Citizenship Education Management Based on Character in Junior High Schools

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ABSTRACT

This study aims to analyze and describe the model of character-based citizenship education management, the implementation of character-based citizenship education management, and the impact of the implementation of character-based citizenship education management in Junior High Schools. The research method used is qualitative. Data were collected through observation, interviews, student attitude journals, and documentation. Data were processed and analyzed using thematic analysis techniques involving data condensation, data presentation, and conclusion. The results of the research indicate that 1) the citizenship education model based on 'problem-based learning' is in line with the 2013 Curriculum, with a focus on character education and comprehensive student evaluation. The study materials are oriented toward shaping the character of the students. The form of the syllabus, lesson plans, the implementation of teaching, and the assessment procedures all adhere to the 2013 Curriculum. The implementation of character-based citizenship education management encompasses lesson planning, teaching execution, and assessment implementation. The implementation of character-based citizenship education management has a significant impact on changing students' attitudes, behavior, and learning achievement.

Keywords: *Implementation, Character-Based Citizenship Education Management, Character Education*

INTRODUCTION

Citizenship education is considered a solution for the development of students' character (Pendidikan dan Arifin, 2021). However, its implementation is believed to give rise to various problems (Muhajir, 2021). The practice of Civic Education (PKn) in the classroom is limited to theory, neglecting practical aspects. Character-based citizenship education is not yet fully managed effectively. One of the reasons for this is the insufficient competence of teachers in designing and managing character-based learning (Galuh Nur Insani, Dinie Anggraeni Dewi, 2021; Juniantari, Parmiti, and Suwatra, 2013). The most concerning issue for teachers in schools is that students sometimes resist when reminded not to send spam messages in WhatsApp groups. Moreover, when reprimanded, they use inappropriate words that offend and disappoint teachers (Suriadi, Firman, and Ahmad, 2021). Such behavior reflects poor character, even though they may have good academic abilities. For example, some students excel in Olympiads, sports championships, and even artistic and talent competitions, but in their daily school life, they are not accustomed to showing respect by greeting when entering a room or passing by a teacher (Huda et al., 2021). Teachers face challenges in managing citizenship education effectively to develop students' character (Muhajir, 2021). The implementation of character-based citizenship education is not yet optimal (Dewi, Suresman, and Suabuana, 2021; Baginda, 2018). Therefore, there is a need for instructional models in citizenship education that accommodate character development (Permana et al., 2021).

Research on the implementation of citizenship education has been explored by various experts (Ilmiah et al., 2020), addressing the issues faced by teachers in citizenship education management. Furthermore, some researchers have raised relevant issues, specifically focusing on the implementation of culture-based character education (Erviana, 2021), (Siahaan et al., 2022), (Suyatno, 2016), with a greater emphasis on character-based citizenship education management. Considering the existing research trends, it is evident that citizenship education management plays a crucial role in the development of students' character. However, in the application of citizenship education management, some teachers have not yet harnessed varied and innovative instructional models for character development, and this aspect has not been well-mapped.

This research is based on the argument that Citizenship Education is a form of instruction rich in character values (Aderibigbe, 2018) (Pancasila et al., 2018). The implementation of character-based citizenship education management necessitates instructional design with participatory models (Zuriah, 2021). Additionally, there is a tendency for students' character to deteriorate due to the excessive use of digital technology (Dahliyana, Rizal, and Nurdin, 2020).

The implementation of character-based citizenship education management in Public Junior High School 8 Palopo is crucial to be further examined to assess the extent to which the citizenship education model, the application of character-based citizenship education management, and its impact on shaping and developing students' character within the school environment, the community, social interactions, family, the nation, and the state.

METHODS

The research employs a mixed methods approach, which is used to investigate issues by rigorously collecting and analyzing both quantitative and qualitative data in response to research questions regarding the implementation of character-based citizenship education management in Public Junior High School 8 Palopo. This type of research is a qualitative descriptive field study aimed at revealing and describing data. Data is gathered through observation and interviews to uncover the models of Citizenship Education instruction and the implementation of character-based citizenship education management in Public Junior High School 8 Palopo. Furthermore, the impact of character-based citizenship education management implementation on students' character is obtained from students' self-assessment journals and teachers' assessments of students' character. The collected data is analyzed using an interactive model involving stages of condensation, presentation, concluding, and data submission. The gathered data is examined, organized, and systematically presented, resulting in a narrative text that summarizes and conveys the meaning, making it comprehensible for the readers.

