



CHARACTER-BASED CIVIC EDUCATION DEVELOPMENT STRATEGY TO IMPROVE STUDENTS' SOCIAL MORALITY

Rizka Aulya Hasanah¹

¹Prospective Professional Teachers of the Republic of Indonesia

Email: auliarizka1604@gmail.com

Abstract

Citizenship Education (PKn) has an important role in shaping the character of the younger generation, especially in the era of globalization that faces moral and social challenges. This study aims to formulate a strategy for developing character-based PKn that is effective in improving students' social morality, so that they can become good and responsible citizens. The method used is the Systematic Literature Review (SLR) to collect, assess, and analyze relevant research on the development of PKn. PKn functions as a means to instill and preserve the noble values of Indonesian culture. With a participatory and dialogical learning model, students not only understand the concept of citizenship theoretically, but also develop a deep moral awareness. This approach encourages critical and rational thinking in understanding social values, and helps students internalize moral characters that are relevant to everyday life. Continuous evaluation is needed to identify the successes and challenges in implementing this strategy, so that the development of character-based PKn can effectively improve students' social morality.

Keywords : Role of Teacher, Evaluator, Learning Discipline, Students

Introduction

Civic Education (PKn) has a strategic role in shaping the character of the younger generation. In the era of globalization that is full of moral and social challenges, character education through PKn is becoming increasingly crucial to build students' social morality. High social morality is important to create a harmonious, just, and responsible society (Indrawan, 2020). However, various studies show that the implementation of PKn in schools is often still limited to the cognitive aspect and has not emphasized the development of students' character optimally (Sukardi, 2019). Character-based education not only focuses on knowledge of social norms, but also on the formation of attitudes and behaviors that reflect the values of virtue in community life (Yusuf, 2021). This approach requires collaboration between teachers, curriculum, and the school environment to create an atmosphere that supports effective moral learning (Fitriani, 2022). Therefore, a character-based PKn development strategy is needed that is able to improve students' social morality through a holistic approach that includes cognitive, affective, and psychomotor. In the Indonesian context, the development of character education in PKn must also pay attention to national values and local wisdom that have become part of the culture of society (Rahman, 2020). This is in accordance with government policies that encourage the integration of character education in the national curriculum as an effort to build a generation of the nation with integrity and responsibility (Kemendikbud, 2021). Civic Education plays a role as one of the main foundations in shaping the character and identity of the nation. This means that through Civic Education, citizens are educated to become good citizens *and* smart *citizens* in facing changes in a competitive world. Article 3 of the National Education System Law explains that national education functions to develop and shape the character and civilization of a dignified nation, with the aim of enlightening the life of the nation. National education aims to develop the potential of students to become individuals who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, skilled, creative, independent, and become

democratic and responsible citizens. This goal reflects the quality of Indonesian people that need to be developed by every educational institution, so that the formulation of national education goals becomes the basis for the development of national cultural and character education (Monalisa, 2022) . This study aims to formulate an effective character-based Citizenship Education development strategy to improve students' social morality, so that they can become good and responsible citizens in the future.

Research Methodology

This study uses the *Systematic Literature Review (SLR) method*. This method is a research method that aims to collect, assess, and analyze research results that are relevant to a particular topic systematically. This method is used to compile a structured and detailed literature synthesis, with the aim of providing a comprehensive overview of previous research and identifying existing gaps. SLR also helps researchers find significant patterns or trends in a particular field (Pratiwi & Hidayat, 2020). The initial step in SLR is to determine a specific research question, which serves as a guide for the next process. After the research question is determined, the literature search stage is carried out through various scientific databases such as Google Scholar, SINTA, or other national journal databases. This search process is carried out using relevant keywords and a well-planned search strategy to ensure that all related literature can be identified (Sugiyono, 2018). The next stage is literature selection based on predetermined inclusion and exclusion criteria. These criteria are used to filter search results and select only literature that is truly relevant to the topic or research question. After the relevant literature is selected, data extraction is carried out, namely the collection of important information from each selected study. This information includes the methods, results, and conclusions of the reviewed research (Putri & Supriyadi, 2019). The final step is data analysis and synthesis. At this stage, the results of the studies that have been collected are processed to find significant findings, recurring patterns, or existing research gaps. The analyzed data are presented in narrative, tabular, or graphical form to facilitate understanding and interpretation (Nugroho & Lestari, 2020). By using SLR, researchers can gain a deep and comprehensive understanding of a topic and provide recommendations for future research.

