


A Portrait of Civics Learning Strategies Oriented to National Character at SMA Negeri 1 Kabila

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A B S T R A C T

This study aims to photograph the learning strategy of PPKn oriented to national character in SMA Negeri 1 Kabila. The research uses a descriptive qualitative approach with a case study design through in-depth interviews, learning observations, and documentation studies. The results of the study show two main findings. First, the PPKn learning strategy applied is semi-participatory, characterized by the use of discussions and questions and answers that are still dominated by the pedagogical control of teachers. Second, the implementation of learning strategies is supported by teacher commitment and a conducive school climate, but is limited by time constraints, passive student learning culture, and lack of experiential learning. This research emphasizes the need to transform PPKn learning strategies that are more dialogical and contextual to strengthen students' national character in a sustainable manner.

Keywords: *Learning Strategies, PPKn, National Character, Civic Education*

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INTRODUCTION

The rapid social changes in the era of globalization and digitalization have serious implications for the formation of the national character of the younger generation. The massive flow of information, the openness of digital public spaces, and the strengthening of individualistic and pragmatic values are often not in line with national values that emphasize togetherness, social solidarity, and collective responsibility (Saiman, 2025). In this situation, the national character of students is a strategic issue because it is directly related to the sustainability of the life of the nation and state. Weak national character has the potential to give rise to apathy, intolerance, low social concern, and a decrease in commitment to the basic values of the state (Siallagan et al., 2025).

Schools as formal educational institutions have a central role in facing these challenges. Schools not only function as a place for knowledge transfer, but also as a space for the formation of values, attitudes, and national orientations of students (Ngiu et al., 2025). Through a planned and systematic educational process, schools are expected to be able to instill national values derived from Pancasila, the 1945 Constitution, and the pluralistic social reality of Indonesian society (Tanamal et al., 2020) (Sakti et al., 2023). Thus, education in schools should be directed not only to academic achievements, but also to the formation of a strong, adaptive, and civilized national character.

Based on these conditions, Pancasila and Citizenship Education. occupying a strategic position. PPKn is designed as a subject that has a normative and pedagogical mandate to form intelligent, characterful, and responsible citizens (Hapsari et al., 2023) (Magdalena et al., 2020). PPKn not only contains knowledge about the state, law, and democracy, but also contains dimensions of values and attitudes related to national identity, unity, social justice, and respect for diversity. Therefore, PPKn is seen as the main instrument in strengthening the national character of students in the school environment.

However, the success of PPKn in shaping national character cannot be separated from the learning strategy used (Pratiwi et al., 2024). Effective learning strategies are the key to creating an orderly and planned learning process (Nggilu et al., 2024). Learning strategies act as a bridge between the normative goals of PPKn and the real learning experiences experienced by students. The right strategy allows national values to be not only understood conceptually, but also internalized and manifested in students' attitudes and behaviors (Hasibuan et al., 2025). On the other hand, learning strategies that are less varied and tend to be oriented towards lectures and memorization have the potential to make PPKn a subject that is formalistic and has minimal meaning for students.

A phenomenon that is often found in PPKn learning practices is the dominance of cognitive approaches that emphasize mastery of material and achievement of academic grades (Pitoewas et al., 2021). Learning often focuses on definitions, concepts, and laws and regulations, while the affective and psychomotor dimensions of citizenship have not been optimally developed (Maulana et al., 2025). As a result, students have knowledge of national values, but do not necessarily have national attitudes and characters that are reflected in daily behavior, both in the school environment and in society.

National character is not formed through a passive learning process. Character formation demands the active involvement of students in the dialogical, reflective, and contextual learning process (Jumriyah, 2025). Students need to be given space to discuss, express opinions, respect differences, and reflect on various social issues related to the life of the nation and state (N. Z. Putri et al., 2025). Through such learning experiences, national values are not only learned as abstract concepts, but are understood as life guidelines that are relevant to the social realities faced by students.

PPKn learning strategies that are oriented towards strengthening national character should be able to integrate civic knowledge with students' social experiences. Learning needs to be designed in such a way that students can relate PPKn material to concrete situations in the school, family, and community environment (Darsana et al., 2022). In this way, PPKn is no longer seen as a subject that is far from students' lives, but as a means to understand and respond to national reality critically and responsibly.

