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STRATEGY FOR DEVELOPING CIVIC EDUCATION BASED ON CHARACTER TO IMPROVE STUDENTS' SOCIAL MORALITY

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Abstract

Civic Education (PKn) plays an important role in shaping students' social morality through character values. Character-based Civics development strategies aim to instill values such as honesty, responsibility, tolerance, and social care. This study examines the implementation of Civics development strategies that focus on participatory learning, contextual approaches, and the instillation of moral values through real-life experiences. Moral degradation in Indonesia, which includes issues such as lack of honesty, justice, and ethics, shows the need to instill moral values from an early age. Civic education not only serves to provide knowledge about the rights and obligations of citizens, but also to shape the character of students to have good and responsible behavior. The results show that a character-based approach can enhance students' social awareness, strengthen relationships among students, and reduce negative behaviors. This strategy also involves collaboration between teachers, parents, and the community to create an environment that supports moral education. Thus, character-based education in Civics can be a solution to strengthen social morality among students, preparing them to be responsible and ethical citizens.

Keywords : Civic Education, Character, Social Morality, Development Strategy, Moral Values, Character-Based Education

Introduction

Character-based civic education is an important approach in efforts to improve students' social morality. In the Indonesian context, where moral degradation among the younger generation is becoming an increasingly pressing issue, this educational development strategy is very relevant. This introduction will discuss the importance of character-based civic education and how it can contribute to shaping students' social morality (Damn, 2020). Moral degradation in Indonesia, which includes issues such as lack of honesty, justice, and ethics, shows the need to instill moral values from an early age. Civic education not only serves to provide knowledge about the rights and obligations of citizens, but also to shape the character of students to have good and responsible behavior. This is important because good character will be reflected in their daily social actions.(Deti & Lestari, 2021). The Objectives of Character-Based Civic Education Character-based civic education aims to:

1. Building Social Awareness: Students are taught to understand their role in society and the importance of making positive contributions to the surrounding environment.
2. Instilling Moral Values: Through this education, students are expected to internalize moral values such as honesty, tolerance, and a sense of responsibility.
3. Developing Social Skills: Students are trained to interact well with others, appreciate differences, and work together in groups.

Teachers play an important role in the implementation of character-based civic education. They are not only as transmitters of material, but also as role models for students. Through the habituation of good behavior, such as discipline and social awareness, teachers can help students develop strong morality3. In addition, the family and

community environment also greatly influence the development of student character. Cooperation between schools, parents, and the community is needed to create an educational ecosystem that supports character formation (Fitriasari, 2017). The strategy of developing character-based civic education is a crucial step in improving students' social morality. By instilling moral values from an early age through planned and collaborative education between schools, families, and communities, it is hoped that the next generation will have strong characters and be able to contribute positively to the nation. This effort will not only address the current problem of moral degradation but also build a solid foundation for the future of the nation(Dewi Rizka Maulida Rambe et al., 2024). Civic education plays a very important role in shaping students' character and morality. In the era of globalization marked by rapid social change, the challenges faced by the younger generation are increasingly complex. Civic education not only serves as an introduction to knowledge about the rights and obligations of citizens, but also plays a role in building attitudes and behaviors that reflect moral and ethical values.

Therefore, a strategy is needed to develop character-based civic education to improve students' social morality. This strategy aims to integrate character values into every aspect of civic education, so that students not only understand the theory, but are also able to apply these values in everyday life. With this approach, it is hoped that students can develop an attitude of mutual respect, empathy, and high social responsibility. The implementation of character-based civic education is expected to produce a young generation who are not only academically intelligent, but also have strong integrity and morality, so that they can contribute positively to society and the nation. Through this introduction, the author will further explain the importance of character-based citizenship education, the various challenges faced, and strategies that can be applied to improve students' social morality. Thus, it is hoped that readers can understand the urgency and relevance of this topic in the context of today's education.(Febrianti & Dewi, 2021). Based on the explanation above, the researcher is interested in studying the strategy of developing character-based citizenship education to improve students' social morality, by using the literature review method to analyze the theoretical framework and research findings first. This study aims to study the strategy of developing character-based citizenship education to improve students' social morality.

