation of the problem is as follows, How is the instillation of the character of responsibility through PPKn learning in Class X at SMA 1 Aek Natas, What are the supporting and inhibiting factors in the instillation of the character of responsibility in Class X at SMA 1 Aek Natas? What are the strategies and methods of PPKn teachers in instilling the character of responsibility through PPKn learning in Class X at SMA 1 Aek Natas?

## II. THEORETICAL BASIS

To avoid misunderstandings in interpreting the terms used in this study, several of these terms will be explained as follows:

### a. Definition of Teacher

According to Suparlan (2020:12), a teacher can be defined as someone whose duties are related to efforts to educate the nation's life in all its aspects, including spiritual and emotional, intellectual, physical, and other aspects. According to Aziz (2022:19), a teacher is a figure who is respected or imitated. To be respected means to be respected or trusted. Meanwhile, to be imitated means to be imitated or followed. Thus, a teacher is a human being who "struggles" continuously and gradually to free humanity from darkness. In Law No. 14 of 2005, Article 1 paragraph (1) states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education on the formal education path, basic education and secondary education.

### b. teacher's duties and functions

The duties of teachers are explained in Chapter XI Article 39 Paragraph (2) of Law No. 20 of 2003 concerning the National Education System, Article 20 of Law No. 14 of 2005 concerning Teachers and Lecturers and Article 52 of Government Regulation No. 74 of 2008 concerning Teachers, namely: 1) Planning learning; 2) Implementing a quality learning process; 3) Assessing and evaluating learning outcomes; 4) Guiding and training students; 5) Conducting research and community service; 6) Carrying out additional tasks attached to the appropriate main activities; and 7) Improving and developing academic qualifications and competencies on an ongoing basis. The teacher's function referred to here is also included in the teacher's duties as described above, however there are several other functions contained in Article 20 of Law No. 14 of 2005 concerning Teachers and Lecturers, which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

### c. assessment of learning outcomes

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 53 of 2015, Article 1 paragraph (1), Assessment of Learning Outcomes by educators is the process of collecting information/data about student learning achievements in the aspects of attitude, knowledge, and skills which is carried out in a planned and systematic manner to monitor the process, learning progress, and improvement of learning outcomes through assignments and evaluation of learning outcomes.

#### **d. Pancasila and Citizenship Education Learning**

Civics (PPKn) learning is one of the core subjects in schools that aims to develop citizens' intelligence in the spiritual, rational, emotional, and social dimensions, foster civic responsibility, and foster students' participation as citizens to become good citizens. According to Winataputra (2021:52), in Civics (PPKn) learning, the ability to master learning methods is one of the main requirements that teachers must possess. The method chosen in Civics (PPKn) learning must be tailored to the characteristics of the Civics learning objectives, the students' learning situations and environments, their developmental levels and learning abilities, the time available, and the students' own needs. Based on the above opinion, the proper PPKn learning process involves three main groups: teachers, students, and subject matter. The interaction between these three elements requires facilities and infrastructure, such as methods, media, and the learning environment. Teachers can strive to achieve this by implementing an appropriate learning process. Pancasila and Citizenship Education (PPKn) is a subject designed to equip students with faith and noble morals as guided by the Indonesian philosophy of life, Pancasila.

##### *1. Character*

According to the Modern Indonesian Dictionary in (Amri, 2011:42) character is disposition, nature, disposition, habit. According to Scerenko in (Samani, and Hariyanto, 2012:42) defines character as attributes or traits that form and differentiate personal traits, ethical traits, and mental complexity of a person, a group or nation. Meanwhile, according to Marine in (Samani and Hariyanto, 2012:42) character is a vague combination of attitudes, innate behavior, and abilities that build a person's personality. Based on the above opinion, it can be concluded that character is a real and distinct trait exhibited by an individual. Character can be seen from various attributes present in an individual's behavioral patterns. A person's character is essentially formed through a long learning process. Human character is not something one is born with. It is formed through the surrounding environment. It can be said that character is a moral or disposition centered on a person as the foundation for thinking, acting, and behaving.