RESULT
Character-Based Citizenship Education Management Model

The character-based citizenship education management model applied at Public Junior High

School 8 Palopo is problem-based learning, which aligns with the 2013 Curriculum. Mr. H, the PPKn teacher at the school, explains that this model encompasses four assessment aspects, namely knowledge, skills, attitudes, and behaviors. In the learning process, several topics have been streamlined and incorporated following the 2013 Curriculum. The Citizenship Education syllabus comprises its components, core competencies, basic competencies, and more. Meanwhile, the lesson plan (RPP) for citizenship education includes identity, learning objectives, steps in the learning activities, and assessment.

Citizenship education content for eighth grade focuses on character education, including an understanding of Pancasila, the spirit of national awakening, and national commitment. Citizenship education learning is divided into three phases: introduction, core, and conclusion. In the introduction phase, the teacher starts with greetings, a prayer, an attendance check, and connecting the material to students' experiences. The core phase includes activities such as motivation, observation, discussion, presentation, and evaluation. Meanwhile, in the conclusion phase, the teacher and students reflect on their learning experiences and review plans for future lessons.

Finally, the assessment of citizenship education at Public Junior High School 8 Palopo is conducted through written and oral exams, encompassing the assessment of knowledge, skills, and attitudes. This assessment reflects the school's commitment to implementing a problem-based education approach to assist students in developing a deep understanding of citizenship and character.

Implementation of Character-Based Citizenship Education Management

An interview was conducted with Mr. H, the PPKn teacher at the school, to delve deeper into the implementation of character-based citizenship education management at Public Junior High School 8 Palopo. According to Mr. H, "There are four key considerations in the planning of character-based citizenship education: (1) solutions for nurturing good character; (2) the implementation of the teaching and learning process in the classroom; (3) moral guidance based on Pancasila; and (4) the goals and functions of national education."

In practice, Hairuddin emphasizes the importance of utilizing appropriate learning resources. "For each meeting, I plan to use the PKN textbook, information from various media sources,

and direct learning resources. I often use PowerPoint to explain the material and internet-based videos or short films to delve deeper into the content."

Regarding teaching methods, Mr. H adds, "I plan various methods, such as lectures, Q&A sessions, group discussions, problem-solving, video viewing, and inquiry. These methods can be integrated with the desired character traits."

In terms of assessment, Mr. H reveals, "I use direct observation in and outside the classroom, with journals as the instrument for assessing attitudes. Furthermore, communication with students is crucial to reinforce their character development. Through the results of journals and interactive dialogues, I can see that students' understanding of the material and the cultivation of their democratic character are progressing well."

Through this interview, it is evident how a holistic approach is essential in the implementation of character-based citizenship education, encompassing thorough planning, appropriate instructional delivery, and comprehensive assessment.

The Impact of Character-Based Citizenship Education Management Implementation

The implementation of character-based citizenship education management at Public Junior High School 8 Palopo impacts the student's character. Through teacher assessments of students' character following the implementation of character-based citizenship education management, it was found that, in general, students adhere to school rules and exhibit behavior and attitudes following norms, values, and rules both at home, in school, and the community. Out of 228 eighth-grade students, 182 individuals (80%) demonstrated the behaviors as indicated in the assessments, while 45 individuals (20%) have not yet fully exhibited the expected behaviors. It indicates that the implementation of character-based citizenship education management at the school is showing a positive trend.

Based on the teacher assessments of students' character, it was generally found that students exhibit characteristics in line with the potential of youth, responsibility, and an understanding of their rights as young individuals. The character, capacity, and self-actualization of the youth are reflected in the students. Out of the 228 eighth-grade students, 182 individuals (80%) self-evaluated their behavior and attitude in line with the assessments, while 45 individuals (20%) did not fully display the expected behaviors. It demonstrates the

positive impact of the implementation of character-based citizenship education management at the school.

