

## **Efforts to Improve National Insights for Junior High School Civics Teachers and Students in the Era of Disruption 4.0**

**Jajang Hendar Hendrawan<sup>1</sup>, Lili Halimah<sup>2</sup>, Siti Amini<sup>3</sup>**

<sup>1</sup> Sekolah Tinggi Keguruan Ilmu Pendidikan Pasundan, Cimahi, Indonesia; jajang\_hendra@stkipasundan.ac.id

<sup>2</sup> Sekolah Tinggi Keguruan Ilmu Pendidikan Pasundan, Cimahi, Indonesia

<sup>3</sup> Sekolah Dasar Cimareme, Bandung, Indonesia

---

### **ARTICLE INFO**

---

**Keywords:**

Civics Teachers;  
Disruption Era 4.0;  
National Insights;  
Students.

---

**Article history:**

Received 2022-05-23

Revised 2022-06-21

Accepted 2023-01-01

---

### **ABSTRACT**

---

National insight in the era of disruption needs to be improved because the era of disruption, directly and indirectly, had an impact on human life, including increasing national insight. This study aims to determine the role of PPKn teachers in increasing students' national insight in the era of disruption 4.0. This research was conducted at a junior high school in Bandung Regency using a qualitative research approach. The research subjects were PPKn teachers, MTs Principals, Curriculum PKM, Student PKM, and students. Data collection in this study was carried out through observation, interviews, documentation studies, and the analysis technique used data reduction, data display, and conclusion drawing. The results of the study show that the role of Civics Teachers in increasing students' national insight in the Disruption Era 4.0 is 1) As a builder of devotion that is relevant to the school's vision and mission, namely the realization of a generation with SATF characters (Siddiq, Amanah, Tabligh and Fathanah), 2) As a character builder through extracurricular activities of Scouts, Paskibra and PMR, 3) Play a role in preparing the flag ceremony every Monday, commemorating the Commemoration of National Holidays (PHBN), 4) As a student mentor in the implementation of class picket habituation, clean Friday activities, social services, giving and giving charity, and 5) the teacher as a facilitator to invite, remind, and provide understanding to students in managing the environment with the spirit of honesty. This study concludes that Civics teachers play a role in increasing students' national insight in the era of disruption 4.0.

*This is an open access article under the [CC BY-NC-SA](#) license.*



---

**Corresponding Author:**

Jajang Hendar Hendrawan

STKIP Pasundan, Cimahi, Indonesia; jajang\_hendra@stkipasundan.ac.id

---

## 1. INTRODUCTION

Pancasila and Citizenship Education (PPKn) is a strategic subject in preparing students as good children of the nation in the future. This subject is programmed to serve materials that are debriefing on how to educate, teach and train students to become good citizens, behave well, and have good character. According to (Somantri, 2001) and (Geboers et al., 2013), In order to contribute to achieving one of the objectives of social studies education, citizenship education involves the selection and adaptation of cross-disciplinary social sciences, civics, humanities, and fundamental human activities that are organized and presented psychologically and scientifically. Citizenship and the Pancasila Education can also be defined as instruction in morals, ethics, values, attitudes, and character values that are comparable to the ideals that define a country.

National education functions to develop and shape the character and civilization of a dignified nation in order to educate the nation's life (UU RI number 20 of 2003 concerning the National Education System). Education's purpose is to help students reach their full potential as human beings so that they can become democratically responsible citizens who have a deep faith in and devotion to God Almighty; who are physically fit; who are intellectually curious; who are resourceful, are able to think critically and creatively; and who are able to exercise their own initiative and creativity (Schwadel, 2016). Education is rooted in the nation's culture; the educational process is a process of developing students' potential so that they can become heirs and developers of culture (Groulx, 2013). Suparlan states that the essence of Citizenship Education is pragmatically aimed at the ultimate goal of forming good citizens in accordance with the spirit and values of Pancasila. Therefore, the ability to become heirs and developers of culture will be owned by students if they have the knowledge, intellectual abilities, attitudes and habits, and basic social skills to actively develop themselves as individuals, members of society, citizens, and members of humanity.

