

The Strategy of Civics Teachers in Instilling the Character of Love for the Motherland to Anticipate Radicalism Movements at Muhammadiyah 1 Vocational High School Palu

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ABSTRACT

Study this aim to know draft planting character love homeland in high school muhammadiyah 1 Palu , For know planting character love homeland in high school Muhammadiyah 1 Palu. For knowing obstacles And support instill love homeland in high school Muhammadiyah 1 Palu. Study This is a descriptive qualitative study. subject in study This is a teacher and student And withdrawal sample in study This using purposive sampling technique data collection technique using observation, interview And documentation. This study uses analysis techniques that are data reduction, data presentation, and verification/conclusion. The results of the study show the draft of planting the character of Love for the homeland at SMK Muhammadiyah 1 Palu done when beginning First student enter school, start from process test sufficient selection strict next with pattern habituation at school through flagship programs And school culture. planting character Love land water inlearning through 3 stages that is planning, implementation and evaluation learning planting character Love land water in development self students , academic development like Olympic And extracurricular activity hizbul wathan, art dance , pencak silat , paskibraka , activities P5 (project strengthening Pancasila student profile) planting character Love land water in school culture ceremony flag And big national anniversary day, guard And conserve Indonesian culture, 5S culture , prayer noon And Salat Friday congregation in school. For obstacles And support on means And infrastructure, the obstacle just means in the every class it turns out after observation Still There is a class that means support values love land the water Still not enough like on the wall still class blank Not yet exist taking pictures of heroes

Keywords: Teacher's strategy, Character, Love of the Motherland

INTRODUCTION

Civics teachers have the responsibility to explore, foster, and shape the personalities of their students so that they understand, appreciate, and practice Pancasila values (Hariyanto et al., 2019) . This is in accordance with Article 3 of the Presidential Decree of the Republic of Indonesia Number 87 of 2017 which says that Strengthening Character Education is carried out by applying Pancasila values in character education especially including religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love of peace, love to read, care for the environment, care for the social,

and be responsible (Hasna et al., 2021) . Thus it can be understood that PPKn teachers have roles and responsibilities in strengthening the character of students in the formal education pathway (Adawiah, 2016) .

A teacher must be able to develop assessment instruments according to the subjects being taught, including for Pancasila and Citizenship Education (PPKn) subjects (Sari et al., 2021) . The goal of PPKn subjects is to make a person a good citizen (Lase, 2020) . One important actor who plays a very important role in schools in developing character values is educators or teachers (Lase, 2020) . Seeing these conditions, to educate the children of the Indonesian people and improve their personal citizenship requires a form of effort, namely through the national education system (Pramita, 2022) .

From some of the explanations above, it is conveyed that the obstacles or obstacles to the formation of nationalist attitudes in schools are the lack of indoctrination and knowledge of the importance of nationality by students, or the lack of closeness between teachers and the family environment or the environment where students live. Mention the characteristics of nationalism Indonesia's nationalist attitude is basically reflected in the national ideology, namely Pancasila. The ideology of Pancasila has five basic value principles, which are used by all citizens as a guide at the individual and group levels. At an early age it will be better for a student to have a background for his future, namely by instilling the character of nationalism that is given since high school age.

Explaining that the implementation of character education in Indonesia is felt urgent to be carried out based on the description of the situation in society and the situation in the world of education (Ardianti, S.Pd., M.Pd. et al., 2019) . Discipline, order, a culture of queuing, a culture of reading, a culture of clean and healthy living until the culture of respect also begins to fade (Widyatama, 2023) . Influence on the younger generation requires character education (Audina et al., 2022) . This character education was proclaimed by the government to form an educated generation (Nurdian et al., 2021a) . Character education has value as a reference for educating generations as students with character (Hendrawan et al., 2022) . Character education is a process of developing behavior and attitudes as well as having morals and virtuous character (Juainah et al., 2022) .

A nation will be seen from the character of its citizens who will reflect the identity of the nation, thus character building is very important to be carried out both through the world of education, society and family (Juainah et al., 2022) . Character education in the learning process in the classroom and outside the classroom is an alternative to instilling the character of loving the motherland in students with flag ceremonies, the habit of singing the national anthem before and after teaching and learning activities at school (Mellenia et al., 2022) . From an early age students are encouraged to have the main foundation within themselves with a character. To achieve effective goals, educators are required to have a good strategy in shaping student character (Lubis, 2023) .

Based on the explanation above, it states that the character of love for the motherland Character is a process of forming character values for all scopes that exist within the institution which can be seen from the aspects of awareness, action and knowledge in implementing character values in the individual person. Character formation provides

teaching that there is a learning process to distinguish between right and wrong, good and bad to students. However, character building is an effort to foster habituation in good or bad behavior.