Result & Discussion

The literature screening process is an important step in the *Systematic Literature Review (SLR) method*. By using SLR, researchers can systematically select and review published studies to ensure that only the most relevant and high-quality research is analyzed further. This process helps strengthen the validity of research results because it is based on strong and structured evidence. In addition, SLR allows researchers to gain a comprehensive view of the development of the theme being studied, as well as identify gaps that can be used as a basis for further research. Researchers screened a number of published literatures that were relevant to the research theme to answer the problems raised. The selected literature was adjusted to the research topic, and a list of sources used is presented in the table below.

Table 1. Document Review

Writer	Title	Research methods	Findings
Monalisa (2022)	Implementation of Pancasila-Based Character Development Through Civic Education	Qualitative research	Learning in Civics subjects is closely related to character development in each student. Students' characters need to be formed from an early age as an important provision for the young generation of the nation's successors. Civics Education has a significant role in the process of character formation. The implementation of Pancasila values through PKn is part of the application of Pancasila in national life, which can be realized by making Pancasila one of the learning materials.
Fitriani, D & Dewi, DA (2021)	Citizenship Education Learning in the Implementation of	Qualitative research	Civic Education (PKn) is one of the right media to instill character education values to students. This is

	Character Education		because the main goal of PKn is to shape students into democratic and characterful citizens in accordance with the values of Pancasila.
Nasozaro, HO (2019)	Building National Character Through Civic Education	Qualitative research	Civic Education (PKn) is one of the right media to instill character education values to students. This is because the main goal of PKn is to shape students into democratic and characterful citizens in accordance with the values of Pancasila.
Khakim, N., <i>et al</i> (2022)	Development of PPKn Character Strengthening Strategy with Scientific Approach to National Awakening Material at MTs Negeri 14 Jakarta	Qualitative research	The Character Education Strengthening Strategy (PPK) at MTs Negeri 14 Jakarta is implemented through two main approaches, namely class-based and madrasah culture-based. Strengthening students' nationalist character is implemented by integrating character values into all subjects, especially in Citizenship Education (PKn), as well as through school culture, student routine activities, and extracurricular activities.
Nurdiansyah, E & Dhita, AN (2024)	Civic Education Model as Moral and Character Learning	Qualitative Research	Civic Education is closely related to moral and character education, because both have the same goal, namely to form individuals with behavior that is in accordance with the values and morals that apply in society.
Lumuan et al (2023)	The Role of Civic Education Teachers in Developing the Moral Intelligence of Students at SMP Negeri 1 Banggai Tengah, Banggai Laut Regency	Qualitative Research	PPKn teachers have an important role in guiding, facilitating, and assessing the development of students' moral intelligence. However, the implementation of this role is constrained by two factors, namely the lack of student discipline that can reduce the effectiveness of learning, and limited communication between parents and schools, which limits parental support for children's moral development.
The Assault (2013)	Strategy for Instilling Moral Values in Students of State Vocational School 1 Pungging, Mojokerto Regency	Qualitative research	The moral values taught to students at SMK Negeri 1 Pungging include obedience, compliance, discipline, honesty, and responsibility. Overall, the instillation of these values is integrated through subjects, self-development, and school culture.