Regarding observations of students' character during the learning process with the values and spirit of national awakening, it was generally found that students understand and apply spiritual and social values in their daily lives. The development of students' behavior can also be seen through their interactions in the school environment. Additionally, the values of the national spirit are reflected in attitudes and behaviors such as defending the weak, being self-reliant, recognizing their talents, having a strong work ethic, courage, self-confidence, consistency, and diligence. The values of Indonesian unity are reflected in behaviors that preserve the nation's cultural beauty. Cooperation is evident in behavior that demonstrates the ability to work together for the common good. Collaboration is seen in behavior that reflects solidarity and an orientation towards collective well-being. Student integrity is evident in behavior that shows responsibility, ethics, and adherence to legal rules through thought and speech. The data on the development of students' attitudes and behaviors from July 3, 2021, to June 10, 2022, shows that out of 228 eighth-grade students, only 22 individuals (10%) have not fully displayed the expected behaviors, while 205 individuals (90%) have demonstrated the expected behaviors. It further confirms the positive process of character development through the implementation of character-based citizenship education management at the school.

Based on students' self-assessments of their character after the implementation of character-based citizenship education management, it was generally found that students exhibit characteristics in line with the values of Pancasila (religious attitudes, upholding human dignity, democratic behavior, fairness regardless of ethnicity, religion, or race). Out of 228 eighth-grade students, 182 individuals (80%) self-evaluated their behavior and attitude in line with the assessments, while 45 individuals (20%) did not fully display the expected behaviors. It indicates a positive impact of character-based citizenship education management on character change in students.

Based on students' self-assessments of their character after the implementation of character-based citizenship education management, it was generally found that students exhibit characteristics in line with the spirit of the youth oath (having

determination, a strong commitment to achieving goals, being friendly without discriminating based on religion, culture, or ethnicity, and having nationalism/pride as Indonesians). Out of 228 eighth-grade students, 193 individuals (85%) self-evaluated their behavior and attitude in line with the assessments, while 34 individuals (15%) did not fully display the expected behaviors. Similar results were found in teacher assessments of students' character based on the values of nationalism. Out of 228 eighth-grade students, 205 individuals (90%) self-evaluated their behavior and attitude in line with the assessments, while 22 individuals (10%) did not fully display the expected behaviors. It indicates the positive impact of character-based citizenship education management on character change in students.

Based on documentary study results, it was found that the implementation of character-based citizenship education management also had an impact on the academic achievement of eighth-grade students in the form of report card grades for the second semester of the 2021/2022 academic year. It is reflected in the Average Report Card Value Graph for Character-Based Citizenship Education in Eighth-Grade Semester 2 at Public Junior High School 8 Palopo. Overall, the average character values of students ranged from 82 to 88, categorized as good. Two classes, namely Class VIII.2 and VIII.3, obtained an average value of 82, categorized as good. Class VIII.8 obtained an average report card grade of 84, categorized as good. Meanwhile, Class VIII.7 obtained an average report card grade of 86, categorized as good. Three classes obtained an average report card grade of 88, categorized as good: Class VIII.1, VIII.4, and VIII.6. The average values of these three classes were close to 90, categorized as very good. It demonstrates the positive impact of character-based citizenship education management on students' character development.
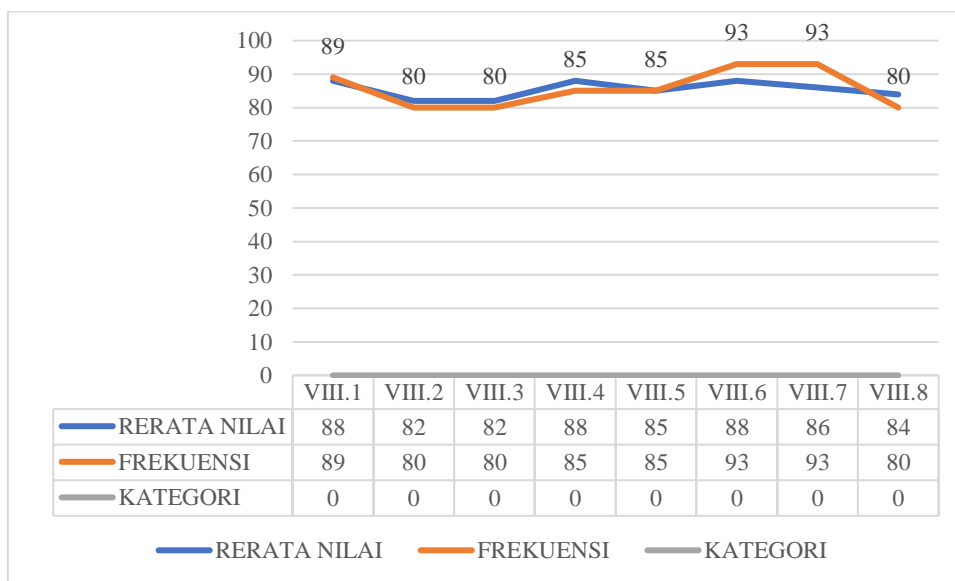