##### *2. Responsibility*

According to Yaumi (2020:72) Responsibility is a task or obligation to carry out or complete a task with full satisfaction (given by someone, or based on one's own promise or commitment) that must be fulfilled by someone, and which has consequences for failure. According to Samani (2022:51) responsibility is carrying out tasks wholeheartedly, working with a high work ethic, striving to achieve the best performance (giving the best), being able to control oneself and overcome stress, being self-disciplined, and being accountable for the choices and decisions taken. According to Haricahyono in (Amri, 2021:46), humans have several responsibilities, including: a. Human responsibility towards themselves. In this case, people must be responsible for their own needs, carrying out their obligations by not committing violence against themselves. Responsibility towards oneself can be expanded to include responsibility towards the family. Responsibility towards the family is not only the capacity of parents. However, children are also fundamentally not free from responsibility towards their families. b. Responsibility towards society. Basically, humans are social beings. By nature, from birth to death, humans need help or cooperation with others. Humans place the interests of society above personal interests. c. Human responsibility towards God. In this case, humans are required to be accountable for all their actions. In addition, humans are also responsible for carrying out His commands and fulfilling His prohibitions.

##### *3. Learners*

###### *a. Definition of students*

According to the Basic Law of the National Education System No. 20 of 2003, Article 1, paragraph 4, states that students are defined as members of society who strive to develop themselves through the educational process at certain levels and types of education. According to Aziz (2022; 73), students are people who are studying or seeking knowledge under the guidance of one or more teachers.

###### *b. Factors That Influence Learning*

According to Muhibbin Syah (2024) :132), factors that influence student learning are divided into two main categories: internal factors (from within the student) and external factors (the surrounding environment). Internal factors include physiological aspects (physical health/condition) and psychological aspects

(intelligence, attitude, talent, interest, motivation), while external factors include the social environment (teachers, friends, family) and non-social (buildings, time, learning tools)

### III. METHODS

Research methodology is a scientific way to obtain data for specific purposes and uses (Sugiyono, 2022:2). Based on the problem being studied, the research method used by the researcher is a descriptive method with a qualitative approach. The descriptive method is a method that functions to describe or provide an overview of the subject or object being studied through data or samples that have been collected as they are without conducting analysis and making conclusions that apply to the general public. In other words, descriptive research is taking problems or focusing on problems as they exist when the research is conducted, the research results are then processed and analyzed to draw conclusions. In selecting informants, the researcher used a propositional sampling technique (purposeful sampling) as a data source collection that knows informants related to the instilling of a character of responsibility in schools so that data collection can be directed to the principal and teachers.

The location used by the researcher in conducting the research is SMA Negeri 1 Aek Natas, with the research subjects being one PPKn teacher, the principal and 231 students from nine classes and the research time conducted by the researcher is approximately 6 months starting from November 2025 to April 2026. The reason the researcher uses a descriptive research method with a qualitative research approach is because the researcher wants to know and study more deeply not based on numbers but based on the reality in the field, so that the researcher focuses more on exploring the existing problems that often occur by students of SMA Negeri 1 Aek Natas by using theory because the research problems are not yet clear and complex so that it is not possible to use quantitative methods with questionnaire instruments but can be researched using a qualitative approach because the researcher will go directly to the object by conducting observation and interview activities so that the problem can be found clearly. In this study, the researcher collected data using the following techniques: (1). Interview, (2). Observation. (3). Documentation.

### IV. RESULT AND DISCUSSION

#### *General description of SMA 1 Aek Natas*

The founding of Aek Natas 1 State Senior High School began in 1987, when the local government planned to build a high school to serve the residents of Aek Natas District and its surrounding areas. The school's construction was also part of the government's efforts to expand access to education throughout North Labuhanbatu Regency. Initially, Aek Natas 1 State Senior High School occupied a modest temporary building near the district government center. With the support of the local community and the commitment of the local government, the government proposed building a junior high school by requesting a small plot of land from PT COCFINDO to meet the needs of the local education sector. The school began operating in the 1999/2000 academic year with a relatively small number of students, but this number has increased over the years. Over time, the school has received increased attention from the central and local governments, who have provided assistance in the form of more adequate educational facilities and infrastructure. With the growth in student numbers and the improvement in educational quality, Aek Natas 1 State Senior High School continues to develop and become one of the leading schools in North Labuhanbatu Regency.

#### *Research discussion*

The researcher will present the findings of the researcher when conducting research on the instilling of the character of responsibility through Pancasila and citizenship education learning at SMA 1 Aek Natas. This research began with pre-research and making a proposal since November 2025. In order for this research to answer the researcher's problems and so that this research does not deviate from the research objectives. Therefore, this research is focused on three things, namely, 1) how to instill the character of responsibility through PPKn learning, 2) supporting and inhibiting factors in instilling the character of responsibility in students at SMA 1 Aek Natas. In the research on Cultivating Responsible Character Through Pancasila and Citizenship Education Learning, in selecting informants, the researcher used a propositional sampling technique (purposeful sampling) as a data source collection that knows the informants related to the

instilling of responsible character in schools so that the data source collection can be directed to the principal and teachers. Data source collection can be done through students as supporting data in order to be able to know the extent of the instilling of responsible character and can assess the learning of Pancasila and citizenship education in schools so that research can be carried out in depth to reach the saturation point. Informants in this study are stakeholders in instilling responsible character through Pancasila and citizenship education learning.

