

## **STRENGTHENING CHARACTER EDUCATION BASED ON CIVIC VIRTUE THROUGH THE POPULATION ALERT SCHOOL PROGRAM**

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### **ABSTRACT**

Character is something that exists in each individual and is formed in the family environment since childhood. However, character is also present in each individual from birth. Good character can be formed through education, one of which is character education at school. The Population Alert School Program has the main objective of providing understanding and values related to population to students by integrating population education and family planning into several subjects as enrichment of learning materials. There is a population corner in it. So in this research, the author discusses the issue of strengthening civic virtue-based character education through the Population Alert School (SSK) program. The method used in this research is a literature review using a study of journal articles, online news, books, and other records related to the research problem. The results of the literature review can be concluded that civic virtue-based character education through the SSK program is a strategic step in forming a generation that is committed to civic values such as social responsibility, active participation in society, and awareness of our rights and obligations as citizens. In a dynamic and complex era, character education provides a strong basis for dealing with population issues and encouraging active community participation in sustainable development efforts. Therefore, schools need to prepare a policy basis in the form of decree, financial support, facilities, and infrastructure, and prepare human resources by involving teachers in SSK training.

**Keywords:** *Population alert school prIntroductionogram, character education, Civic virtue.*

### **1. INTRODUCTION**

Character education has become the main focus in educational development in various countries including Indonesia. Character education was born because of the awareness of the many challenges of the future that are increasingly complex, as well as seeing that there are many hopes for the future of the nation. [1]. This is part of the educational objectives which are part of the mission of national education. With this interest, it is natural that character education is formed in such a way, through various instruments, to be implemented in the world of education so that it has an impact on the formation of good citizen character.

Character education is realized as a process of shaping human nature and behavior, and preparing them in navigating the life of society, nation, and state. The purpose of character education is to develop a person's ability to form good-bad decisions, maintain what is good, and realize that goodness in everyday life wholeheartedly. [2]. Character education itself can be implemented into an institutional process, such as in learning organized by schools through various subjects, as well as through habituation of school culture.

School is one of the strategic places in character building apart from family and community. That is what underlies the need for a character education program in a school, both in intracurricular, co-curricular and extracurricular school activities. One of the activities that

can be done as an effort to strengthen and instill character values is by implementing the Population Alert School program.

Population Alert School is a national program initiated by BKKBN as a non-ministerial institution in charge of population control and family planning. BKKBN has an important role in sustainable development through the Population, Family Planning and Family Development (KKBPK) program. Sekolah Siaga Kependudukan (SSK) is a school program that combines population education with several materials related to population. The purpose of this program is to increase students' understanding and awareness of population. [3] .

This is considered important considering the issue of civic character that is increasingly degraded to an alarming level. According to data from the Central Bureau of Statistics, the population problem faced by the Indonesian people is the number of Indonesian population which continues to increase.

**Table 1.** Population at mid-year (Thousand)

Indonesia	Mid-Year Population (Thousand)				
	2022	2021	2020	2019	2018
Indonesia	275773.8	272682.5	270203.9	266911.9	264161.6

Source: <https://www.bps.go.id/subject/12/kependudukan.html#subjekViewTab5>

In 2022, Indonesia's population of 275 773.8 million people makes Indonesia the fourth country with a large population. The condition of a large population is an asset in development, but on the other hand it becomes a burden in development if it is not accompanied by good quality. High population growth can cause problems in various aspects of life such as social, economic, health. Limited land for housing and settlement, traffic congestion, and limited access to public services such as education and health. If this continues for a long time, it will become a time bomb that endangers life in the future.

All of the above forms of population problems, regardless of the background that initiated them. Civic virtue towards population refers to behaviors and attitudes that reflect the awareness, responsibility, and involvement of individuals in society to promote common welfare and public interest. In the context of population, civic virtue is related to citizens' awareness and active participation in population issues, such as family planning, prevention of sexually transmitted diseases, reproductive health care, and gender equality. And, as mentioned earlier, one of the characters to be formed in this education process is *civic* virtue.

Therefore, it is important to understand how *civic virtue* is embedded in school programs and how this process is expected to shape the character of students who are not only theoretically smart, but also have morals, morals, and responsible, ethical character, and make a positive contribution to society.