	VIII.1	VIII.2	VIII.3	VIII.4	VIII.5	VIII.6	VIII.7	VIII.8
RERATA NILAI	88	82	82	88	85	88	86	84
FREKUENSI	89	80	80	85	85	93	93	80
KATEGORI	0	0	0	0	0	0	0	0

Figure 1. Average Report Card Value Graph of Character-Based Citizenship Education in Eighth-Grade Semester 2 at Public Junior High School 8 Palopo
(Source: Teacher's Citizenship Education Report Card for Eighth-Grade. {Documentation Results})

Furthermore, the informant conveyed that the implementation of character-based citizenship education management also has an impact on the school's image. The implementation of character-based citizenship education management has influenced the school's image in the eyes of the community. The school's image, which was previously somewhat unfavorable, has now changed for the better. The community's assessment of the school's image is based on the student's behavior and attitudes, which demonstrate characteristics of honesty, politeness, responsibility, care for others, willingness to help, diligence, cleanliness, compliance with applicable rules and norms, and discipline.

DISCUSSION
Citizenship Education Model

The research findings indicate that Citizenship Education teachers use a problem-based learning model in Citizenship Education at SMP Negeri 8 Palopo. This model is suitable for building students' character and has been shown to have an impact on students' character, as demonstrated in various studies (Prayogo, 2022; Nadifah Nur Fauziah and Anggraeni Dewi, 2021). It is necessary to develop innovative citizenship education models that align with the advancements in digital technology in the era of Society 5.0 to develop students with character, critical thinking, and a democratic mindset (Widyastuti and Andika, 2021). Thus, problem-based learning is an appropriate approach for shaping students' character.

In Citizenship Education, the syllabus adheres to the 2013 Curriculum, involving three key components for addressing student issues: (a) development of learning objectives and teaching materials; (b) development of teaching methods and tools; and (c) competency achievement (Mery et al., 2022). The syllabus includes various indicators, teaching materials, and learning steps. The elaboration of the syllabus details the annual or per-semester learning program (Suyatno, 2016). The implementation of the syllabus significantly affects students' character development.

The lesson plan for Citizenship Education at SMP Negeri 8 Palopo is based on the 2013 Curriculum, covering the core subjects, sub-topics, learning objectives, steps in character education reinforcement, and the problem-based learning model using a scientific approach. It is oriented toward students' engagement with problems, organizing tasks and projects, and guiding individual and group research with tasks to describe, develop, and present results. Learning tools and materials include the teacher's guidebook, the student's book for Grade VIII in Curriculum 2013, an LCD projector with PowerPoint slides, markers, erasers, computers, and internet resources for reflection and assessment, as stated by Hairuddin, a Citizenship Education teacher.

Suyanto's research demonstrated that training activities enabled teachers to create lesson plans following the Circular Letter of the Minister of Education and Culture No. 14 of 2019, which consists of three main components: (1) learning objectives; (2) learning activities; and (3) learning assessment (Suyatno, 2016). This training aligns with what teachers have been implementing at SMP Negeri 8 Palopo and significantly influences students' learning outcomes and character development. Abdullah and colleagues, based on their research, found that the lesson plan with Absolute Values as the main theme is in line with the 2013 Curriculum (Adianto, Ikhsan, and Oye, 2020). The development of lesson plans is crucial in Citizenship Education to cultivate students' character for the achievement of national goals.

