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## CITIZENSHIP EDUCATION STRATEGY IN BUILDING NATIONAL CHARACTER

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### Abstract

Civic education learning tends to decline, students have less interest in civic education. Civic education is one of the important subjects implemented in schools. Civic education is a reference in developing and building a quality national character. Teachers have an important role in teaching and educating to be able to implement the values of civic education in everyday life. Therefore, teachers must have a strategy to increase student interest and motivation in civic education learning. This study aims to determine effective strategies in civic education subjects in building national character. The research method used is the literature review study method. Based on the results of the study, researchers can conclude that character education is implemented by internalizing character values through learning activities, extracurricular activities, and habituation activities. Civic education is one of the subjects that emphasizes that citizens are able to fulfill their rights and obligations and become Indonesian citizens who have intelligence, skills, and character as regulated in Pancasila and the 1945 Constitution. The role of civic education is to guide citizens, especially the younger generation, and influence future generations that are beneficial to the life of the nation and state. There are seven strategies that can be carried out in the implementation of character education through learning activities.

**Keywords :** Citizenship education, strategy, building national character

### Introduction

Educational institutions have a very important task related to moral education and national character with the existence of moral and character education in the world of education being one of the factors in building the quality of the nation's generation. Civic education is one of the subjects that emphasizes that citizens are able to fulfill their rights and obligations and become Indonesian citizens who have intelligence, skills, and character as regulated in Pancasila and the 1945 Constitution. The role of civic education is to guide citizens, especially the younger generation, and influence future generations that are beneficial to the life of the nation and state. Akbal (2016) argues that civic education has a very important function and role in the context of national and character development. Civic education is one form of character education that cannot be separated from the framework of national development regulations, national development, and character. According to (Taher et al., 2008) The realism of moral and character education is shrouded in controversy, regarding this fairly large right action will be the field of moral and character education to form humans into individuals who have noble moral character is one of the goals of national education stated in Law Number 20 of 2003, in Article 3 of Chapter 2 is as follows. The role of national education is to develop the ability to form the character and civilization of a dignified nation to educate the life of the nation, designed to develop the potential of students to become humans who believe and fear God Almighty, Noble, healthy, capable, creative, independent, and become democratic and responsible citizens. Civics can contribute to the development of national character, which can be seen from three aspects, namely according to Winataputra (2001), first, curriculum content, based on the decree of the Director General of Higher Education No. 43/Dikti 2006, the objects of discussion in Civics include: Pancasila Philosophy, National Identity,

State and Constitution, Indonesian Democracy, Human Rights and Rule of Law, Rights and Obligations of Citizens, Indonesian Geopolitics, and Indonesian Geostrategy. The main points of Civics are the basis for building the character of citizens which will then be collected into the character of the nation. In the demands and developments of the times, teachers/lecturers have the responsibility to develop these materials. Second, Civics subjects in their learning should be seen and treated as democratic practices. The recommended approach in learning is learning that is more oriented towards the process of critical thinking and problem solving. Third, at the same time the school community environment and the wider community should be conditioned to become a place for learning "spiral global classroom" (Cogan, 1999: 7). Therefore, an effective strategy is needed in learning citizenship education. With this strategy, it is expected to provide a significant impact on citizenship education. Teachers must prepare a strategy through analysis and observation of student needs in implementing citizenship education learning.

## Research Methodology

In the study entitled "Citizenship Education Strategy in Building National Character" the researcher used the literature review study method. According to M. Nazir in his book entitled *Research Methods*, literature study or literature study is a data collection technique by conducting a review study of books, literature, notes, and reports that are related to the problem being solved. Meanwhile, according to J. Supranto, as quoted by Ruslan in his book on public relations and communication research methods, literature studies are carried out to search for data or research information by reading scientific journals, reference books and published materials available in the library (Ruslan, 2008:31). The literature review study method is a systematic method for identifying, evaluating, and synthesizing existing research results and thoughts. The goal is to analyze and synthesize existing knowledge related to the research topic, so that empty space can be found for the research to be carried out.