In the process of collecting data to answer the problem formulation in this study, the researcher conducted interviews, observations, and documentation on the informants concerned. To address this issue, researchers conducted observations in three 10th-grade classes at SMA 1 Aek Natas for four weeks from January to February. They then interviewed several informants, including the principal, Pancasila and Civics teachers, and 15 10th-grade students. The results of observations in the first week can show that the subject teachers of Pancasila and Civic Education instilled the character of responsibility through learning, both at the start of learning, namely by telling students before the teacher entered the class whether the class was still clean or not because it reflects the value of our responsibility towards our learning environment and in the learning process, of course, the subject teachers of Pancasila and Civic Education instilled the character of responsibility, namely by linking the values of responsibility to the material they taught. Based on the observation notes above, it can be concluded that researchers assess that the subject teachers of Pancasila and Civic Education can instill the character of responsibility in the process before learning begins until the ongoing learning process. The results of observations in the second week can show that the subject teachers of Pancasila and Civic Education instilled the character of responsibility, namely at the start of learning by asking whether there were those who had not prayed Dzuhur if there were those who had not been invited to pray first before starting the teaching and learning process again.

This shows the value of responsibility towards God Almighty. Based on the observation notes above, it can be concluded that the researcher assesses that at this stage, Pancasila and Civic Education subject teachers can instill the character of human responsibility to God. Because humans are required to be responsible for all their actions. In addition, humans are also responsible for carrying out His commands and prohibitions. The results of observations in the third week can show that Pancasila and Civic Education subject teachers instill the character of responsibility, which can be through learning activities or outside of learning activities. In learning activities, of course, they do not immediately start their teaching and learning activities, but teachers can start by paying attention to the cleanliness of the class so that students will get used to having a responsible attitude towards their surroundings and after that they can start the learning process by praying so that within the students they have a sense of responsibility towards their God, then the teacher provides material that inserts a sense of responsibility and after that the teacher gives assignments according to the existing material so that the teacher can find out whether the students can be responsible for themselves and their duties. While outside of learning activities, namely by getting students along with teachers and others used to perform Dhuha prayers in congregation so that within the students and teachers they have a sense of responsibility towards their God. Besides that,

The school instills it through teachers and other staff by behaving well because it is used as an example for students. Based on the observation notes above, it can be concluded that researchers assess that not only the Pancasila and Civics education subject teachers instill the character of responsibility in students, but all stakeholders in the Madrasah participate. Based on the observation notes above, it can be concluded that researchers assess that at this stage the Pancasila and Civics education subject teachers can instill the character value of responsibility towards themselves, and students are able to follow the instructions given by the teacher to do their assignments based on their own results without looking at their friends', although there are still some who look at their friends'. According to informants based on the results of interviews and observations and observations of A2, namely as a Pancasila and Citizenship Education (PPKn) subject teacher, said the following: The character of responsibility is an education that describes how to bring out certain values from students, one of which is the value of responsibility. So the character of responsibility is to form an attitude of responsibility in students that can have a positive impact on the emotional, spiritual, and personality development of a person.

Teachers play a very important role in instilling the character of responsibility in their students. Because one of the teacher's obligations is to be able to foster a sense of responsibility in students, both responsibility in terms of receiving learning, and responsibility in their duties. In instilling the character of responsibility through learning, namely through learning activities such as starting from the lesson plan (RPP), namely by giving assignments, both structured and unstructured tasks that are adjusted in the RPP used by teachers in learning Pancasila and Citizenship Education (PPKn), of course Madrasah includes the value of responsibility both in core activities, learning objectives and assessment aspects. Instilling the character of responsibility through PPKn learning can be done through the lesson plan (RPP), the learning process, and learning evaluation activities. Instilling responsibility in the learning process can be done by giving assignments to students so that here will be seen a sense of responsibility of students whether or not the students do the assignments that have been given and with their own results or not the assignments they do. In this learning evaluation includes an assessment, an example of an assessment from the cognitive aspect in instilling the character of responsibility is if students get a score below the KKM of course there are remedial activities. In these remedial activities of course have a time level. So it can be seen students who have the responsibility to learn.