The Strengthening Character Education (PPK) movement, which was launched by the Indonesian Ministry of Education and Culture (Republic of Indonesia) in 2017, identified 5 (five) main character values that are interrelated in forming a value network, which needs to be developed as a priority, namely: religious, nationalist, independent, mutual cooperation, and integrity. The concept of nationalism and national insight refers to a citizen's awareness of the importance of the unity of the nation, the nation-state Refly, HZ in (Fauzi, 2016). This concept is ideological and socialized to members (citizens) of the state. Nationalism and national insight bind citizens in several ways, namely: (a) having awareness as a nation, which can be strengthened by a sense of nationality, unity and integrity, (b) soul, spirit, and patriotic values, which are related to feelings of love for the land. water, love for bloodshed, love for the country and nation, love for the nation's own cultural property, willingness to defend their homeland, (c) soul, spirit of creative and innovative values, and (d) spirit, and values which is able to shape the personality, character and nobility of the nation Mustopo in (Fauzi, 2016).

Insight of nationality as the point of view of a nation in understanding the existence of identity and its environment is basically an elaboration of the philosophy of the nation in accordance with the state of the territory of a country and the history it has experienced (Supriyono et al., 2021). National insight determines how a nation takes advantage of geographical, historical, and socio-cultural conditions in achieving its goals and guaranteeing its national interests and how the nation views itself and its environment both internally and externally. To instill this value in the students, civics teachers play a significant role in the process of delivering civics materials. The role of Civics teachers in increasing students' national insight in the era of disruption 4.0 is vital, especially for PPKn (Pancasila and Citizenship Education) subject teachers. Kartika (2016) stated that the role of a Civics teacher is not just an effort to transfer thoughts about how to be a good citizen to students but also to provide knowledge, and motivation, instil thinking patterns and foster attitudes and behaviour of the good character.

Researchers conducted a pilot study at the research site on October 16 and 21, 2019 and observed issues, including the need to better align educators' and education staff's educational backgrounds with their assigned duties. There is still room for growth in knowledge and appreciation of the Essential Roles and the ethos of *Jihad*. The use of unscheduled time when teachers are absent or running late for

face-to-face interactions with students. In addition, there are issues with student discipline before learning even begins, such as students arriving late to class, wearing inappropriate clothing, using inappropriate language, behaving unpredictably in the absence of a teacher, and not working together to carry out class pickets. Even when the teacher is present, the learning process is chaotic since students aren't focused on their work, and the learning time isn't organised. Methods Employed in the Process of Knowledge Acquisition Some students lack a firm grasp of governmental concepts, hold a negative stigma against state sovereignty, are growing increasingly distant from their nation, and have little regard for the current administration.

To overcome the problems mentioned above, it is one of the tasks of the teacher to instill an attitude of patriotism and nationalism, which are part of national insight (Budimansyah, 2010). The role of the teacher as an educator becomes a figure, role model and identification for students and their environment (Putri et al., 2019). Teachers must understand the values of moral and social norms and try to behave and act according to values and norms. Teachers are required to be able to direct students to develop a good character for themselves in dealing with social and state

The educational system is not immune to the upheaval caused by the Fourth Industrial Revolution. Using digital technology in the learning process, performing various activities, and enhancing teacher competency are inextricable from the ongoing stream of knowledge and technical breakthroughs (Amin, 2016; Sharma, 2017). Teachers, as the first line of defence in the educational system, need to be flexible enough to adjust to new situations. No high-tech machine will ever be able to take over the teacher's duty. The authors' interest in case study research derives from this description. Issues like "How is the Role of Civics Teachers in Improving Students' National Insights in the Era of Disruption 4.0.?" frame the research problem at hand. This study has theoretical value for advancing social studies education theory, particularly as it relates to pupils' character development. It can be utilised as a map to locate credible resources for gaining a national perspective.

## 2. METHODS

The method used in this research is descriptive qualitative. According to (Crowe et al., 2011), the qualitative study attempts to collect various forms of data and then provide meaning. The qualitative type that the researcher uses is a case study. Mulyana (2002) suggests that a case study is a comprehensive description and explanation of various aspects of an individual, a group, or an organization. The reasons researchers use case studies are because: 1) Case studies can provide important information about the process, 2) provide opportunities to gain insight into the basic concepts of the role of Civics teachers in increasing students' national insight, and 3) present useful data and findings as a basis for building a background for larger research planning in the role of Civics teachers in increasing students' national insight.