## **2. RESEARCH METHODS**

The research method used in writing this article is literature study. Literature study is a series of activities related to library data collection methods, reading and recording and processing research materials. The data required in this study are reference books, textbooks, scientific papers in the form of journal articles, proceedings, magazines and other supporting sources.

### **3. DISCUSSION**

#### **3.1 Character Education**

Strengthening Character Education (PPK) is a process of forming, transmitting, transforming and developing students' abilities to think, behave and behave according to the values of Pancasila. [1] In the effort to instill character education, educators should also be equipped with relevant concepts and theories so that they can be implicated in empirical practices. The national education system law (Sisdiknas) No. 20 of 2003 explains [4] : "*the projection of national education is to develop students to have intelligence, personality and noble character.*"

One of the important points of the goals of national education is the formation of intelligent and characterful people. This is certainly the hope of all elements of the nation in improving the younger generation who are not only theoretically smart, but also have morals, morals, and character. The current Ministry of National Education has also tried to implement the concept of education based on national character in all elements of education. The concept of education is designed to form aspects of cultural, psychological, moral, taste and spiritual intelligence. [5]. The benefits and implications resulting from the character education design are that students are able to develop academic and spiritual intelligence, *be* morally responsible, and think critically, creatively, innovatively, and sustainably.

The government's efforts to improve character education were realized through the Strengthening Character Education (PPK) program in 2010. The PPK is enshrined in the eight points of Nawacita, namely the mental revolution movement and character revolution in the education sector. [6]. There are five elements of character values contained in the education dimension that need to be promoted, namely:

#### **Religious**

Religious character is a form of faith in God Almighty. This attitude is manifested in daily behavior and attitudes by carrying out the teachings of the religion and beliefs adopted, respecting religious differences, being tolerant of adherents of other religions, and maintaining inter-religious harmony. in certain religions, there are strict moral rules related to marriage, birth, and child education. Individuals with a strong religious character tend to pay more attention to ethical values in forming their families. With the existence of religious character education applied since early childhood, students can support early problems in the future. [7]

#### **Nationalist**

Nationalist values are the perspectives, attitudes and actions shown by a person related to loyalty, care, and high appreciation for the nation's language, physical, socio-cultural, economic and political environment. Someone who has nationalist values will put the interests of the nation and state above the interests of themselves and their groups. Nationalist values encourage individuals to have a sense of love and awareness towards their country. This can motivate citizens to play an active role in public affairs, including population-related issues, such as family planning, community empowerment, and social welfare. in several attitudes, namely appreciation of the nation's own culture, protecting the nation's cultural wealth, willing to sacrifice, love for the country, and protecting the environment.

#### **Independent**

Independent value means that a person has an attitude and behavior that does not depend on others, making maximum use of all the abilities of energy, thought, time to realize hopes, dreams and ideals. This can be seen in a good attitude and work ethic, responsibility, fighting power, professionalism, creativity and courage.

### **Mutual cooperation**

The cultivation of gotong royong character is a reflection of the attitude of mutual cooperation (*team work*) in solving various problems and communication between people. The implication of building the character of gotong royong is increasing the sense of togetherness, helping each other, unity, prioritizing deliberation for consensus and also willing to sacrifice for the sake of others.

### **Integrity**

The value of integrity is someone who strives to always be trustworthy, about what is said, attitude and work. Integrity is a commitment that a person has to the moral values of humanity. The value of integrity is shown by actively participating in social life, always being consistent in speaking and acting according to the truth, respecting the dignity of others (such as people with disabilities), and showing exemplary behavior.

### **3.2 Civic Virtue**

Civic virtue is a relationship between citizens and the state, and between citizens and the communities within them. *Civic virtue* is the attitude or behavior of citizens who put the interests of many people above personal interests in a community. *Civic virtue* consists of two components, namely *civic disposition* and *civic commitment* [8]. *Civic virtue* is important to support the creation of a democratic country with a democratic life. The main focus of *civic virtue* is to place the public interest above personal interests. According to the civic virtue point of view, citizens must be involved in the political point of view in understanding that the state that plays an active role must prioritize public interests over private interests. The elements of civic virtue are *civic knowledge*, *civic disposition*, *civic skill*, *civic commitment*, *civic confidence* and *civic competence*.