Then from the affective aspect in instilling the character of responsibility, if students who do not submit assignments on time will be called face to face and chatted nicely because in this way students will not feel cornered by their friends. Character education is a form of someone's activity in which there is an action that educates and is intended for the next generation. According to informants based on the results of interviews with A3, as follows: The subject of Pancasila and Citizenship Education is one of the subjects established by the government which is included in the group of character education subjects, so PPKn is one of the government's bases for instilling character in addition to religious subjects. Character education is a program designed by the government, especially from the Ministry of Education in steps to face the challenges of globalization, the challenges of today's development. Where to lead to people with character in accordance with the objectives of PPKn learning, namely To Be Good Citizenship to become good citizens. So character education is needed because it is one of the government programs to prepare the next generation of students to become good citizens and have good character. Therefore, instilling the character of responsibility can be started through the planning of the implementation of learning in the RPP as outlined in the current ministerial regulation, the character of responsibility that we are aiming for is included in the RPP. So in each sub-topic of a chapter or perKD that will be addressed or studied, of course, it is included in the RPP, in the learning process of Pancasila and Citizenship Education (PPKn), of course, the school includes the value of responsibility both in core activities, learning objectives and assessment aspects in the RPP.

While in the learning process, teachers can instill it with good learning or habits to be carried out by teachers in the classroom and outside the classroom so that they can exemplify the child with good things. Instilling the character of responsibility through learning evaluation is by emphasizing to students about assignments. According to informants based on the results of interviews with A1, namely as the Principal of Class X at SMA 1 Aek Natas, said the following: Instilling the character of responsibility in schools is through activities such as meetings. schools have short-term and long-term meeting activities, these meetings include official meetings, work meetings and other activities. In the meeting activities, the school tried to convey to all elements in the school how an educator must be responsible in carrying out teaching and learning process activities and be responsible for the morals of students. Therefore, the school's responsibility is not only to teach but also to educate so that students have good character and have a sense of responsibility as students and successors of the nation. Based on the results of interviews with informant codes A1, A2, and A3 regarding the instilling of a character of responsibility through learning Pancasila and citizenship education in class X, it can be concluded that, Pancasila and citizenship education subject teachers in instilling a character of responsibility through the PPKn learning process, namely starting to prepare everything such as starting from the learning implementation plan, the learning process and evaluation in the learning that is linked to the character of responsibility in children.

## V. DISCUSSION OF RESULTS

### **Cultivating Responsible Character Through PPKn Learning in Class X at SMA 1 Aek Natas.**

based on the results of the researcher's observations in which instilling the character of responsibility through learning Pancasila and Citizenship Education (PPKn) in Class X at SMA 1 Aek Natas is through learning activities such as starting preparation namely from the lesson plan (RPP) namely by giving assignments both structured and unstructured tasks that are adjusted in the RPP. Based on the results of interviews and observations of informants that the instilling of the character of responsibility through learning Pancasila and Citizenship Education (PPKn) applied in Class X at SMA 1 Aek Natas can be said to have gone well, in the implementation of the instilling of the character of responsibility is in accordance with what is in the Lesson Implementation Plan (RPP) in the learning process activities because basically the instilling of the character of responsibility is carried out by all subjects of course the same only the difference if in PPKn this emphasizes more on moral values and attitudes instilled in students. Because students are deliberately built their characters so that they have good values while practicing them in everyday life, both to God Almighty, the State, society, the environment and themselves. The perception of the importance of the value of responsibility in character education is in the perspective of Lickona in (Kesuma, 2012:52).

The instillation of the character of responsibility through learning can be done by giving assignments to students so that later it will be seen whether the student is able to do or not the assignment that has been given and with the results themselves or not the assignment. This is in accordance with the theory put forward in Yaumi (2014:72). Based on the findings of observations on students in the field, it shows that where students have shown character values that reflect the identity of good and positive students. The value of responsibility is a very important value to be instilled in the learning process. Students The findings obtained by researchers are through the ongoing learning process that instills the values of responsibility in students. In the implementation of instilling the character of responsibility in students, it is not only through the process of learning activities and not only PPKn and Religion teachers are responsible for the character of students but all elements in the school are responsible for the character that students must have. This is in accordance with Aziz's theory (2012;19) that teachers are figures to be looked up to and emulated. The results of instilling a sense of responsibility through civics learning can be said to be successful. This means that students are able to submit assignments on time, complete them according to instructions, and complete assignments based on their own work.