Research Subjects / Data Sources in this study were addressed to PPKn teachers, MTs Principals, Curriculum PKM, Student PKM, and students. Data collection techniques in this study were carried out through observation, interviews, documentation studies, and literature. Data analysis in qualitative research is carried out before entering the data. In this case, Nasution stated that the analysis had been formulated and explained the problem. Before plunging into the field, it continues until the researchers and the results of the researchers. In qualitative research, data analysis and data collection are more focused during the field process. The analytical technique used in this research is qualitative data analysis that follows the concept of (Miles & Huberman, 1994), namely data reduction, data display, and conclusion drawing/verification.

## 3. FINDINGS AND DISCUSSION

### 3.1 Teachers as Trustees Relevant to the School's Vision and Mission

Discussion on the role of Civics teachers in instilling religious character to increase students' national insight in the Disruption Era 4.0. is conducted by observation and interviews with informants presented in accordance with the research conducted. Through activities that are carried out regularly

in learning in the classroom and outside the classroom. Starting from welcoming, starting learning, changing lessons, taking breaks and returning students. Researchers can describe the results of the study through indicators of class and school success in the development of religious character education as follows:

**Table 1. Class Success Indicators in Developing National Culture and Character Education**

No.	Class indicators	Implementation	
		Yes	No
1	Pray before and after the lesson	√	
2	opportunities for all students to carry out worship.	√	
3	equal service to all class members regardless of ethnicity, religion, race, class, social status, and economic status	√	
4	services to children with special needs	√	
5	the classroom environment.	√	
6	There is a trash can in the classroom	√	

Source: Development of Culture and Character Education (Ministry of Education, 2010: 25-30)

Based on the results of interviews on March 19, 2020 with PPKn and PKM student teachers on March 18, 2020, the efforts and activities carried out by PPKn teachers in instilling religious character are by activities of habituation of Duha prayer, morning prayer, reading of Asmaul Husna in the mosque in the congregation, dhuhr and asr prayers in congregation in the mosque, dhikr together, *murojaah* with the letters of the Qur'an formed in groups according to the child's ability, and reading the Qur'an at least 5 verses a day, before starting learning activities. PPKn teachers always motivate and facilitate students in their implementation because the religious character is relevant to the vision of MTs Assakinah, namely the realization of a superior generation with SATF characters (Siddiq, Amanah, Tabligh. Fathanah).

Teachers of civics have a moral responsibility to their pupils because the study of civics includes the development of ethical principles. The success of shaping pupils' religious character depends in large part on the Civics teacher. Teachers of civics need to be dedicated to helping their students establish values-based personalities through their actions in the classroom and the wider school community. According to the view of Winarno, PPKn teachers serve as "piety builders" for their students. It's also in line with PPKn's goals, which include using education to inspire more faith in the One True God.

The inculcation of religious characters is also reflected in the description and indicators of religious values in character education, the Ministry of National Education (2010); religious descriptions are obedient attitudes and behaviour in carrying out the teachings of their religion, tolerance for the implementation of worship of other religions, and living in harmony with adherents of other religions. Madrasah indicators include: celebrating religious holidays, having facilities that can be used for worship and providing opportunities for worship. The description is again translated into indicators such as carrying out the *duha* prayer, praying together, reading the holy verses of the

Qur'an, reading *Asma'ul Husna*, praying together, *murojaah* and so on. all Islam. Indicators of tolerance such as praying together after and before learning and providing opportunities for students to worship solemnly. The role of PPKn teachers in instilling religious values to increase students' national insight can be seen from the results of observations of implementation indicators in the classroom, including praying before and after learning, while school indicators are celebrating religious

holidays, having facilities that can be used for worship, and providing opportunities to all students to carry out worship properly. The activity of planting religious character is in synergy with habituation activities that are carried out regularly, such as carrying out the *dhuha* prayer, morning prayer, reading *Asmaul Husna*, reading the Qur'an, *dhikr* together, *marojaah*, midday prayer and Asr prayer in congregation in the mosque. This activity is relevant to the vision of MTs Assakinah, namely the creation of a superior generation with SATF characters (*Siddiq, Amanah, Tabligh. Fathanah*), the very noble qualities of the Prophet Muhammad SAW.

### 3.2 Teachers as Character Builders through Extracurricular Activities

Through efforts and activities carried out routinely in learning in the classroom and outside the classroom, researchers can describe the results of research through the indicators of the success of classes and schools in the development of nationalism character education as follows: Indicators of the success of classes, schools and students in the development of cultural education and national character in the character of nationalism.