At the secondary education level, especially at the high school level, strengthening national character has an increasing significance. High school students are in a phase of psychosocial development characterized by the search for identity, the formation of values, and the strengthening of attitude orientation (Addzaky, 2024). In this phase, students begin to develop a view of themselves as individuals as well as part of society and nation. Therefore, the PPKn learning strategy in high school has a great opportunity to form a nationalistic character that is critical, inclusive, and oriented towards the common interest.

However, in practice, not all educational units are able to optimize this potential. The implementation of PPKn learning strategies is often influenced by various factors, such as time constraints, curriculum load, teachers' teaching habits, and lack of learning innovation (Zai et al., 2026). This condition causes PPKn learning to not fully function as a strategic instrument in strengthening the national character of students, but rather as a subject that must be completed according to the demands of the curriculum.

In the local context, each school has different characteristics and social dynamics. The social environment, school culture, and background of students affect the effectiveness of the PPKn learning strategy implemented (Harefa, 2025). Therefore, the study of PPKn's learning strategy needs to be carried out contextually by paying attention to the real condition of the school as a social space for education. A successful approach in one school may not yield the same results in another, so a specific and in-depth empirical study is needed.

SMA Negeri 1 Kabila as one of the secondary education units has an important role in shaping the national character of its students. As a formal educational institution, this school is faced with the same challenges as other schools in instilling national values in the midst of ever-evolving social dynamics. Departing from these conditions, a study is needed that specifically examines the learning strategy of PPKn not only as a process of delivering material, but as a pedagogical instrument that is consciously directed to strengthen the

national character of students. Therefore, it is important to review how the PPKn learning strategy is designed and implemented at SMA Negeri 1 Kabila, as well as how the strategy functions as an instrument to strengthen the national character of students.

METHOD

This study uses a descriptive qualitative approach with a case study design that aims to deeply understand the learning strategies of Pancasila and Citizenship Education as an instrument to strengthen students' national character in the empirical context of schools. The qualitative approach was chosen because it allows researchers to uncover the meaning, process, and pedagogical dynamics holistically based on the perspective of the research subject (Creswell & Clark, 2017). The subjects of the research were determined purposively, including PPKn teachers as key informants responsible for planning and implementing learning strategies, as well as students of SMA Negeri 1 Kabila as the main subjects who directly experienced the learning process and internalization of national character values. In-depth interviews were conducted with PPKn teachers to explore their views, pedagogical considerations, and strategic practices in learning, while interviews with students focused on their learning experiences, participation levels, and perceptions of national values built through PPKn learning. Data collection was supported by learning observations and documentation studies to strengthen the empirical context and consistency of the data. The researcher plays the role of the main instrument (*human instrument*) as affirmed in qualitative research (Moleong, 2013). Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawing (Creswell & Clark, 2017) by maintaining the validity of the data through triangulation of sources and techniques to ensure the credibility and reliability of research findings.

FINDINGS AND DISCUSSION

Forms and Characteristics of PPKn Learning Strategies Applied

Learning strategies in Pancasila and Citizenship Education have a fundamental position in shaping value orientation, pedagogical interaction patterns, and the construction of the role of students as learning subjects. Learning strategies are not understood simply as technical or methodological choices, but as normative and cultural instruments that reflect the educator's views on the nature of learning, the position of students, and the goals of education itself (Wahyuni, 2021). Learning strategies are the main medium in the process of internalizing values, forming attitudes, and developing sustainable civic dispositions (Santoso & Baihaqi, 2025).

The results of the study show that the PPKn learning strategy applied at SMA Negeri 1 Kabila is on the transitional spectrum between the active learning approach and the conventional approach. The strategy used shows an effort to involve students through discussion and question and answer, but in practice it is still dominated by the teacher's pedagogical control. This pattern reflects the learning conditions of PPKn that are commonly found in the context of formal education, namely the partial adoption of a participatory approach without being accompanied by a comprehensive transformation of pedagogical relations.

The dominance of discussion and question and answer methods shows the pedagogical awareness of teachers to shift learning from a one-way pattern to more interactive learning. The discussion is positioned as a means to explore students' understanding of Pancasila values, national norms, and community life. However, the discussions that take place tend to be structured and controlled, with the direction of discussion, the limits of the answers, and the conclusions determined by the teacher. Students play more of a role as a responder to questions, rather than as an actor who autonomously builds arguments and reflects values. This condition shows that discussions have not fully functioned as a dialogical vehicle that encourages students' critical and reflective thinking skills.