**Civic knowledge** is civic knowledge related to the knowledge known by citizens [9]. Civic knowledge contains material about citizenship in the form of a collection of knowledge, attitudes and skills that students must learn in shaping attitudes and helping to achieve competencies and learning objectives.

**Civic disposition** is essential to maintaining and developing democracy and includes both public and private character traits. Civic disposition is about how citizens develop slowly as a result of what they have learned and experienced from home, school, community, and civic society organizations. Private character is responsible for the morals, discipline and human dignity of each individual as well as public character such as; civic concern, civility, respect for the rule of law, critical thinking, and a willingness to listen, negotiate and compromise in order for democracy to work successfully and well. [10]

**Civic skills** are broad skills from civic knowledge, so that the knowledge gained becomes forced and can be utilized in dealing with the problems of the life of the nation and state. The development of the civic skill dimension is based on civic knowledge, with the aim

of providing the necessary skills for students to be able to play an active role in society, be sensitive to problems and be able to provide solutions [11].

**Civic commitment** is the obligation of citizens who are curious and aware of the values and principles of democracy. The willingness of citizens to bind themselves consciously to the ideas and principles and principles in the fundamental values of democracy. Civic commitment is formed from 2 elements of civic culture, namely, civic skills and civic disposition. Civic skills are skills and civic disposition is character and a commitment is formed that is ready and aware in seeing the values and principles of democracy. [12]

**Civic confidence** is the ability of citizens in the scope or ability in the aspect of competence. So it can be concluded that civic confidence is the ability of citizens who have self-confidence and know good and broad knowledge. Civic Confidence is formed from two elements of civic culture, namely civic knowledge and civic disposition which are the ability of citizens to determine so that citizens are confident in making these decisions [13].

**Civic competence** can improve learners who are knowledgeable, moral and moral for the creation of a country. Civic competence must be planted in the doro learners because it can improve a good and expected behavior. The existence of civic competence is expected that citizens have attitude and value. In addition, the purpose of civic competence is to form students to compete, have ethics, morals, and be able to interact with a better society [14].

### **3.3 Population Alert School**

The Directorate of Population Education Cooperation and BKKBN (2017) defines population alert schools as schools that integrate population education, family planning and family development into subjects and or special local population content. In the application stage, the SSK program emphasizes three main activities, namely intracurricular, co-curricular, and extracurricular activities. [14]

#### **Intracurricular Activities**

Intracurricular activities are the main school learning activities that are carried out using a predetermined or scheduled time allocation. In the implementation of the population alert school program, intracurricular activities are carried out by integrating population education with students' daily subjects.

#### **Co-curricular Activities**

Co-curricular activities are activities aimed at deepening and appreciating subjects that have previously been studied by students in intracurricular activities. Forms or types of co-curricular activities are forms of activities that can be used to foster students' abilities which can be carried out within the school environment or outside the school environment [15].

#### **Extracurricular Activities**

Extracurricular activities are activities that complement the lessons given in intracurricular activities and additional activities outside of regular school learning hours which are expected to help build character for students according to their respective interests and talents. From this statement, it can be concluded that the Population Alert School Program (SSK) is a program that integrates population education to be delivered to students regarding

several materials relevant to population material in order to increase understanding and awareness about population. [3]. Population Alert Schools are able to contribute to the development of adolescent human resources, population education programs are directed to form adolescents with responsible character and always behave healthily. A good teenager will become a role model in a society.

### **3.4 Strengthening character education based on civic virtue through the Population Alert School program**

Efforts to instill character values in students need to be carried out continuously from an early age. Strengthening Civic Virtue-based Character Education through the Population Alert School program is an effort made by the government in realizing the goals of national education, namely students who are intelligent and have nationalist character with a focus on civic values, morality, and social awareness in the context of population. The Population Alert School program is applied to three main activities, namely intracurricular, co-curricular, and extracurricular activities aimed at producing students who are concerned, responsible, and committed to the welfare of society (*Civic commitment*) and through a better understanding of population issues (*Civic Knowledge*) and able to act effectively, responsible for the social conditions around them (*Civic Skill*).

### **AUTHORS' CONTRIBUTIONS**

This paper provides relevant, accurate, and detailed information about the concept of Civic Virtue-based Character Education and the Population Alert School Program. It helps readers understand the basics of the program and why Civic Virtue-based character education is important in the population context...

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