

Strengthening National Resilience Values in Schools Through Civic Education

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Abstract

This study aims to determine the understanding of civic education in schools has an important role in strengthening national resilience values. Integral human development in national development requires the development of human resources (HR) that not only focus on cognitive competence but also on character and personality. This study examines the importance of internalizing national resilience values in the school environment, where an innovative educational approach is needed. Through the civic education curriculum, students are expected to understand their rights and obligations as good citizens. The method used is a literature review, where the references include scientific journals, books, and other literature sources that support the literature review. The results of the study show that internalization of national resilience values can be done through three stages: value transformation, value transactions, and value internalization. The habituation of national resilience values in elementary schools is very important, considering the many students who show apathy towards national and state life. Thus, civic education is expected to be able to produce a young generation who have social sensitivity and understand the importance of national resilience in facing global challenges. This study concludes that educational empowerment needs to be integrated into all aspects of school life to build strong national character and identity among students.

Keyword: National resilience, Civic education, Value reinforcement, Character education

1. INTRODUCTION

Aspects of human life are a complete unity that is integral in nature that influences national resilience. One weak aspect of life will affect national resilience as a whole. Through a welfare approach as an effort to improve the standard of living by developing national strength can be done through education. Law No. 20 of 2003 concerning the National Education System states that education functions in shaping the nation's civilization. Education not only functions in developing cognitive competence but also the character and civilization of the nation. However, in the school environment, it emphasizes cognitive abilities more. Character abilities, character development are only accommodated in the subjects of Religion and Civic Education. These character values are only accommodated in a limited way and are only in the nature of material transfer, because character values that are limited and in the nature of material transfer are learning patterns that are only limited to memorizing facts and are not critically taught to students to be analyzed. In addition, learning that is still in the transfer of material is not relevant to the needs of internalizing national resilience values in schools if it is associated with the ability to achieve elements of national resilience. Therefore, there needs to be internalization of national resilience values in the school environment. According to researchers, national resilience is conceptualized as a situation of a nation that can overcome difficulties from within and from outside that can affect the sustainability of life in the nation. In relation to that, Armawi (2011) explains that national resilience is rooted in two words, namely resilience and national. Resilience has the origin of the word tahan or kuat while national is interpreted as the occupation of a region that has a government.

Thus, national resilience is the strength of a nation that forms a unity. Some facts regarding the less than optimal values of national resilience in PPKn learning include, research results. Winarno (2010) in his research entitled development of an internalization learning model for entrepreneurial values in elementary

schools explains the importance of internalizing values. There are three stages in internalizing values, including 3 stages, namely

1. Value transformation stage, one-way communication carried out by educators to students to provide an understanding of character values.
2. Value transaction stage, two-way communication carried out by educators and students in activities to understand and implement values by involving physical aspects
3. Internalization stage of values, two-way communication involving aspects of personality attitudes between students and educators.

Based on the results of the study, internalization of values to students involves schools, educators and students themselves. Strengthening the results of the study, another fact about the less than optimal values of national resilience in PPKn learning is that the results of the study are in line with the results of Irwan's (2018) study which states that the values of national resilience in PPKn learning have not been conveyed optimally. Therefore, there needs to be an effort to internalize national resilience values in the school environment. According to the researcher, realizing national resilience is important to do from an early age, including in the context of schools. This will have implications for the formation of citizens who understand their rights and obligations in the state. National resilience in the context of schools is to provide an understanding of national strengthening in the social, cultural, economic and political fields to students to strengthen national defense and security. In relation to this, Widisuseno (2013) stated that national resilience is a condition of a nation that is able to overcome difficulties, challenges and obstacles. Thus, in the context of schools, national resilience is to provide students with an understanding so that they are able to overcome difficulties, challenges and obstacles in national life. According to the researcher, National resilience in the context of schooling is important because currently we are faced with the reality of many students who are apathetic to the problems of national and state life. While the obligation is to owe to society and to the government.

Thus, providing an understanding of national resilience in the context of schooling is one of the efforts to realize good citizens because they will have social sensitivity and be aware of their rights and obligations in national life. Schools as formal educational institutions that have rules, visions and missions that are at a certain unit level. Daryanto (2000) explains that schools are institutions where lessons are given and received. Furthermore, it is explained that schools are educational units that are tiered and continuous to organize teaching and learning activities. Based on this understanding, it can be concluded that school is a formal institution that is a place of learning for students consisting of various interconnected elements. Referring to Article 37 Paragraphs 1 and 2 of Law No. 20 of 2003 concerning the National Education System, it is stated that Civic Education (also known as Pancasila and Citizenship Education) is a mandatory subject in the curriculum at every level of elementary, secondary, and tertiary education. The existence of Civic Education is intended as an effort to shape students to have a sense of nationality and nationalism in accordance with Pancasila and the 1945 Constitution. Civic education is one of the subjects that has a vision of instilling Indonesian values as stated by Wahab & Sapriya (2011) that Civic Education is a medium to Indonesianize students so that students can learn intelligently and responsibly.