			Educational tools used include school rules books, discipline, Adiwiyata programs, and various learning activities. In the context of learning, these moral values are instilled during the teaching process in the classroom, with an integration strategy carried out through PPKn and religion subjects.
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Character education consists of two terms, namely education and character. Education is an effort to improve character and thinking, and encourage the creation of a life in harmony with nature and fellow human beings. Knowledge is considered important to achieve a bright future. This effort can include the process of acquiring knowledge which is then applied in everyday life to achieve a life that functions optimally. Character itself is interpreted as innate nature, heart, soul, personality, morals, behavior, personality, nature, nature, temperament, and disposition. Character includes the overall nature and disposition of a person that is stable, which forms a typical behavior pattern and the way the individual thinks and acts (Fitriani & Dewi, 2021) . The strategy of building national character through education can be realized through the process of education and learning. Education plays an important role as a foundation in the formation of national character, especially through learning Citizenship Education (PKn), which aims to develop values and attitudes that support character formation. PKn itself functions as a means to instill and preserve noble values and morals that originate from the culture of the Indonesian nation. These values are expected to be realized in the daily behavior of students, both as individuals and members of society, as well as creatures of God Almighty. This also aims to equip students with basic knowledge and skills regarding the relationship between citizens and the state, as well as national defense education so that they can become reliable citizens for the nation.

Character education through PKn is not only aimed at equipping students with theoretical knowledge, but also instilling social morality that can be applied in everyday life. Through this strategy, civic education can be an effective tool to shape students into individuals with integrity, intelligence, and character, who are able to contribute positively to community and state life (Otniel Nasozaro, 2019). Character education is not only focused on academic aspects in the classroom, but also on the formation of students' social morals through the school environment and activities outside the classroom. Integrating character values into PKn and extracurricular activities helps students internalize Pancasila values, which can ultimately improve their social morality as good citizens. The instillation of moral values, which is part of the effort to form a good personality, can be done through civic education in schools. The instillation of moral values is very important, because all programs in schools aim to improve students' moral judgment and maximize their moral thinking skills. This allows students to evaluate whether the actions they take are good or bad. Education should not only focus on the intellectual aspect, but also strengthen the morals of students. Education that pursues both intellectual and moral aspects is called comprehensive education. Moral formation is part of the teaching of character, which supports the development of children, both physically and mentally, towards a better civilization.

The purpose of this education is to help children think about issues of right and wrong, good and bad, and to encourage social improvement, so that students can behave in accordance with moral values. Moral education in schools is very important and cannot be ignored. Moral education includes knowledge, attitudes, beliefs, conflict resolution skills, and good, honest, and loving behavior. A person is considered to have a good personality when in his life he applies good morals. The development of an individual's morals goes well if his behavior reflects a character that is in accordance with the applicable rules. This shows that morals and their development are closely related to a person's ability to adapt to their environment. The stages of a person's moral development have a direct relationship with their social environment, so that the process of internalization and socialization of values will influence and shape the character that is inherent in the individual. (Nurdiansyah & Aulia Novemy Dhita, 2024) . Moral and character learning can be done based on humanist learning theory, where the methods and strategies applied aim to develop all potentials possessed by students, including moral potential. Students are given guidance so that they are able to manage and maximize this potential well. Parents need guidance from teachers in educating their children's character, especially in Citizenship Education (PKn) subjects. Teachers are tasked with providing information about the character values that will be taught, then these values are integrated into the PKn learning process so as to provide meaningful learning experiences for students. The family, as the first social group in a child's life, is the first place where they learn to interact and express themselves as social beings. The dominant role of parents in character education, especially in fostering student independence, is very important. Therefore,

cooperation between schools and parents must continue to be improved both in terms of intensity and quality so that students' characters can develop strongly and resiliently (Khakim et al., 2022) .