The Citizenship Education curriculum for Grade VIII, related to character education, adheres to the 2013 Curriculum and includes topics such as understanding Pancasila and the 1945 Constitution, the spirit of national awakening, and national commitment. According to Hairuddin, a Citizenship Education teacher at SMP Negeri 8 Palopo, this curriculum teaches students the values of Pancasila, instilling qualities of a good Indonesian citizen in line with cultural norms and values. Semadi's research revealed that understanding the functions of Indonesia's life, Pancasila, as the nation's philosophy, should be a guiding principle for Indonesian behavior based on the nation's culture (Galuh Nur Insani, Dinie Anggraeni Dewi, 2021). Understanding Pancasila should be imparted through Citizenship Education, as the role of Citizenship Education is to make citizens responsible and aware of their national duties. A good citizen is the primary driving force for national development and can have a positive impact on character development (Huninhatu, Pudjiastuti, and Sutisna, 2021). Nurgiansah's research demonstrated that character education can be integrated into Citizenship Education to develop students' attitudes. Therefore, Citizenship Education plays a crucial role in character development. A solid understanding of Pancasila in Citizenship Education significantly influences students' character (Nurgiansah, 2021).

The behaviors of the spirit of national awakening and unity in Citizenship Education are not without challenges. Suksesi's research found that the home learning environment affects the student's learning process. In addition, understanding the values of the Youth Pledge should be instilled in students to boost their sense of nationalism as millennial generations (Muhtarom and Erlangga, 2021). Unfortunately, Hamid's research found that there was a lack of understanding of the meaning of the Youth Pledge among students (Hamid, SUDIANI, and Yanti, 2021). National commitment to Citizenship Education can be realized through students' behaviors that reflect responsibility and awareness in safeguarding and committing to addressing vulnerabilities that could threaten national unity. The

subjects of the spirit and commitment to the nation teach students to remain eager to learn, achieve their aspirations, work productively, and collaborate while upholding Pancasila and the 1945 Constitution. Teachers guide the Citizenship Education learning process through various stages.

The stages of activities in Citizenship Education at SMP Negeri 8 Palopo, as stated by Hairuddin, the Citizenship Education teacher, include initial activities, core activities, and closing activities. In the initial activities, the teacher does not forget to provide motivation and precepts. However, it is acknowledged that motivation and preceptive activities require skills to prepare students mentally, stimulate their interest, and focus on the issues being discussed. It is in line with Sariyatno's research, which indicates that motivation and preceptive activities are essential when initiating innovative learning (Nurgiansah, 2021).

The Implementation of Character-Based Citizenship Education Management

As stated by Hairuddin, a civics teacher, the preparation of character-based citizenship education planning at SMP Negeri 8 Palopo involves four main considerations: (1) solutions for character formation, (2) the implementation of the teaching and learning process, (3) moral development based on Pancasila, and (4) the goals and functions of national education in character education.

The planning of character-based citizenship education should be well-executed, especially when facing challenges in teaching. The solution to any teaching and learning problems involves examining, studying, and analyzing the character development concept to ensure that students' characters are formed correctly and effectively (Mery et al., 2022). In essence, effective management involves comprehensive and precise planning to achieve desired outcomes optimally.

Teacher actions should serve as a model and a means of learning preparation. It means that professionalism significantly influences the activeness of learning (Rahayu and Dahlan R, 2021). A professional teacher executes their duties effectively and adheres to school regulations. In SMP Negeri 8 Palopo, with the school leadership's support, activities such as MGPM, workshops, and educational seminars aim to produce professional teachers to help achieve the educational objective of enlightening the nation's life.