Controlled learning has the potential to place national values as normative knowledge that must be accepted, not as values that need to be understood, interpreted, and internalized through a process of personal reflection. Learning that lacks critical dialogue tends to give birth to pseudo-awareness, where students know the value verbally, but do not live it as a life principle (Leonard et al., 2019). Thus, the learning strategies applied have a direct effect on the quality of internalizing students' national characters.

The use of actual case examples in PPKn learning shows that there is an effort to contextualize the material with social realities that are close to students' lives. This contextual approach is in line with the view that values and character will be easier to understand when they are linked to the concrete experiences of learners (Vieri et al., 2025) (Wantu et al., 2025) (Permana et al., 2025) (Rahmadani et al., 2025). However, the results of the research at SMA Negeri 1 Kabila show that the case studies used function more as normative illustrations to reinforce certain moral messages, rather than as a means of critical exploration of real problems that contain value dilemmas. Students have not been directed to weigh various perspectives, test the consequences of actions, or reflect on the meaning of values in complex contexts.

PPKn learning that is oriented towards the formation of national character ideally provides a space for students to experience the process of moral reasoning and ethical reflection. Effective citizenship education does not stop at the formation of obedient citizens, but encourages the birth of individuals who have critical awareness, social responsibility, and value-based decision-making skills. When case studies are only used as a tool for value legitimization, the potential for reflective learning becomes limited.

From the aspect of learning planning, the PPKn learning tool at SMA Negeri 1 Kabila has contained affective goals and strengthening national character. This shows that there is normative alignment with the curriculum policy that places character education as the main orientation of PPKn learning. Namun, dalam implementasinya, These affective goals have not been consistently integrated into learning activities. The limitations of reflective activities, value dialogue, and personalization of learning experiences indicate a gap between learning design and pedagogical practices in the classroom. These findings are in line with the view that the success of character education is largely determined by the consistency between the goals, strategies, and learning experiences that students experience (Sitorus & Achadi, 2025).

Learning strategies that are still oriented towards fulfilling curriculum demands and delivering materials have the potential to make PPKn a formalistic subject. In this context, national values are positioned as content that must be mastered, not as a principle that must be lived. Civic education that emphasizes too much on the normative dimension risks losing its relevance to the real lives of students, so that the values taught are not deeply internalized (Millaty Azka et al., 2025).

Conceptually, the findings of this study show that the PPKn learning strategy at SMA Negeri 1 Kabila is still semi-participatory. Students have been given space to engage in learning, but the space has not fully provided autonomy for thinking and reflection on values. The dominance of teacher pedagogical control shows that PPKn learning is still in the paradigm of value transmission, not value transformation. Such strategies tend to result in an understanding of national values at the surface cognitive and affective levels, but have not yet fully formed a reflective and sustainable disposition of character.

The scientific contribution of this research lies in the affirmation that the effectiveness of the PPKn learning strategy in strengthening the national character is not only determined by the existence of active methods, but also by the quality of pedagogical relations, the depth of value reflection, and the position of students as learning subjects. These findings enrich the study of PPKn education by showing that learning that appears to be methodologically participatory does not necessarily result in substantive internalization of values if it is not accompanied by a change in pedagogical paradigm.

Supporting Factors and Obstacles to the Implementation of the PPKn Learning Strategy in Strengthening National Character

The implementation of the PPKn learning strategy in strengthening national character does not take place without influencing variables, but is influenced by various structural, cultural, and pedagogical factors that interact with each other. Analysis of the supporting factors and obstacles to the implementation of the PPKn learning strategy is important to understand the extent to which learning is able to function as an instrument for strengthening national character in a sustainable manner.

The results of the study show that the main supporting factor in the implementation of the PPKn learning strategy at SMA Negeri 1 Kabila is the commitment of PPKn teachers in instilling national values in students. Teachers show a relatively good understanding of the substantive goals of PPKn as a subject oriented towards character formation, not just mastery of cognitive material. This pedagogical awareness is reflected in teachers' efforts to relate learning materials to the context of students' daily lives, so that national values are not positioned as abstract concepts, but as behavioral guidelines that are relevant to students' experiences. These findings are in line with the view that teachers' commitment and belief in education Character is the main prerequisite for the successful implementation of value-based learning strategies (Isnaini & Fanreza, 2024).

