



## STRENGTHENING NATIONAL RESILIENCE VALUES IN SCHOOLS THROUGH CITIZENSHIP EDUCATION

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### Abstract

The idea of strengthening national resilience values in the school environment in citizenship learning with implications for perspective. Civic education is one of the important strategies in strengthening national resilience values. This journal discusses how citizenship education can be implemented in schools to strengthen the character and identity of the nation among students. This study uses a qualitative approach with a literature study method. Data collection uses data collection techniques through relevant references, including scientific journals, articles, and documentation text studies. Data analysis uses descriptive analysis consisting of text content and documents to improve the strengthening of national resilience values in the school environment. The results of the study indicate that strengthening the values of national resilience in the school environment in realizing citizenship learning is done through 3 ways, namely 1) Development of the content of school citizenship education, 2) Innovative citizenship education learning, 3) Internalization of national resilience values in the school environment through habituation. Citizenship values are important for students because they will form individuals who have nationalism, love for the homeland and have an identity as an Indonesian nation.

**Keywords :** National Resilience, Civic Education, National Values, Schools

### Introduction

National resilience is the ability of a nation to face various challenges and threats, both from within and outside the country. In the context of education, strengthening the values of national resilience among the younger generation is very important. Civic education is expected to be an effective means of shaping students' character, so that they become active and responsible citizens. According to Agus Widjojo, national resilience is the ability of society to face difficult circumstances by making changes and adjustments. The concept of national resilience according to Agus Widjojo, emphasizes that resilience is not only about resistance to threats, but also the ability to adapt and make changes. To achieve strong resilience, society needs to be actively involved, build collective awareness, and ensure sustainable development. Effective national resilience is the result of collaboration and shared commitment in facing existing challenges. Civic education plays a central role in shaping the character and identity of the nation. Through this education, students are expected to understand their rights and obligations as citizens, as well as internalize the values of Pancasila and the spirit of nationalism. Effective civic education can foster a sense of love for the homeland, tolerance, and solidarity, which are key elements in strengthening national resilience. In schools, civic education must be integrated into the curriculum and implemented systematically and continuously. However, challenges faced in its implementation include a lack of understanding in the context of national resilience. This study aims to explore how civic education can strengthen the values of national resilience in the school environment. This literature review aims to provide a theoretical basis for national resilience in the school environment. In the context of national resilience, according to Widisuseno (2013), national resilience is a condition of a nation that is able to overcome difficulties, challenges and obstacles.

According to Soekanto, national resilience is related to a country's ability to defend itself from threats, both military and non-military. He emphasized the importance of social and political stability as part of resilience. It can be concluded in my opinion, the importance of maintaining national resilience is the responsibility of all people, including the government, institutions, and citizens, active involvement from all parties is needed to create safe and stable conditions. In the context of National Values, according to Soekarno, the founder of the Indonesian nation emphasized values such as unity, unity, and nationality, that the spirit of mutual cooperation and tolerance between tribes, religions, and cultures are important foundations for national unity. According to Muhammad Hatta, prioritizing the values of democracy, social justice, and independence, the importance of people's participation in government and justice for all Indonesian people. According to Ki Hajar Dewantara, the values of education and culture that emphasize the development of character and national identity in introducing the concept of "Ing ngarso sung tulodo, ing madya mangun karso, tut wuri handayani," which means that leaders must provide examples, encourage, and support the community. In national values, it is concluded in my opinion that national values such as unity, justice, and education must be internalized and applied in everyday life by emphasizing and expecting the Indonesian people to be able to build a strong, united, and just nation. In the context of civic education according to Wahab & Sapriya (2011), that Civic Education is a medium to Indonesianize students so that students can learn intelligently and responsibly. According to Soemantri (1976), the development of Civic Education begins with moral education that contains social values. It can be concluded in my opinion about civic education, namely to form attitudes and behaviors of students that reflect national values with education being the key to creating a generation that is not only academically intelligent, but also has a sense of social responsibility and love for the country.

## Research Methodology

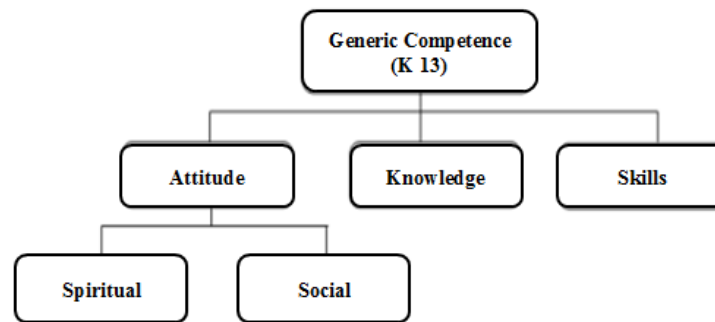
This study uses a qualitative approach with a literature study method. Data collection uses data collection techniques through relevant references, including scientific journals, articles, and documentation text studies. Data analysis uses descriptive analysis consisting of text content and documents to improve the strengthening of national resilience values in the school environment.

## Result & Discussion

### *Development of the Content of School Citizenship Education*

The development stage of school citizenship education content. Content construction is carried out through mapping basic competencies into indicators to be developed in materials.