One of the characters that needs to be developed in students is love for the motherland. This is because currently the character of love for the motherland is still lacking (Ardianti. et al., 2019) . The instilling of the character of loving the motherland is carried out, bearing in mind that this nation needs a better generation in the future (Widyatama, 2023) . The love for the motherland maintains the continuity of the nation. Love for the motherland is a sense of pride in culture, language and customs and always maintaining and maintaining them (Audina et al., 2022) . Character education for loving the motherland needs to be instilled not only on theory, but also on practice (Nurdian et al., 2021a) . Character education in schools, is not solely based on theory of knowledge, but also instills moral values, ethics, manners, and direct practice after being given and carried out by each element of the school (Hendrawan et al., 2022) .

Character is very important in life, strengthening character education as an effort to face increasingly complex future challenges (Juainah et al., 2022) . Character itself is something that is inherent in the individual which is unique to him. The formation of character is very important for the progress of a nation where the strength of a nation stems from character (Mellenia et al., 2022) . So character education is really needed. One of the character values that has a significant impact on the progress of a nation is the character value of loving the motherland (Lubis, 2023) .

Based on the description above, the character value of loving the homeland will be closely related to moral values in social life. The rapid development of technology is very influential on the development of trends and socialization and interactions in life. Furthermore, it is stated that the formation of character becomes an important thing for the progress of a nation in which the strength of a nation stems from character. The character aims to grow noble students. The presence of noble graduates will make the character more intact. Therefore, the expected educational goals will be achieved with the process of character formation in every scope of educational institutions.

METHOD

The research method used by researchers is the qualitative research method which is often called the naturalistic research method because the research is carried out in natural conditions (natural setting), also known as the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method, because the data collected and the analysis is more qualitative in nature. Qualitative research is aimed at understanding social phenomena from the participant's perspective in which people who are invited to interviews, observed, are asked to provide data, opinions, thoughts, perceptions (Sugiyono: 2019). This research was carried out directly with interactions in the place to be observed. Researchers observe, search, record and also explore sources related to research that will be carried out in the school environment and also in museums. In order to obtain maximum results, a research

method can be needed whose truth the researcher can be responsible for Data obtained by researchers from observations, interviews, analysis, documentation, field notes, were directly compiled by researchers from the research location, and also not in the form of numbers.

FINDING AND DISCUSSION

Based on the results of interviews conducted by researchers at SMK Muhammadiyah 1 Palu, it was found that PPKN Teacher Strategies in Instilling the character of loving the homeland to anticipate Radicalism in schools is divided into 4 components, namely general, in learning, student self-development and school culture.

The concept of cultivating the character of loving the motherland at SMK Muhammadiyah 1 Palu

Cultivating character is a process carried out in education to instill basic values or character in a person to build that person's personality, be it character values that must exist between humans and their God, character values that must exist between fellow human beings, the environment and social values. a person's personal character so that humans are truly aware of their nature and function in this world so that in the end a life that is safe and peaceful and full of meaning is created without any action that will only end in futility. In the concept of instilling a sense of love for the motherland at Muhammadiyah 1 Palu Vocational School itself, the planting is carried out when students first enter school, starting from the selection test process which is quite strict, followed by a pattern of habituation at school through superior programs and school culture.

Character Education Love the Motherland in General

The researcher conducted interview techniques to obtain data on the extent to which teachers and students know about character education for loving the motherland, instilling education for loving the motherland in general at SMK Muhammadiyah 1 Palu and how the impact or benefits of character education for loving the motherland are implemented in schools. Pancasila students are the embodiment of Indonesian students as lifelong learners who have global capabilities and act in accordance with Pancasila values, and have six main characteristics: faith, fear of God Almighty, and noble personality, global diversity, mutual cooperation, independence, critical thinking. and creativity. Giving material about Marching Row Regulations (PBB) to students will have a good impact on students where Marching Row Regulations are a set of activities used to instill discipline in students so that they have a good sense of discipline when carrying out an activity either at school or in the community. So that with these activities a number of attitudes can be formed that can be obtained by students, for example: Discipline, train cohesiveness, train the level of student focus and so on.

The sense of love for the motherland in shaping the personality of disciplined students is very important, especially at the level of education that places high priority on discipline in students. If students already have an attitude of self-discipline character, it will

create an attitude of love for the motherland in students, because discipline is part of the love for the motherland. Students who have an attitude of discipline are very good, especially as the successors of the Indonesian nation. In continuing the Indonesian nation, discipline is very well taught to students, one of which is in dance extracurricular activities at Muhammadiyah 1 Palu Vocational School. With dance extracurriculars, students can continue the nation's arts Indonesia in our beloved homeland.