**Table 2 Indicators of Class Success in Developing Cultural Education and National Character on Nationalism Character**

No.	Class Indicators	Implementation	
		Yes	No
1	1. Display: a. Photo of the president and vice president. b. Country flag. c. National coat of arms d. Map of Indonesia Pictures of Indonesian people's lives	√	
2	Domestically made products	√	
3	Discussing national	√	

Source: Development of Culture and Character Education (Kemendinas, 2010: 25-30)

In interviews with PPKn teachers, PKM student affairs and PKM the field of business curriculum and activities carried out by Civics teachers in instilling the character of nationalism. The role of PPKn teachers is very large, including educating, teaching, fostering, and making habits. The teacher sets an example which is exemplified by polite behaviour, full of discipline and responsibility in every task and in collaboration with PAI teachers. Smith (2003) defined nationalism as an ideological movement aimed at achieving and maintaining independence, unity, and identity for a real or imagined nation. Understanding a country's sovereignty involves developing a shared identity for a group of people who share the same aims or values in advancing national interests, a sense of nationalism, and a desire to protect their country from both internal and foreign threats (Anderson, 2020). Nationalism is a feeling of love and pride for the homeland and nation without looking down on other nations and countries. As citizens of Indonesia, we should have an attitude of respect for our own nation and country, whatever it is and its conditions.

To train Scouts to be patriotic citizens by making the flag ceremony part of their regular routine outside of school. Videos are shown to kids as a way to get them excited in learning any required or national anthems. Showing documentaries on the patriotism of the nation's heroes and the struggle for independence during the colonial era and having dialogues about the evolution of the Indonesian state is also used to counteract the common pessimistic view of government. Programs or activities carried out to maintain and develop the pillars of the state by habituation of the 5 S (Smile, Greetings, Greetings,

Politeness and Courtesy), working together in activities (Flag Ceremony, Class Pickup, Camp and others), Prayer habituation like *duha* prayer, Dzuhur and Asr prayers in congregation at the mosque, Commemoration of National Holidays, Positive Character Education with PCC (Positive Character Camp). From the results of observations, displaying photos of the President and Vice President, red and white flags, state symbols, maps of Indonesia, pictures of Indonesian people's life, trying to use domestically made products, and discussing national holiday celebrations in the class were among the ways. Meanwhile, the implementation indicators in schools are carrying out routine school ceremonies, national holidays/hero's day ceremonies, having a program of visiting historical places, using good and correct Indonesian, and providing information (from printed, electronic sources) about Indonesia's natural and cultural wealth.

### 3.3 Teachers Play a Role in Instilling Independent Character with Innovative and Varied Learning

Through efforts and activities carried out routinely in learning in the classroom and outside the classroom, researchers can describe the results of research through indicators of class and school success in developing independent character education as follows: Indicators of class and school success in developing cultural education and national character in independent character:

**Table 3 Indicators of Class Success in the Development of Cultural Education and National Character on Independent Character**

No.	Class Indicators	Implementation	
		Yes	No
1	Creating a classroom atmosphere that provides opportunities for students to work independently.	√	
2	a class atmosphere that invites curiosity.	√	
3	of the environment programmatically.	√	
4	of communication or information media (print media or electronic media).	√	
5	used to being present on time.	√	
6	used to obeying rules.	√	
7	a healthy atmosphere of competence.	√	
8	conditions for work ethic, never give up, and learning endurance.	√	
9	a learning atmosphere that stimulates work endurance	√	
10	display of slogans or mottos about working and studying hard	√	
11	learning situations that can foster creative thinking and acting	√	
12	assignments that challenge the emergence of new works both authentic and modified	√	

13	a list of books or writings read by students	√	
14	of library visits		√
15	Readings	√	
16	that motivates children to use references	√	

Source: Development of Culture and Character Education (Ministry of Education, 2010: 25-30)

Based on the results of interviews with PPKn teachers, PKM in the field of student affairs, businesses and activities carried out by PPKn teachers in instilling an independent character, namely by promoting the habituation of the application of BRTT (Clean, Neat, Orderly and Orderly) in every activity, for example habituation of the 3 S (smiles, greetings and greetings), tidying up shoes/sandals yourself, carrying out class pickets and throwing trash in its place. Meanwhile, to motivate independent characters in the classroom using the Based learning model, as well as giving responsibility to each student to spell out their respective tasks.