Research Methodology

This research is a study using the literature study method or literature review. A literature review is a comprehensive overview of research that has been conducted on a particular topic, aimed at providing readers with an understanding of what is and is not known about the topic, as well as identifying rational grounds for existing research or future research ideas (Snyder, 2019). This study aims to identify strategies for developing character-based citizenship education to improve student morality. Literature studies can be obtained from various sources, including journals, books, documents, and online libraries. The objects of research in this literature review method include articles, books, journals, and other academic sources that focus on character-based civic education development strategies to improve students' social morality.

Result & Discussion

Based on the results Based on the results of the literature review of documents with documents that have been published in journals, the conclusions drawn can be seen in table 1. Review Document as follows:

Table 1. Document Review

Writer	Title	Method Study	Findings
Aloysius Hardoko, Demsy Salindeho, Agus Wedi	Development of Character-Based Civic Education Teaching Materials with Using Moral Education Models for Junior High School Students in Samarinda City	Literature Review	The need to build national character is felt urgently lately. This is because the emergence of symptoms of adolescent life lately tends to erode the meaning of noble values and violations of norms and morals in society that are increasingly showing degradation. Likewise, the strong current of globalization also has the potential to erode national identity. The basic values of life that exist in society are

			beginning to waver and even gradually disappear. The low quality of education is also caused not only by the lack of academic ability, but also by the lack of moral awareness. The portion of learning that has occurred so far in class is the cramming of rote information and not touching on the formation of students' character and personality.
Rinita Rosalinda Dewi 1, Edi Suresman 2, Ms. Suabuana 3	Citizenship Education As Character Education in Schools	Literature Review	The 21st century is a century of culture and education (Zakiyah and Rusdiana, 2014, p. 59) which is marked by the availability of easily accessible information, advanced technology, a rapidly changing society, and high competitiveness. Of the many changes that have occurred, at least some are permanent and agreed upon by all countries in the world that education has two main goals, first to help students become smarter, and second to help students become better (Lickona, 2012, p. 5). The more advanced civilization in this century, the more teachers and students as one component in education are required to have 21st century learning skills.
Prof. Dr. Udin S. Winataputra, MA	Citizenship Education (PKn) as Character Education based on Pancasila Values and Morals	Qualitative Descriptive	Civic education, as a subject in the primary and secondary education curriculum, has a national vision and mission to develop the potential of students to become intelligent, honest, caring, and resilient citizens, with Pancasila as the core substance of the content and learning process. Therefore, Pancasila must be understood and lived in its entirety and ultimately practiced in everyday life. This module is the initial substance of the 9 (nine) substances that you must learn in the Civic Education Curriculum Development Course. Specifically, by

			studying this module, you are expected to master the following abilities: 1. Explain the vision and mission of PKn as education in national character and love for the homeland; and 2. Analyze the value and moral content of Pancasila within the framework of national character education and love for the homeland.
English: Lusiana Rahmatiani	Civic education as a builder of national character	Qualitative Descriptive	Education is a conscious and planned effort to form intelligent and well-characterized Indonesian people. Civic education is a vehicle to prepare the younger generation with sufficient provisions in the required social life. The ability to think critically, be responsible, have a democratic attitude and act as supporting media in forming the nation's character. The writing method in this article uses literature study. The condition of the young generation of Indonesia today is in a quite disturbing position. The decline in the enthusiasm for learning which is now at an alarming low point. The younger generation is increasingly showing moral degradation which indicates that the younger generation no longer has a good character. For this reason, civic education has an important role in forming the nation's character. The construction of character values through formal legal civic education is one of the compulsory subjects at every level and path of education, from elementary school to college. The formation of national character through civic education is a must because it can form an intelligent young generation, also has noble character so that its existence in