A teacher's task involves delivering materials or topics found in various learning sources, such as textbooks, the internet, and digital media (TV and radio). This process is vital for nurturing students' morality, especially in Pancasila and citizenship education, to develop character and prepare them for social life as active citizens in line with Pancasila values (Irwan et al., 2021). Social organizations focus on building the morals of youth, especially students, to keep them away from moral violations. Building Pancasila and citizenship values is the solution to these problems (Irwan et al., 2021).

The implementation of character-based citizenship education assessment at SMP Negeri 8 Palopo includes the following components: (1) direct observation activities inside and outside the classroom using a point system, (2) using a journal as an instrument to assess attitudes, and (3) interactive dialogues between teachers and students for the cultivation of democratic character and the strengthening of students' character development, as mentioned by Hairuddin, a civics teacher at SMP Negeri 8 Palopo.

Direct observations inside and outside the classroom using a point system during character-based citizenship education implementation include teaching and observing the behavior of students both inside and outside the school. For example, the teacher educates students about environmental care by teaching them how to dispose of trash properly. Firstly, the teacher demonstrates how to sort and place organic and inorganic waste in the designated bins. Secondly, the teacher encourages students to practice this directly within the school environment by distinguishing between types of waste and disposing of them accordingly. Thirdly, the teacher assesses students using a point system by examining their understanding and actions in differentiating and disposing of waste (Yumawa and Adlan, 2021). This system has already been applied in the school's environment, and the results show that students can comprehend and practice environmental care in their surroundings.

The Impact of Character-Based Citizenship Education Management Implementation

The implementation of character-based citizenship education management in SMP Negeri 8 Palopo can have an impact on students' character. Based on interviews with informants, the following impacts were found: (1) students show greater respect and appreciation for teachers and adhere to school rules; (2) citizenship education at the school reflects a positive process, as stated by Hairuddin, a teacher at SMP Negeri 8 Palopo.

The role of PKn teachers in shaping students' attitudes and personalities includes maintaining and fulfilling their rights and responsibilities, fostering a love for their country, possessing a strong sense of nationalism, showing respect to all individuals in the school and community, and abiding by applicable rules. It reflects a professional teacher who produces well-characterized students.

The indicators that determine the success of implementing character-based citizenship education management include the results of attitude assessment journals and the development of students' attitudes and behaviors.

In developing the attitude assessment journal instrument in teaching, the main requirements are validity, reliability, and objectivity. With a good instrument, the scores obtained by students reflect their true abilities, making it easier to provide follow-up and feedback after learning. The assessment process by teachers involves planning, implementation, and reporting on students' social attitudes.

In the guidance for assessing students' social attitudes, there are four social attitude assessment techniques: observation, journals, peer assessment, and self-assessment. The results from these techniques help evaluate students' abilities to exhibit appropriate attitudes and behaviors.

Based on a documentary study, the implementation of character-based citizenship education management in SMP Negeri 8 Palopo also has an impact on students' learning achievements. As reported by Hairuddin, a PKn teacher, report cards indicate students' success in understanding and applying the PKn lessons within the school environment.

Hasibuan et al. have shown that character-based citizenship education management has an influence on students' behavior and morals, which, in turn, affects students' academic achievements in school. Research by Irawati et al. has demonstrated that character-based citizenship education management has a positive impact on students' academic grades and daily life behavior. Therefore, it can be said that the education management implemented in the school will bring about changes in students' behavior and morals, which are directly related to their academic achievements.

The impact of character-based citizenship education management implementation on the school's image is as follows: (1) the school's image in the eyes of the community is quite good because students' behavior reflects their honest, polite, responsible, caring, helpful, diligent, clean, disciplined, and rule-abiding character, as stated by Hairuddin, a PKn teacher at SMP Negeri 8 Palopo.

The description of the quality of the institution's image is considered moderate because it is based on student satisfaction within the institution. The school's working environment, teacher competence, and service quality significantly contribute to building the school's image. A quality school is one where management, not only in writing but also in practice, produces high-achieving and well-characterized students.

SUGGESTION

In the effort to develop character-based citizenship education management, school principals are advised to enhance the motivation and enthusiasm of PKn teachers. Furthermore, to improve the quality of teaching, teachers should be provided with facilities and opportunities to participate in innovative teaching training.

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