In addition to the teacher factor, a relatively conducive and orderly school climate also supports the implementation of the PPKn learning strategy (Ningsih et al., 2025). This kind of school climate functions as a *hidden curriculum* that strengthens normative messages in PPKn learning. Thus, the strengthening of national character does not only occur through formal interactions in the classroom, but also through students' daily experiences in the school environment.

Another support that also affects the implementation of the PPKn learning strategy at SMAN 1 Kabila is the availability of learning tools that have contained affective goals and national characters. The existence of these goals shows that there is normative alignment between curriculum policy and learning planning. However, even though these supporting factors are present, the results of the study show that the effectiveness of the implementation of the PPKn learning strategy still faces various structural and pedagogical obstacles.

The main obstacle faced is the limited learning time. Limited time allocation encourages teachers to prioritize the completion of material according to the demands of the curriculum, so that value deepening, reflective dialogue, and experiential learning activities are often marginalized. This condition reflects a classic dilemma in character education, where administrative and curricular demands tend to reduce the pedagogical space for deep value learning. As a result, the PPKn learning strategy focuses more on cognitive and procedural aspects than on the development of a reflective national character disposition.

In addition to time constraints, students' learning habits that tend to be passive are also a significant obstacle in the implementation of a more participatory learning strategy. Not all students are used to expressing opinions, asking questions, or actively engaging in discussions. Pre-formed learning patterns, which emphasize adherence and acceptance of the material, affect students' readiness to engage in dialogical learning. These findings are in line with the view Lickona (2023) Student participation in value learning cannot be built instantly, but requires a gradual process of habituation and cultural change (Fadila, 2025).

Another obstacle found is the lack of optimal utilization of direct experience-based learning strategies, such as simulations, citizenship projects, and learning activities outside the classroom. This limitation causes the strengthening of national character through PPKn is still concentrated in the classroom and has not been fully integrated with students' social experiences in the school environment and society. In fact, experiential learning is believed to have a significant contribution in character formation because it allows students to experience the values learned directly, not just understand them conceptually (S. Putri et al., 2025).

The limitations of the implementation of experiential learning also indicate that there are obstacles at the level of institutional support and learning management. Activities outside the classroom require adequate planning, coordination, and school policy support so that they

can be implemented in a sustainable manner. Without this structural support, teachers tend to revert to learning strategies that are safer and easier to control, although they are less than optimal in building reflective and participatory national characters.

Conceptually, the findings of this study show that the implementation of the PPKn learning strategy in strengthening national character in SMA Negeri 1 Kabila is supported by teacher commitment and a conducive school climate, but is limited by time constraints, passive student learning culture, and limitations of experiential learning strategies. The interaction between these supporting factors and constraints results in PPKn learning practices that are effective in shaping national character at the basic behavioral level, but are not optimal in building reflective, critical, and sustainable national character.

The scientific contribution of this research lies in the affirmation that the successful implementation of the PPKn learning strategy does not only depend on the commitment of teachers, but also on the structural support of schools and the readiness of students' learning culture. These findings enrich the PPKn study by showing that strengthening national character requires a systemic approach that integrates pedagogical strategies, school climate, and students' social context-based learning experiences.

CONCLUSIONS

This study concludes that the learning strategy of Pancasila and Citizenship Education at SMA Negeri 1 Kabila has shown an initial orientation towards strengthening national character, but its implementation is still at the semi-participatory stage. The learning strategies applied tend to combine an active approach with conventional pedagogical patterns, so that national values are more internalized at the cognitive and affective level of the surface, not yet fully forming a reflective and sustainable character disposition. Although supported by teacher commitment, a conducive school climate, and learning planning that contains affective goals, the effectiveness of PPKn's learning strategy is still limited by time constraints, passive student learning culture, and lack of experiential learning. These findings confirm that strengthening national character through PPKn requires a more dialogical, contextual, and systemic transformation of pedagogical paradigms, by placing students as subjects of value learning and supported by consistent school policies and culture.

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