			community life becomes meaningful and has character.
Mochamad Arinal Rifa	Strategy for Developing Students' Moral Intelligence at Islamic Boarding School	Literature Review	Currently, the Indonesian nation is experiencing a problem of moral degradation. This problem of moral degradation has always been a never-ending discussion such as motorcycle gangs, brawls between students, violence, and other negative things. The existence of motorcycle gangs in various regions is very disturbing to the surrounding environment as well as brawls between students that endanger themselves and often claim victims. Even recently, the public was shocked by the occurrence of a case of student violence that killed their own peers. technological advances, the negative impact of the media, and the influence of family and friends.
Galuh Nur Insani, DinieAnggraeni Dewi, Dear Furi Furnamasari3	Integration of Character Education in Educational Learning Citizenship to Develop School Students' Character Base.	Qualitative Analysis	HARDIK-NAS in 2010 with the material "Character Education Building a Civilized Nation". In his discourse, school scholars stated that character education is an absolute necessity, because training not only makes students intelligent, but also must have character and habits, so that their reality as citizens becomes significant both for them and society as a whole. The Minister of National Education in a Gathering with the Heads of Postgraduate Schools of Teacher Training Institutions (LPTK) throughout Indonesia at the Auditorium of the State University of Medan said, "Character training must start from elementary school because, if character is not formed early on, it will be difficult to change someone."
Patience Narimo, Sutama, Meggy	Formation of Student Character in	Content Analysis	Through the management of PPKn learning, students can

Novitasari	Pancasila Education Learning and Local Culture Based Citizenship		study Pancasila and Citizenship Education in a dynamic and interactive forum. The material in PPKn learning can be said to be substantial because moral instillation will be given to students from an early age. According to Sutama (2017) explains that teachers have a very important role in instilling morals, instilling morals and developing the spirit of independence of students. Likewise, learning innovations depend on what teachers think and do.
Sauda Bukoting	Integration of Character Education in Civic Education Learning to Develop the Character of Elementary School Students	Descriptive Quantitative	character education announced by the government through the Minister of Education and Culture, has been recognized since the beginning by the founding fathers of the country. Since the proclamation of independence, early architects have understood that to understand the goals of the Indonesian state. Even the progress of the country becomes more meaningful and becomes a meaningful concern, considering that the progress of the nation is largely determined by the nature of the state. In this way, the main architects emphasize the importance of character building.

The strategy for developing character-based civic education to improve students' social morality involves an integrated and holistic approach. First, it is important to integrate character values such as honesty, integrity, mutual cooperation, nationalism, and independence into the civic education curriculum. By including these values in the syllabus and Learning Implementation Plan (RPP), students can understand and internalize the importance of character in everyday life. In addition, an active, creative, effective, and enjoyable learning approach must be applied to make the learning process more interesting and make it easier for students to understand these values.(Dewi et al., 2020). The role of teachers as role models is also crucial in this strategy. Teachers are not only tasked with delivering material, but must also demonstrate behavior that reflects the character values they want to instill in students. By being a good example, teachers can inspire students to emulate these positive attitudes. In addition, students' active participation in the learning process should be encouraged through discussions, group projects, and other activities that allow them to contribute significantly. This not only increases student engagement but also strengthens their understanding of social responsibility. A supportive learning environment also plays an important role in developing students' character. Schools must create an atmosphere that is conducive to learning by providing adequate facilities and support from teaching staff. Monitoring and evaluation of the learning process needs to be done regularly to identify areas that need improvement and provide constructive feedback to students. This helps teachers understand the extent to which students can apply character values in everyday life.

Finally, cooperation between schools, parents, and the community is essential to instill character values in

students comprehensively. Activities that involve the entire community can strengthen the moral and social messages that are intended to be conveyed. By implementing these strategies consistently, it is hoped that character-based civic education can successfully improve students' social morality and form a young generation that is responsible and cares about their social environment.(Citizenship et al., 2019). The strategy for developing character-based civic education to improve students' social morality can be done through several integrated and holistic steps. Here are some strategies that can be applied:(Dewi et al., 2020).