## Result & Discussion

### *Citizenship Education Learning*

Law No. 20 of 2003 concerning the National Education System states that every type, path and level of education must include lessons consisting of Language Education, Religious Education, and Civic Education. This shows that Civic Education has an important role in shaping the personal character of the younger generation. Citizenship Education is defined as a field of study that has as its object the study of citizenship policy and culture, using the disciplines of education and political science as the main scientific framework as well as other scientific disciplines. Citizenship Education as a subject and as a course is one of the statuses of education practical citizenship in education in Indonesia today. As a school subject, Civics is based on Permendiknas No. 22 of 2006 concerning content standards. According to these provisions, Civics is a subject that focuses on the formation of citizens who understand and are able to carry out the rights and obligations to become intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution. According to Zamroni, Civic education is democratic education that aims to prepare citizens to think critically and act democratically. Meanwhile, according to Merphin Panjaitan, civic education is democratic education that aims to educate the younger generation to become democratic and participatory citizens through dialogical education. According to Kansil (1994:84) Civic education is a subject that is a vehicle for developing and preserving noble values, morals that are rooted in the culture of the Indonesian nation which are expected to be realized in the form of behavior in the daily lives of students both as individuals and as members of society and creatures of God Almighty.

### *Character values in citizenship education*

Under the Research and Development Agency, Curriculum Center of the Department of National Education (2009:9-10), there are values in character education that can be a reference for developing the character of the younger generation to create progress for a country. The points of character education are:

- a) Religious Character: Opinions and actions that are in accordance with the teachings of the religion embraced, tolerance with the worship of other religions, and harmonious relationships with adherents of other religions. Religious character is desired as the basis of values, character, and ethical actions
- b) honest character: Take action by trying to be validated in your speech, actions, and work. By being honest, there will be no misunderstanding, accusation or hatred for feeling lied to
- c) Tolerance Attitude: A view and movement that respects ethnicity, religion, tribe, point of view, attitude and movement of others. Tolerance will help society work together without discrimination
- d) Discipline: Movements that show orderly actions and compliance with various rules. This movement shows that a person really respects and appreciates all the provisions that have been set.

- e) Hard worker attitude: People who invest in every move, are independent, confident and steadfast will present themselves as good people and worthy of working with
- f) Independence: It is difficult to depend on others to complete tasks; however, independent people are able to handle all situations around them
- g) Democracy: It is a way of thinking, behaving and doing that takes into account the rights and responsibilities of every person. Then you will know what is very important and what needs to be prioritized
- h) Curiosity: His gaze and movements always try to know more deeply and more about the things he observes, sees and hears
- i) National spirit: A way of thinking, acting and understanding that places national needs above group and individual needs
- j) Love of country: This attitude represents affection, loyalty, and pride towards the country and culture where one was born, lives, or feels a strong emotional attachment
- k) Love of Peace: A perspective that prioritizes security, harmony and non-violent conflict resolution.
- l) Likes to read: Having a reading habit allows someone to set aside time to read various literary works which will provide many benefits for him/her, such as increasing empathy, increasing intelligence, increasing brain function, and so on
- m) Concern for the environment: A perspective and actions that continually seek to prevent and improve defects in the surrounding environment. Concern for the social environment: Views and movements always try to help people and other communities in need. The values instilled will become a lifelong awareness to help and care for others
- n) Responsibility: A person's opinion and behavior towards carrying out his/her duties and obligations shows his/her qualifications for the position and his/her ability to bear the consequences of his/her actions. They are responsible for all their actions towards God Almighty, the environment (nature, social and culture), society, and the state.

By studying civic education, the younger generation can be actively and responsibly involved in community, state, and national activities and learn about anti-corruption education. They also learn to think critically, logically and innovatively to deal with problems. communication, and are expected to grow and improve actively and democratically.

#### *The role of citizenship education in building national character*

Civics has an important role as a vehicle to develop the ability, character and democratic and responsible citizens. Civics has a mission as character education is to form citizens who have attitudes and behaviors that are in line with the values of Pancasila and that apply in community life. Hermanto (2013 p.231) explained that "civics education has a very important role in developing harmonious, peaceful and tolerant mindsets, attitudes and behaviors without abandoning the diversity that has indeed become the given of the Indonesian nation". Civics Education in building civilization in Indonesia, especially building the character of the nation, has a national goal, so it is undeniable that Civics Education is a mandatory learning provided at every level of education, both elementary, secondary and tertiary schools. Ubedillah and Rozak (2013) stated that Civic Education as a vehicle for building national character has the following objectives: (1) To form participatory skills of quality and responsible citizens in national and state life (2) To make Indonesian citizens intelligent, active, critical and democratic, but still have a commitment to maintaining the unity and integrity of the nation (3) To develop a culture of civilized democracy, namely freedom, equality, tolerance and responsibility. Civic Education in building good citizens develops three competencies, namely civic knowledge, civic skills and character (civic disposition). The main requirement to become a good citizen is to have knowledge, skills and character based on Pancasila. If all three competencies are possessed by every citizen, then directly or indirectly, these residents are competent, committed and self-confident individuals. Civics is a subject that focuses on the formation of citizens who understand and are able to carry out the rights and obligations of becoming intelligent, skilled, and characterful Indonesian citizens as mandated by Pancasila and the 1945 Constitution. Meanwhile, the 1994 curriculum states that Pancasila and Civics Education (PPKn) is a subject used as a vehicle to develop and preserve noble values and morals rooted in the culture of behavior in the daily lives of students as individuals and as members of society, and creatures of god almighty. In addition, PPKn is also intended to equip students with morals, knowledge and basic skills regarding the relationship between citizens and the state that can be relied on by the nation and state.