The strategy for developing character-based Civic Education to improve students' social morality also emphasizes the importance of collaboration between teachers and parents. Through strong synergy, the character values taught in Civic Education learning can be applied consistently in the family environment. Parental support in educating children at home, together with learning at school, will strengthen the internalization of moral and social values, so that students can apply the characters they have learned in everyday life. In the implementation of moral and character education, the lecture method alone is not enough to increase students' awareness. A learning model is needed that allows students to actively participate in the learning process. In addition, it is important to build strong interactions between teachers and students. This interaction can be done by asking questions that stimulate students' moral awareness as citizens. This approach is known as Habermas' *emancipatory question*, which aims to form students' civic reasoning skills, so that they always think rationally before taking action. The approach taken by Nurdiansyah and colleagues (2024) is in line with the strategy of developing character-based Citizenship Education to improve students' social morality. By using participatory and dialogical learning models, students not only learn theoretical concepts of citizenship but also develop a deep moral awareness as citizens. This approach encourages students to think critically and rationally in understanding social values, which ultimately helps them internalize strong moral characters that are relevant to social life in society. In developing a strategy for developing character-based Citizenship Education to improve students' social morality, of course the role of teachers is very large in the success of improving students' morality. According to Lumuan and colleagues (2023) in a study conducted at SMP 1 Banggai Tengah, Pancasila and Citizenship (PPKn) teachers play a role in developing students' moral intelligence through the following aspects:

1. Facilitating Interactive and Inspirational Learning

The PPKn teacher successfully created an interactive learning atmosphere, where students actively participated in discussions, simulations, and in-depth roles to understand the values of Pancasila and citizenship. This engaging learning environment reflects the teacher's success as a learning facilitator.

2. Integration of Pancasila Values in Real Life

Teachers relate Pancasila values to various real-life contexts, both local and global, helping students apply these values in everyday life.

3. Utilization of Various Learning Resources

The use of resources such as interactive media, group discussions, and field trips provide rich learning experiences, strengthening students' understanding of Pancasila values.

4. Development of Critical and Analytical Thinking

Through simulations and discussions, teachers successfully develop students' critical and analytical thinking skills on social and citizenship issues, making the concept of PPKn relevant in their lives.

5. Cultivating Citizenship Attitudes and Values

Teachers also succeed in instilling positive attitudes such as caring, active participation, and a strong national identity, shaping students into citizens with character.

Character-based civics development strategies need to be integrated into the curriculum with an active and participatory approach, so that students do not only become recipients of information, but also play an active role in the formation of moral values that will shape their identity as good citizens. One effective strategy in developing character-based civics is to apply interactive learning methods. Interactive learning encourages students to discuss, debate, and dialogue about social issues relevant to Pancasila values. In this way , students can explore their views, learn to appreciate differences, and develop empathy for others. Through this experience, it is hoped that students will be able to internalize moral values related to citizenship, such as tolerance, honesty, and responsibility (Khakim et al., 2022). Integration of character values in civics learning can also be done through extracurricular activities. Activities such as student organizations, social activities, and community projects can be a means for students to apply the values they have learned in class. Through participation in these activities, students will gain direct experience that strengthens their understanding of social responsibility and concern for the community. Thus, they not only learn theoretically, but also hone social skills that are important for community life.

Parental and community involvement is also an important aspect in developing character-based civics. Schools need to build good communication with parents to create collaboration in instilling moral values in students. Activities involving parents, such as seminars or workshops, can help improve their understanding of the importance of character education. In addition, involving the community in the educational process will provide students with a broader perspective on social responsibility and the values that must be applied in everyday life. In order to improve students' social morality, it is important for schools to implement continuous evaluation of

character-based PKN development strategies. By conducting regular assessments, schools can identify the successes and challenges faced in implementing the program. Feedback from students, teachers, and parents is essential to improve and refine the approach used. Thus, character-based PKN development can not only improve students' social morality, but also form a generation that is aware of their responsibilities as active citizens and contributes positively to society.

Conclusion

The strategy of developing character-based Civic Education (PKN) is very important to improve students' social morality, which can be done through an interactive learning approach and extracurricular activities. By implementing methods that encourage discussion and active participation, students can internalize Pancasila values such as tolerance and responsibility. In addition, the involvement of parents and the community in the education process is also crucial to instill moral values holistically. To ensure the effectiveness of the program, continuous evaluation is needed to identify successes and challenges faced. Thus, the development of character-based PKN not only creates students with high social morality, but also forms a responsible generation as active citizens who contribute positively to society.

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