According to Sari (2012), with the change in the era of disruption 4.0, the world of education needs to innovate learning, namely integrating learning with technology and information. IT-based learning media are very diverse, including visual media, audio media, and audio-visual media. The role of PPKn teachers in instilling independent character in the classroom by using the Based learning model, as well as giving responsibility to each student to do assignments independently, as well as innovating learning by using various technologies and information to motivate students in learning.

Discipline is part of an independent character. Activities that can improve discipline include Scouting activities. As for habituation, it is seen by how to carry out the flag ceremony. Discipline is also applied when students enter the mosque. As well as the application of school rules that must be obeyed by school residents. If a student violates discipline, the violation must first be seen. For example, students are asked to read the Qur'an in the middle of the field, memorize the Qur'an, memorize the text of the Preamble to the 1945 Constitution and carry out a charity project.

The cultivation of independent character at is in accordance with the *santri* habituation program, namely the cultural component of the generation of superior *sakinah* people with character, namely:

1. Love for the Prophet (*Ma'rifatul Rosul*)
  - a) *Shiddiq* activities: handing over findings, telling the truth and honest exams/tests.
  - b) The mandate of the activities: carrying out tasks/homework from the teacher and delivering letters from the madrasa to parents.
  - c) *Tablighi* activities; *khitobah*, care and attention, learn from peers, and advise friends who do wrong.
2. Love for science and scholars (*Ma'rifatulilmu*) activities: habituation of discipline and enthusiasm for learning in class and outside the classroom, respect for teachers and storing and maintaining books properly.

The role of PPKn teachers in instilling independent character can be seen from class indicators, namely creating a classroom atmosphere that provides opportunities for students to work independently, create a class atmosphere that invites curiosity, get used to being on time, get used to obeying rules, creating a healthy atmosphere of competence, work ethic, creative learning situations, and learning that motivates children to use references. This aims to promote the habituation of the application of BRTT (Clean, Neat, Orderly and regular) in every activity, for example, habituation of the 3 S (smiles, greetings and greetings), tidying up shoes/sandals yourself, carrying out class pickets and taking out the trash in place. Meanwhile, to motivate independent characters in the classroom by using a learning model based on learning, as well as giving responsibility to each student to spell assignments independently.

The indicators of school success include creating a school situation that builds the independence of students, providing communication and information media, facilitating school residents to explore

education, technology, and culture, having attendance records, rules and regulations, and giving rewards to school members who are disciplined. , enforce the rules by giving fair sanctions for violators of the rules, creating a healthy atmosphere of competence and encouraging them to work hard, be creative and provide facilities and a pleasant atmosphere for reading.

### 3.4 Teachers as Guides in the Implementation of Habituation

By making consistent efforts and engaging in regular activities to further their education both inside and outside the classroom. Using markers of class and school performance in promoting mutual cooperative character education, researchers can report research results. Markers of academic and cultural achievement in shaping a *gotong royong* character education and national identity.

**Table 4. Class success indicators**

No.	Class indicators	Implementation	
		Yes	No
1	Take class decisions together through deliberation and consensus.	√	
2	The election of class management is open	√	
3	policy products are through deliberation and consensus.	√	
4	and interactive learning models.	√	
5	settings that facilitate student interaction.	√	
6	learning	√	
7	to the students' complaints.	√	
8	the teacher does not keep a distance from the students.	√	
9	with fellow classmates.	√	
10	social action.	√	
11	community harmony in the classroom	√	

**Source: Cultural and Character Education Development (Kemendinas, 2010: 25-30)**

Based on the results of interviews with PPKn teachers, school representatives and student affairs, the business and activities carried out by PPKn teachers in instilling the character of *gotong royong*, namely by holding activities together/groups such as holding a cleaning competition and decorating classes on the 17th of August, conducting clean Friday activities, *Pasus* holding social services for example helping orphans and helping flood victims in Cimareme.

PPKn teachers must change the paradigm that teachers are not only teachers but also educators. This is done through actions that are packaged in effective learning. Civics teachers who are spearheading instilling character values must be able to understand the meaning of the teacher's role as educator. Teachers are licensed professionals who have the primary responsibility for instructing, educating, leading, training, and evaluating pupils in all areas of education. Meanwhile, a teacher is an educator who serves as a role model, an identity, and a figure for pre-students and their environment,

according to Sardiman (2011). As a result, instructors must adhere to a set of personal standards that include accountability, discipline, and responsibility both indoors and outside.