1. Valid, the material that will be included in the learning has truly been tested for truth and validity. This understanding is also related to the actuality of the material so that the material provided in learning is not out of date and contributes to future understanding.
2. The level of importance and usefulness, the benefits of a learning material must be seen from all sides, both academically meaning that teachers must be sure that the material taught can provide the basics of knowledge and skills that are further developed at the next level of education. Non-academically useful means that the material taught can develop life skills and attitudes needed in everyday life.
3. Attracting interest, the selected material should attract interest and can motivate students to learn it further. Every material given to students must be able to grow curiosity so that it gives rise to the urge to develop the students' own abilities.
4. Consistency (constancy), each subject allows for diverse perspectives. The diversity of references needs to be deepened in order to avoid the emergence of misunderstandings about the material being studied.
5. Education (adequacy), the material taught should be sufficient to help students master a competency.



**Picture 1. Generic Competencies of the 2013 Curriculum**  
(Source: Kosasih, 2014: 7)

### *Innovative Citizenship Education Learning*

Innovative civic education learning is related to strengthening civic values in realizing national resilience in the school environment. Civic Education, students can capture civic values, especially in national awareness. Here are some innovative approaches and strategies that can be applied:

1. Students are given the opportunity to work on projects related to national issues, such as community service or research on the history of the nation's struggle. Through this project, students can learn firsthand about the values of national resilience
2. Using simulation or role-playing methods to illustrate real situations involving decision-making as a citizen. For example, a simulated election or a discussion about public policy can enhance students' understanding of civic responsibility
3. Leveraging technology, such as social media and online learning platforms, to create interactive discussions about national values. Students can share their views and learn from the experiences of others across Indonesia.
4. Conducting collaborative programs with community organizations, such as community service activities, to provide students with firsthand experience in contributing to society. This can foster a sense of social responsibility and love for the country
5. Developing extracurricular activities that focus on national values, such as debate clubs, national choirs, or cultural arts groups. These activities can strengthen cultural identity and a sense of togetherness among students.
6. Implementing character education programs that emphasize values such as honesty, cooperation, and tolerance. These programs can help students develop strong characters and be ready to face challenges.

Innovative civic education learning can significantly strengthen the values of national resilience in schools.

By implementing various creative and interactive methods, students will not only understand the concept of citizenship, but also feel firsthand the importance of their contribution to society and the country. This will form a young generation that is not only academically intelligent, but also has awareness and responsibility as active citizens.

### *Internalization of National Resilience Values in the School Environment through Habituation*

Internalization of national resilience values in the school environment through habituation is an effective strategy to build student character and strengthen the sense of love for the homeland. Here are some ways to carry out this internalization:

1. Integrating national resilience values into daily routines at school. For example, holding a flag ceremony every Monday, which not only serves as a formality, but also as a reminder of the importance of respecting national symbols
2. Teachers and school staff must be role models in implementing national resilience values. Their attitudes and behaviors in everyday life will influence students' attitudes. For example, showing tolerance and cooperation in everyday interactions
3. Organizing extracurricular activities that highlight national values, such as poetry competitions, choirs of patriotic songs, or arts and culture activities. These activities can help students understand and feel these values directly.

4. Integrate character education into every subject, especially those related to national resilience values. This can be done through discussions, case studies, or projects that are relevant to the national context.
5. Conducting community service programs that involve students in social activities, such as community service, tree planting, or other environmental activities. These activities can foster a sense of empathy and social responsibility
6. Facilitate open discussions on national issues in class. Students can be invited to talk about the importance of unity, justice, and diversity. This will help them understand different perspectives and appreciate differences
7. Involve students in creating school rules that reflect national resilience values. For example, rules about cooperation, tolerance, and respecting differences. That way, students feel responsible for the rules
8. Holding a national holiday commemoration with activities that involve all students, such as discussions about history or competitions that educate about the meaning of the day. This can strengthen the sense of nationalism and love for the country.

Internalization of national resilience values through habituation in the school environment is an ongoing process and requires the involvement of all parties. By creating a school culture that supports national values, students will find it easier to internalize and apply these values in their daily lives. This will form a young generation that has a strong character, loves its homeland, and is ready to face challenges in the future. Based on several studies that have been conducted by many schools regarding national resilience as follows. The results of the study show that many schools have integrated national resilience values, such as love of the homeland, tolerance, and solidarity, into the civic education curriculum. This is done through various learning activities, including discussions, social projects, and extracurricular activities. Through civic education, there is an increase in students' awareness of the importance of national resilience. Students show a better understanding of their rights and obligations as citizens and the challenges facing the nation. Activities that involve active student participation, such as community service and discussions on national issues, have proven effective in fostering a sense of responsibility and social concern among students. Teachers consider civic education as an important means of building student character. However, some teachers expressed the need for additional training to improve their teaching methods. The study identified several challenges, such as lack of resources, time constraints in the curriculum, and lack of support from parents and the community. This hampers the maximum effect of civic education in strengthening national resilience values. There is a need for the development of a more flexible curriculum based on local contexts, as well as training for teachers to improve the quality of teaching. It can be concluded from the results of the study that civic education in many schools has integrated national resilience values into learning activities, in schools students are involved in social projects that raise awareness of national issues, and also participate in extracurricular activities such as flag ceremonies and discussions about the history of the nation's struggle have succeeded in fostering a sense of love for the homeland.

## Conclusion

Civic education plays a crucial role in strengthening national resilience values in schools. Through various integrated learning activities, students can be equipped with an understanding and attitude that supports national resilience. Continuous efforts are needed in teacher training and active community participation to improve the effectiveness of civic education. Thus, the younger generation can become agents of change who are able to face future challenges. Innovative civic education learning, such as social projects, simulations, and the use of technology, have proven effective in instilling national resilience values in students. More flexible curriculum development and teacher training are needed to improve the quality of teaching. The involvement of all parties, including the community and parents, is very important in creating an environment that supports national values.

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