The Concept of Cultivating the Character of Love for the Motherland at Muhammadiyah Vocational School 1 Palu

Based on the results of the research conducted, it was found that regarding the PPkn Teacher Strategy in instilling the character of loving the motherland to anticipate radicalism movements in schools at Muhammadiyah 1 Palu Vocational School, researchers obtained research results through observation, interviews and documentation. The concept of cultivating the character of loving the motherland at Muhammadiyah 1 Palu Vocational School instills character values in students that can build student personality. Character education is essentially aimed at forming a nation that is tough, competitive, has noble character, is moral, tolerant, works together, has a patriotic spirit, develops dynamically, is science and technology oriented, all of whom are imbued with faith and piety to God Almighty based on Pancasila.

The existence and role of education has a very important contribution in the formation of one's character, in fact it is a must for every person in charge of education to carry out intensive coaching in achieving ideal educational goals. Education is very important for every human being as a bridge to improve quality. human resources . Education can also be interpreted as a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training (Quraish et al., 18: 2023) .

The phenomena that occur require an educator to be the spearhead in shaping the character of students at school. Even though character cultivation can be done anywhere, character education at school is the most important education in shaping the character of students. Character can be formed according to the conditions and circumstances faced by children. Starting with setting a good example in behavior, getting used to doing good, inviting students to think about good actions and telling stories by taking lessons from them.

The quality of education can not only be judged by their cognitive abilities, but also students must have a noble character. Cultivating character starts from the family environment, relatives, schools and the community environment (Kunci, 23:2023) . The character values from the first perspective are honesty which means an attitude that states something that is real by not covering up the actions that have been done. Second, with fairness can be interpreted as putting everything in its place. Third, responsibility which means taking on all the actions that have been done. Fourth, with courage, which means a steady feeling of heart when taking all actions or decisions. Fifth, willing to work, which

means there is effort. to do something and not be lazy. Sixth, discipline which means everything is done according to the rules (Arif et al., 20:2021) .

Cultivating the Character of Love for the Motherland at Muhammadiyah 1 Vocational School, Palu

From the results of the research above, the inculcation of the character of loving the motherland in students of SMK Muhammadiyah 1 Palu, the character of loving the motherland is a way of thinking, behaving, and acting that shows respect for the motherland. As the Cultivation of the Character of Love for the Motherland is like a muscle that has been formed and developed through a long process of training as well as discipline which is carried out every day until it is strong and strong. A person can be said to have good character if he is able to show the positive values that exist in him so that those around him can be seen and felt, such as being honest, responsible, disciplined, able to work together, tolerant and so on (Nurdian et al., 22: 2021) .

Through state defense education which is implemented through Citizenship Education subjects in elementary schools to tertiary institutions, it is hoped that the younger generation can become the successors of the nation who can hold strong the attitude of defending their country in order to defend the country. Defending the country is the attitude and actions of citizens who are based on a sense of love for the motherland, awareness of nation and state, belief in Pancasila as the ideology of the nation and state, willing to make sacrifices to face every threat, challenge, obstacle and disturbance both coming from within and from outside which is dangerous . the survival of the nation and the State, territorial integrity, and the noble values of Pancasila and the 1945 Constitution (Puspitasari, 15:2021) .

A sense of love and a sense of nationalism must be fostered through education. The rapid changes that occur as a result of globalization can lead to a reduction in national values. Basically, today's children are more proud of foreign cultures than their own. A sense of love for the motherland or a sense of nationalism must be instilled from an early age so that love for the Indonesian nation does not young recede. At present many people admit that they love the Indonesian nation, but not a few of them actually prefer culture from abroad rather than Indonesian culture. This is shown that love for the motherland is not only acknowledged or only by word of mouth, but must be implemented through actions that reflect a sense of love for the motherland, for example when carrying out a flag ceremony of appreciation wholeheartedly it must be applied not just joking.

CONCLUSION

the conclusion of the concept of planting the character of loving the motherland at Muhammadiyah 1 Palu Vocational School is carried out when students first enter the school, starting from the selection test process which is quite strict followed by a pattern of habituation at school through superior programs and school culture. planting character Love land water in learning through 3 stages, namely planning, implementation, and learning assessment planting character Love land water indevelopment self students,

academic development such as Olympics and extracurricular activities of hizbul wathan, dance, martial arts, paskibraka, p5 activities (projects to strengthen Pancasila student profiles) planting character Love land water in school culture flag ceremony and commemoration of national holidays, protecting and preserving Indonesian culture, 5S culture, midday prayers and Friday prayers in congregation at school. for obstacles and support for facilities and infrastructure, the only obstacle is the means in each class it turns out after the researcher observation there are still classes that support the values of love for the land the water is still lacking as on the class walls which are still empty and there are no hero photos .

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