### **Supporting and Inhibiting Factors in Cultivating Responsible Character in Class X at SMA 1 Aek Natas**

Based on the results of data reduction from interviews and observations of informants. The data can be presented as follows. According to informants A2 and A3 as Pancasila and Citizenship Education Teachers that in the process of instilling the character of responsibility in students in Class X at SMA 1 Aek Natas is certainly not as easy as turning the palm of the hand. This is of course the existence of supporting factors and inhibiting factors in instilling the character of responsibility in children. Talking about supporting factors from the internal aspect, of course, it must arise from within the child himself if it is good from himself of course from the teacher only needs to supervise him, and of course all elements in the school which must take responsibility in instilling character in students so that how to make the child can instill good character. So the teacher's task is not only to teach but the teacher's main task is to educate, guide, direct, train, assess and evaluate in instilling good character in students including the character of responsibility, namely by providing direct examples in this school environment because almost every day students meet with all elements in the school so that it is possible that children will imitate the good and bad of someone they see. So all elements in the school also participate in instilling responsibility. As well as the existence of Standard Operating Procedures (SOP) in teaching and learning activities (KBM). This SOP is a formulation of school rules for teachers in organizing teaching and learning activities Then from the first external aspect, namely from the family environment.

Family/home is the center of the main and first character development, parents cannot sue the school if the child behaves badly, if these parents themselves never monitor and teach character education directly to their children, where the role of the family here is the most important. So this must be a

collaboration between the family and the school so that it can be balanced in the results. This is also in accordance with the inhibiting factors in instilling the character of responsibility in students, namely internal and external factors where internal here is from within the child himself so that he is not influenced by his peers other than himself of course from the board of teachers themselves where the teachers who always show attitudes and behavior that are not good and do not show good role models and who do not support the process of instilling the character of responsibility such as the absence of a liaison book between teachers and parents of students which can be used as a communication tool by providing honest and objective information regarding the development of students in the school environment, So this factor can influence the instilling of a responsible character in students due to a lack of communication with the students' parents, which can hinder the formation of good character in children.

### **Civics Teachers' Strategies and Methods in Instilling Responsible Character Through Pancasila and Citizenship Education Learning in Grade X at SMA 1 Aek Natas**

Based on the results of interviews and observations of informants A2 and A3 as Pancasila and Citizenship Education subject teachers, the process of instilling a character of responsibility through learning Pancasila and Citizenship Education (PPKn) in students in Class X at SMA 1 Aek Natas in the application of strategies and methods in the learning process carried out by informants can be said to have gone well. Instilling a character of responsibility through PPKn learning in Class X at SMA 1 Aek Natas after the implementation of varied and fun learning strategies and methods where this method makes students have enthusiasm and motivation in the learning process. This is in accordance with the facts that researchers obtained in the field and is adjusted to the theory that researchers use, namely the theory put forward by Winataputra (2021: 52) which states that in PPKn learning, the ability to master learning methods is one of the main requirements that teachers must have and researchers obtained information from various informants regarding improvements in the PPKn learning process because by using varied methods by informants in Class X at SMA 1 Aek Natas.

## **VI. CONCLUSION**

Based on the results of field research conducted by researchers, the following conclusions can be drawn: 1. The instilling of the character of responsibility through learning Pancasila and citizenship education in Class X at SMA 1 Aek Natas carried out by teachers is by integrating character values, especially the character of responsibility into the material being taught. The stages of the learning are preliminary activities, core activities, closing activities, where in all learning activities the character values are integrated. 2. Supporting and inhibiting factors in the instilling of the character of responsibility through learning Pancasila and Citizenship Education in Class X at SMA 1 Aek Natas. Supporting factors include a) Teachers, where the teacher is used as a role model for students in the school environment, b) Officers at the school participate by disciplining students by closing the gate on time as adjusted by the Madrasah's rules and regulations. c) school, namely by having rules and regulations that must be obeyed, if not, sanctions will be given, namely by reducing violation points and the existence of Standard Operating Procedures (SOP). In addition to supporting factors, there are also inhibiting factors in instilling the character of responsibility, namely, a) the absence of a liaison book between the school and parents of students who serve as facilitators in the development of children in the school environment. 3. The method used when instilling the character of responsibility is by using the lecture method linked to the material being taught, discussion, question and answer, assignments given by the teacher so that children can be responsible in their tasks, and using the strategy (TCL).

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