The planting of mutual cooperation characters is in accordance with the student habituation program, namely the cultural component of the generation of superior Sakinah people with characters, namely:

1. Love for the Prophet, the nature of the trustworthiness of carrying out class cleanliness pickets.
2. Love for the people is to get used to giving infaq and giving charity.
3. Love for nature/environment activities: taking care of the surrounding natural environment, picking up trash and throwing it into the nearest trash can, watering plants, maintaining the cleanliness and tidiness of madrasa facilities and infrastructure and tidying shoes/sandals.

The role of PPKn teachers in instilling the character of *gotong royong* to become facilitators in making class decisions is carried out jointly through deliberation and consensus, in the selection of classroom management, the implementation is open, implementing dialogical and interactive learning models, the teacher always listens to student complaints, communication there is no distance between teachers and students, empathize with fellow classmates, students are guided to take social action, and build harmony in the class.

When it comes to extracurriculars, the policy should encourage participation from all students, foster an environment where differences are celebrated, hold transparent elections for student council leadership, and foster a community where everyone treats one another with kindness, uses appropriate language when speaking to one another, values honesty and integrity, and supports and encourages social action.

### 3.5 Teachers as Facilitators to Provide Understanding to Students in Organizing the Environment with the Spirit of Honesty

Through efforts and activities carried out routinely in learning in the classroom and outside the classroom. Researchers can describe the results of research, through indicators of the success of classes and schools in the development of integrity character education. Indicators of class and school success in developing cultural education and national character on the character of Integrity:

**Table 5. Indicators of Class Success in the Development of Cultural Education and National Character on the Character of**

No	Class Indicators	Implementation	
		Yes	No
1	Provide facilities where lost items are found.	√	
2	for the announcement of items found or lost	√	
3	of financial reports and class assessments on a regular basis.	√	
4	of cheating.	√	
5	awards for the work of students.	√	
6	signs of achievement awards.	√	
7	a learning atmosphere to motivate students to excel.	√	
8	a peaceful classroom atmosphere	√	

9	the behavior of school residents who are non-violent.	√	
10	that is not gender biased	√	
11	kinship in the classroom.	√	
12	of picket duties on a regular basis.	√	
13	participation in school activities.	√	
14	suggestions for solving problems.	√	

Source: Development of Culture and Character Education (Ministry of Education, 2010: 25-30)

Based on the results of interviews with PPKn teachers, PKM in the student sector, businesses and activities carried out by PPKn teachers in instilling character Integrity: namely by managing the school environment with the spirit of honesty and openness, a sense of responsibility in every learning task, habituation of a smile to everyone. The teacher gives an example by welcoming the arrival of students, in doing assignments students must be able to take responsibility for the tasks/works they make. In the students' organization (OSIS) activities, the management is required to report the budget and proposals.

Instilling the character of integrity at is in accordance with the *santri* habituation program, namely the cultural component of the generation of superior Sakinah people with characters, namely:

1. Love for the Prophet (*Ma'rifatul Rosul*) whose activities are handing over findings, telling the truth and honest exams/tests.
2. Love of Assakinah is a form of memorizing the march of Assakinah and maintaining the good name of the alma mater.

The role of PPKn teachers in keeping the integrity of the indicators of class success is to provide a place to look for lost items, give clear financial reports and open class assessments, ban cheating on tests and exams, give awards for students' work and put them on display, create a learning environment that encourages students to do their best, make the classroom a peaceful, gender-free place, and work with students to solve problems (Santoro, 2013). But teachers' efforts to deal with this problem aren't being put to good use yet. Also, the plan to buy an honest canteen has not been carried out. Other methods could include giving people a way to make suggestions and complaints, forbidding people from bringing communication devices to tests or exams, giving students awards for their work and putting them on display, making schools and work places comfortable, peaceful, and harmonious, non-violent, non-sexist, full of love, where people do tasks without being told to and don't cheat when doing tasks.

PPKn teachers instilled the character of integrity by arranging the school environment with the spirit of honesty and openness, a sense of responsibility in every learning assignment, habituation of smiling at everyone (Izadinia, 2016). The teacher gives an example by welcoming the arrival of students. In doing assignments students must be able to take responsibility for the tasks or works they do. In OSIS activities, the administrator is required to report the budget and proposals to school residents to get used to being transparent in carrying out their activities. By participating in these programs, teachers have done their role very attentively.