### *Civic Education Strategy in Building National Character*

The implementation of character education can be done with various integration strategies, strategies that can be done are integration in daily life by providing role models or examples, spontaneous activities, reprimands, environmental conditioning, and integration in programmed activities by making plans for the values that will be integrated in certain activities Masnur Muslich, (2011). It can be concluded that the character education strategy according to Masnur Muslich is a combination of planning with programs that have been made based on character values which are then carried out every day through direct activities. In order for character education in children to be successful, educators and parents must also choose the right strategy, (Agus Wibowo, 2012). Character education is implemented by internalizing character values through learning activities, extracurricular activities, and habituation activities. There are seven strategies that can be carried out in implementing character education through learning activities, namely (Muhammad Najib et al., 2016):

- a. The goals and targets to be achieved must be clear and concrete
- b. Character education will be more effective and efficient if it is not only carried out by schools, but there must be cooperation between schools and parents of students
- c. Making all teachers aware of the important role and responsibility in successfully implementing and achieving the goals of student character education
- d. Teachers' awareness of the need for a hidden curriculum and that it is a very important instrument in developing students' character
- e. In implementing learning, teachers must emphasize students' critical and creative abilities, cooperation skills and decision-making skills
- f. School culture must be utilized in developing student character
- g. Parents of students also monitor and control the daily behavior of students in the family and community environment.

In addition, there are also efforts to implement character education is the availability of a curriculum based on the Holistic Approach, namely integrating character development into every aspect of school life. The following are the characteristics of the holistic approach (Elkind and Sweet, 2005).

1. Everything in school is organized based on the development of relationships between students, teachers, and the community
2. Schools are caring communities of learners where there are clear bonds connecting students, teachers, and schools
3. Emotional and social learning is equal to academic learning
4. Cooperation and collaboration among students are more important than competition
5. Values such as fairness, respect, and honesty become part of daily learning both inside and outside the classroom
6. Students are given many opportunities to practice their moral behavior through activities such as service learning
7. Classroom discipline and management focus on solving problems rather than rewards and punishments
8. The teacher-centered learning model must be abandoned and shifted to a democratic classroom where teachers and students come together to build unity, norms, and solve problems.

Another effort or strategy is to create a comfortable and pleasant environment. A comfortable and pleasant environment is absolutely created so that children's characters can be formed. This is closely related to the formation of children's positive emotions, and can then support the process of forming empathy, love, and finally children's conscience/inner. Improving competent and characterful teachers is another strategy, but to make such teachers need to be equipped with various knowledge and skills including: (a) Theory of the Importance of character education (b) Theory and Implementation of 9 Pillars of Character Education explicitly; knowing the good, reasoning the good, feeling the good, and acting the good (c) Principles and application of Brain-based Learning (d) Application of developmentally appropriate practices (e) Application of multiple intelligences (f) principles and application of character-based integrated learning (g) Principles and application of cooperative Learning (h) Positive and effective communication (i) Principles and Application of Student Active Learning, Contextual Learning, and Project-based Learning (j) Eight principles of enjoyable reading learning (k) Principles and application of inquiry-based learning (l) Fun story telling (m) Class management (n) Implementation of the Center system (o) Character-based Co-Parenting (p) Motivation training. From the strategies mentioned above, it can be concluded that there are at least three main strategies in character education, including:

1. Equip students with tools and media to have knowledge, willingness and skills

2. Provide students with an understanding of various competencies regarding values and morals
3. Get students used to always practicing good behavioral skills.

### Conclusion

PKn has an important role as a vehicle to develop the ability, character and democratic and responsible citizens. PKn has a mission as character education is to form citizens who have attitudes and behaviors that are in line with the values of Pancasila and that apply in community life. Teachers have an important role in teaching and educating to be able to implement the values of civic education in everyday life. Therefore, teachers must have a strategy to increase students' interest and motivation in learning civic education. Learning activities, extracurricular activities, and habituation activities.

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