Then Soemantri (1976) explained briefly that the development of Civic Education began with moral education containing social values. Thus, when linked to efforts to realize national resilience, Civic Education in schools has a role in realizing this by providing a touch of strengthening civic values. Cultivating national resilience efforts in the scope of schools through strengthening citizenship values is important, as stated by Karliani, Kartadinata, Winataputra, & Komalasari (2019) that exploration between knowledge, attitudes, and behavior of Indonesian civil society needs to be developed further. Furthermore, Halimah (2018) emphasized that the issue of national identity must be developed in the younger generation. Then Wahono (2018) emphasized that in the current era of globalization, in addition to requiring a young generation with strong character, it is also true, positive, and constructive. Based on the description above, it can be seen that schools have a role in shaping individuals who have national resilience values. Schools function as places that help students develop an understanding of society and a commitment to political and civic engagement. In this role, schools can help develop the knowledge, skills, and dispositions that young people need to develop into politically aware and socially responsible individuals.

2. RESEARCH METHODOLOGY

This study uses a literature review method, which aims to review, analyze, and synthesize relevant literature on the understanding of rights and obligations to improve elementary school students' discipline. This method was chosen because this approach allows researchers to evaluate existing knowledge, find research gaps, and provide guidance for future educational research and practice. All sources used in this study are listed in the reference list according to the recognized citation style. These references include scientific journals, books, and other literature sources that support the literature review.

3. RESULT AND DISCUSSION

Innovative Civic Education learning is related to strengthening civic values in realizing national resilience in the school environment. Civic Education subjects play a role in strengthening civic values to realize national resilience in the elementary school environment. In terms of realizing national resilience, Priyono, Herman, and Yusgiantoro (2017) stated that the concept of national resilience is beyond geostrategic boundaries, although there is some evidence of geostrategic validity. Therefore, through Civic Education, students can capture civic values, especially in national awareness. Innovative Civic Education learning using devices not only in class but also using extracurricular activities. This is in accordance with the statement of Kalyani and Rajasekaran (2018) that classroom experiences must be redefined and innovative ideas that make teaching and learning methods more effective must be implemented. Therefore, the use of innovative Civic Education subject learning in elementary schools can help students achieve understanding of national resilience values in Civic Education subjects. If observed, the many deviant behaviors and reflections of apathy towards the state in students could be caused by a lack of awareness of the state in students. The absence of civic values that can realize national resilience in society will cause citizens to behave in a way that is not in accordance with Pancasila and the 1945 Constitution. The existence of a student environment that supports the internalization of civic values is important. This is due to the influence of an environment that does not support the realization of civic values.

Therefore, through innovative Civic Education in elementary schools, students can apply behavior that is in accordance with national resilience values. Realizing national resilience in elementary school environments is through internalizing national resilience values in school environments with habituation. Internalization through habituation in more detail is not only in PPKn subjects but in everyday life at school. Data that can be the basis or evidence of this claim is based on interviews with elementary school teachers who said that in everyday life at school, national resilience values are accustomed to various characters such as honesty, discipline and mutual cooperation in order to create unity among students in elementary schools. Indonesia is the largest archipelagic country in the world supported by Indonesia's strategic position. Kusumastanto (2014) stated that 70% of the islands in Indonesia are maritime areas. Indonesia has a very strategic geographical location between two continents and two oceans. With Indonesia's strategic conditions, Indonesia has a bargaining position and bargaining power in the world arena. The power of a country's control of space is labeled and associated with the honor and sovereignty of a country. In achieving this power, relations between countries are decorated with competition and cooperation. Therefore, the state must be able to manage the existing potential to become a power. However, Indonesia's strategic position as a transit area for the interests of various countries has vulnerabilities because developments in the strategic environment can pose a threat to national resilience.

The value of national resilience as a dynamic state of the nation contains toughness and tenacity and develops national potential in facing threats, disturbances, challenges and obstacles that come from outside and from within. Victoria (2018) stated that national resilience is responsible for the preservation and continuity of the democratic legal state that is known today. This includes combating drug trafficking at home and abroad, combating organized crime, protecting borders, combating human trafficking, maintaining state interests in the international arena, which are becoming increasingly competitive, both economic, political and even environmental interests. This can be analogized as an object that is under pressure and pull that changes from its original form and returns to its original form. Students are also expected to adhere to the state philosophy when they are influenced. If later students face threats, challenges, disturbances and obstacles, they will return and adhere to the state philosophy. This value needs to be instilled in students. The concept of resilience has been explained by several experts, including J. Morgenthau, who put forward the concept of national resilience in the form of geographical stability, strength of natural resources, industrial capacity, military readiness, population capability, quality national character, and strong national morals.

4. CONCLUSION

The importance of increasing national resilience values in schools through Civic Education as one way to form a young generation that has a strong sense of nation and state. National resilience is defined as the strength of the nation in facing threats from within and outside, which requires an understanding and appreciation of civic values from an early age. Although Civic Education aims to instill a sense of friendship, in practice it often emphasizes the cognitive aspect more than development. Instilling national resilience values through civic education must be carried out with innovative methods, involving transformation, transactions, and internalization of values, and not only limited to the classroom, but also through extracurricular activities. This will encourage students to develop attitudes, behaviors, and characters that are in accordance with Pancasila and the 1945 Constitution. Given Indonesia's strategic position which is vulnerable to external threats, an understanding of national resilience can also increase the nation's resilience in facing global challenges. In schools, the habituation of national resilience values is carried out through characters such as honesty, discipline, and mutual cooperation, which can shape students into individuals who are resistant to negative influences and remain steadfast to the state philosophy. Thus, the role of schools becomes very crucial in creating citizens who are caring, responsible, and ready to face the challenges of the times.

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