#### 4. CONCLUSION

Based on the results of research that has been carried out by researchers, it can be concluded that the role of PPKn teachers as leaders of devotion is relevant to the school's vision, namely the realization of the generation with SATF characteristics (*Siddiq, Amanah, Tabligh and Fathanah*) and the mission to equip students with a complete understanding of the values of *Dinul Islam* through religious guidance. Many efforts can implement to instil essential values in civic education programs. Most importantly,

teachers must become creative and innovative individuals to manage the class and adjust to students' characters. This research was conducted at a junior high school which has a speciality in teaching Islam. The study results indicate the role of civics teachers in increasing national insight in junior high school. Therefore, future studies are recommended to investigate the similar issue in different levels of education, such as elementary school, senior high school or higher education.

## REFERENCES

- Amin, J. N. (2016). Redefining the role of teachers in the digital era. *The International Journal of Indian Psychology*, 3(3), 40–45.
- Anderson, B. (2020). Imagined communities: reflections on the origin and spread of nationalism. *The New Social Theory Reader*, 282–288.
- Budimansyah, D. (2010). Tantangan globalisasi terhadap pembinaan wawasan kebangsaan dan cinta tanah air di sekolah. *Jurnal Penelitian Pendidikan*, 11(1), 8–16.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11(1), 1–9.
- Fauzi, A. (2016). *Wawasan kebangsaan siswa MTs dan SMP*. Banten Press.
- Geboers, E., Geijsel, F., Admiraal, W., & Ten Dam, G. (2013). Review of the effects of citizenship education. *Educational Research Review*, 9, 158–173.
- Groulx, T. J. (2013). Three nations, one common root: A historical comparison of elementary music education in the United Kingdom, the United States, and Australia. *Journal of Historical Research in Music Education*, 34(2), 137–153.
- Izadinia, M. (2016). Student teachers' and mentor teachers' perceptions and expectations of a mentoring relationship: do they match or clash?. *Professional Development in Education*, 42(3), 387–402.
- Kartika, D. I. M. (2016). Peranan guru PPKN dalam mengembangkan karakter dan sikap nasionalisme pada siswa Dwijendra Denpasar. *Jurnal Kajian Pendidikan Widya Accarya FKIP Universitas Dwijendra*, 3(1), 16–29. <http://ejournal.undwi.ac.id/index.php/widyaaccarya/article/view/232>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Sage Publications.
- Mulyana, D. (2002). *Qualitative research methodology*. PT Teenagers.
- Nasional, K. P. (2010). *Pengembangan pendidikan karakter dan budaya: Pedoman untuk sekolah*. Ministry of Nasional Education.
- Putri, A. A. F., Putri, A. F., Andringrum, H., Rofiah, S. K., & Gunawan, I. (2019). Teacher function in class: A literature review. *5th International Conference on Education and Technology (ICET 2019)*, 5–9.
- Santoro, D. A. (2013). "I was becoming increasingly uneasy about the profession and what was being asked of me": Preserving integrity in teaching. *Curriculum Inquiry*, 43(5), 563–587.
- Sardiman, A. M. (2011). *Interaksi dan motivasi belajar mengajar*. PT Rajagrafindo.
- Sari, K. (2012). *Kesehatan mental*. Lembaga Pengembangan dan Penjaminan Mutu Pendidikan Universitas Diponegoro.
- Schwadel, P. (2016). Does higher education cause religious decline?: A longitudinal analysis of the within-and between-person effects of higher education on religiosity. *The Sociological Quarterly*, 57(4), 759–786.
- Sharma, M. M. (2017). Teacher in a digital era. *Global Journal of Computer Science and Technology*, 17(G3), 11–14.
- Smith, A. D. (2003). *Nasionalisme, teori, ideologi, sejarah*. Erlangga.
- Somantri, M. N. (2001). *Menggagas pembaharuan pendidikan IPS*. Remaja Rosdakarya.
- Supriyono, S., Prakoso, L. Y., & Sianturi, D. (2021). Pentingnya Penanaman Nilai-Nilai Kebangsaan Bagi Masyarakat Pesisir Pulau Terdepan Sebagai Upaya Keikutsertaan Warga Negara Dalam Bela Negara. *Strategi Pertahanan Laut*, 6(3).

This page is intentionally left blank