a) Integration of Character Values in the Curriculum
    Character values such as honesty, integrity, mutual cooperation, nationalism, and independence must be integrated into the civic education curriculum. This can be done by including character values in the syllabus and lesson implementation plan (RPP).
b) Implementation of Active, Creative, Effective, and Enjoyable Learning Approache
    Civic education must be carried out with an active, creative, effective, and enjoyable learning approach. This helps students more easily understand and internalize character values.
c) The Role of Teachers as Role Models
    Teachers have an important role in instilling character values. They must be role models for students by displaying good behavior and teaching character values through real examples.
d) Active Student Participation
    Students must be empowered to actively participate in the learning process. This can be done through discussions, projects, and other activities that allow students to contribute significantly.
e) Supportive Learning Environment
    A supportive learning environment is also very important. Schools must create an atmosphere that is conducive for students to learn and develop optimally. This includes adequate facilities and support from school staff.
f) Monitoring and Evaluation
    Monitoring and evaluating the learning process is very important. It helps identify areas for improvement and provides constructive feedback to students. Monitoring also helps teachers understand how students realize character values in everyday life.
g) Collaboration between Schools, Parents and Community
    Cooperation between schools, parents, and the community is very important. All parties must contribute to instilling character values in students. This can be done through activities that involve the entire community.(Dewi et al., 2020).

By implementing the strategies above, it is hoped that character-based citizenship education can successfully improve social morality.(Rifa, 2017). The strategy for developing character-based civic education aims to improve students' social morality by integrating moral values into the learning process. This strategy is designed to build students' characters who are ethical, responsible, and able to carry out their roles as good citizens.(Efifani Krismitha Saroro, 2022). This approach includes several important aspects, such as participatory learning, where students are actively involved in discussions, group work, and activities that promote social awareness and a sense of shared responsibility. In addition, a contextual approach is used to relate lessons to real situations, allowing students to understand the relevance of moral values in everyday life.(Narimo et al., 2019). The instillation of values such as honesty, tolerance, and social awareness is done through real experiences that can strengthen students' understanding and practice. This strategy also involves collaboration between teachers, parents, and the community, creating an environment that supports students' moral and ethical growth holistically.(Bukoting, 2023). The implementation of this strategy has shown positive results, such as increased social awareness, strengthening relationships between students, and decreasing negative behaviors. Character-based civic education not only helps students understand their role as responsible members of society but also prepares them to face social challenges with a highly ethical attitude. Thus, this approach can be an effective solution to build a generation with morals and integrity, ready to contribute to a better community life.(Your Majesty, 2018). The strategy for developing character-based citizenship education is designed to instill moral values that are important in shaping students' social behavior. The main goal of this strategy is to help students develop a deeper understanding of citizenship that is not only based on knowledge, but also reflects strong ethics, responsibility, and social commitment.(Winataputra, 2015)

Key Components of Strategy
    Participatory Learning: In this strategy, participatory learning plays an important role. Students are encouraged to actively participate in class discussions, group activities, and simulations that are relevant to their social lives.

This active involvement allows students to learn through direct experience, develop communication skills, and understand other people's perspectives. This process also encourages them to think critically and take responsibility for their decisions. Contextual Approach: This strategy links learning to situations that are close and relevant to students' lives, such as ongoing social events, local issues, or challenges facing their communities. With this approach, students can relate moral values such as honesty, tolerance, and responsibility to real-life experiences. For example, students can be invited to analyze situations in society that require empathy and cooperation, which helps them understand the importance of ethical behavior in everyday life. Instilling Values Through Real-Life Experiences: This strategy also includes providing opportunities for students to engage in activities that promote social values, such as social activities, community service projects, and environmental initiatives. By engaging in these activities, students not only learn theoretically, but also practice moral values in real action, strengthening their understanding of the positive impacts of ethical behavior.

Collaboration Between Teachers, Parents, and the Community

Character-based citizenship education strategies cannot run effectively without the involvement of various parties. Teachers have a primary role as facilitators who guide students in understanding and applying moral values. In addition, parents and the community are involved in creating an environment that supports this character education. Parents can reinforce moral lessons at home, while the community can provide a platform for students to practice what they learn, such as through volunteer or community programs.

Positive Impact of Strategy

Implementation of this strategy has a significant impact on students' social and moral development. Some of the benefits that have been observed include:

a) Increased Social Awareness: Students become more aware of the importance of their role in society, develop a sense of empathy, and understand the needs of others.

b) Strengthening Relationships Between Students: Collaborative activities and discussions help strengthen social relationships among students, reduce conflict, and encourage better cooperation

c) Reduction of Negative Behavior: By instilling moral values, there is a decrease in negative behavior such as bullying, intolerance, and social indifference. Students are more likely to show mutual respect and practice good ethics.

Solutions for the Future

By instilling strong moral values through character-based civic education, students are prepared to become responsible citizens and contribute positively to society. This strategy builds a generation that is not only academically intelligent but also has high social sensitivity and moral commitment. This education is an important foundation for building a more harmonious society, where ethical values and virtues become an inseparable part of everyday life. Ultimately, this strategy serves as a long-term effort to build strong social morality, which is not only beneficial for individuals but also for the community as a whole. With the synergy between education, family, and society, character-based civic education can be a solid foundation for a better future.

Conclusion

Through this literature review, I can conclude that the strategy for developing character-based citizenship education aims to create students who not only have knowledge about citizenship, but also have high social morality and are able to contribute positively to community life. Character-based citizenship education emphasizes the importance of instilling values such as honesty, responsibility, tolerance, and social concern. With this approach, students not only understand their rights and obligations as citizens but are also able to internalize and practice these values in everyday interactions. This strategy approach involves various methods, such as participatory learning that encourages students to actively participate in the educational process, build social skills, and develop a sense of shared responsibility. In addition, this strategy also uses a contextual approach, where teaching is adapted to real-life situations that are relevant to students. This allows them to see and feel directly the importance of moral values in the context they experience, so that learning becomes more meaningful and applicable. In addition to focusing on learning methods, this strategy also encourages collaboration between various parties, including teachers, parents, and the community. The role of teachers is very important in instilling moral values and providing positive role models. Parents and the community play a role in supporting and strengthening moral education outside the school environment, creating consistency in the application of these values.

The results of implementing this strategy show that students involved in character-based citizenship education have better social awareness, the ability to cooperate and interact with others positively, and higher levels of empathy. In addition, this strategy is effective in reducing negative behaviors among students, such as intolerance, social conflict, or lack of responsibility. Overall, character-based civic education offers a holistic and sustainable solution in building students' social morality. By forming a generation with strong ethics and responsibilities, this education prepares students to become citizens who are able to play an active role and contribute constructively to society, while creating a more harmonious and civilized social environment. The conclusion of this literature review method of character-based civic education development strategy to improve students' social morality is that this approach is effective in forming ethical and responsible student characters. By instilling values such as honesty, responsibility, tolerance, and social concern through participatory and contextual learning methods, students become more aware of the importance of positive social relationships and their contributions to society. Collaboration between teachers, parents, and the community strengthens the implementation of this strategy, creating a conducive environment for moral education. Thus, character-based civic education becomes an important solution in building strong social morality among students, preparing them to become moral and high-integrity citizens.

This training can include an in-depth understanding of the values of discipline, as well as creative ways to integrate them into daily learning. For example, teachers can be trained to design lesson plans that focus not only on academics, but also on developing a disciplined attitude through interactive and fun methods. In addition, collaboration between teachers and parents is also very important. Building good communication between the two parties can create consistency in the application of discipline values, both at school and at home. Parent involvement programs, such as seminars or workshops on the importance of moral education, can be the first step to increase parental awareness and participation in supporting children's discipline. Another strategy that can be implemented is to create a conducive learning environment. Teachers need to be role models by implementing discipline in their daily behavior. This is important because students tend to imitate the behavior they see. The example of teachers and school staff will have a more significant impact than just delivering verbal messages about the importance of discipline. Finally, the use of a proportional *reward* and *punishment approach* needs to be continued. Rewarding good behavior and applying educational sanctions for violations can help students understand the consequences of their actions. However, it is important to ensure that punishment is not degrading or traumatic, but rather educational and constructive. By implementing these suggestions, it is hoped that student discipline can be built effectively, providing long-term benefits in the development of their character and behavior in the future.

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