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Teachers' Strategies in Realising National Resilience through Strengthening Civic Disposition: A Study in State Junior High Schools in Gorontalo City

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Abstract: This study aims to identify the strategies of Civic Education teachers in strengthening national resilience through the development of civic disposition in Junior High Schools in Gorontalo City. This research uses qualitative methods with data collection techniques through observation, interviews, and documentation. Observation was conducted to understand the extent of the strategies applied in strengthening civic disposition during the learning process. Interviews were conducted with Civics teachers as informants to gain an in-depth understanding of their strategy implementation, while documentation was used to record relevant data, such as photos and other important information. The results showed that national resilience can be effectively enhanced through the implementation of Pancasila values-based civic disposition. Collaborative support between the Gorontalo City Education Office and junior high schools in Gorontalo City is instrumental in shaping students' religious and nationalist characters. Through a programme that emphasises tolerance, responsibility and social care, students are encouraged to apply civic concepts in real life, thus strengthening their national identity. However, there are barriers in implementing this strategy, such as limited resources and the influence of social media that can distract students from civic values. The conclusion of this study shows that Civics teachers' strategies, including the teaching of Pancasila values and interactive learning activities, play an important role in shaping a generation that understands its rights and obligations as citizens, and contributes positively to national resilience and the nation's progress.

Keyword: Civics Teacher Strategy, Civic Disposition, National Resilience

INTRODUCTION

All of these problems have been fuelled by political instability, ethnic clashes and resource competition. The study "Security Challenges To South-East Asia And The Prospects Of Conflict" also found similar conflicts. In Southeast Asian countries. Many conflicts are caused by historical mistakes, religious sentiments, and differences in cultural ethos. In addition, rivalries over disputed territories and unclear boundaries make matters worse.

Neighbouring great power rivalries, such as the influence of major powers, only add to the complexity of achieving stability. This situation complicates efforts to build effective regional institutions and creates an environment prone to conflict, potentially threatening harmony and co-operation among countries in Southeast Asia. (Kainikara, 2012). Indonesia, as a Southeast Asian country, has a religious complexion that is easily exposed to conflict internally. (Atmaja, 2023). Ironically, in the midst of an era of modernisation that should bring progress, it has bad implications. (Akhmadi, 2019). This situation is further exacerbated by the number of hoaxes and inter-religious hate speech through cyberspace. Many of these practices are carried out by certain groups that seek to impose their ideology. As a result, polarisation occurs both at the vertical level (in the context of relationships between different groups) and horizontally (in the context of interactions within the same group). (Saumantri, 2023).

The era of modernisation is often used to politicise religion, politics and culture. (Rohman & Witro, 2022). The plurality of Indonesian society is one of the roots of the complexity of the conflicts that occur. Based on data, Indonesia occupies the fourth position in terms of population after India, China, and the United States (Indonesia, 2021). As a country with 17,000 islands, 13,000 ethnic groups, 800 regional languages, and 6 different religions, Indonesia is one of the most plural countries in the world. (Na'im & Syaputra, 2010). In addition, the rate of population growth by faith shows an increase from 2018 to 2024, with Islam as the largest religion with 229.7 million adherents, followed by 8.3 million Christians, 4.6 million Hindus, 2.1 million Buddhists, 71,590 Confucians, and 164,891 who identify with other religions. (Ministry of Religious Affairs, 2020). Reduce the data. National resilience is a pillar that can determine the direction of a country. This is because all elements of national resilience are able to mitigate the risks of both internal and external threats. (Amanda et al., 2023). Reducing existing vulnerabilities, national resilience serves as a crucial pillar in determining the direction of the nation and is able to anticipate risks from internal and external threats. The realisation of national resilience must be accompanied by a strong attitude in the form of a civic attitude or character (civic disposition).

The urgency of national resilience requires three main competencies that every citizen needs to have, namely: civic knowledge (civic knowledge), civic skills (civic skills), and civic attitudes (civic disposition). (Branson, 1999). To realise this, character strengthening is central to the ideal of creating order in a diverse society. However, this effort needs to be realised through character education that is strengthened both vertically and horizontally. Vertically, character education means strengthening the relationship between individuals and the state through respect for prevailing values and norms. While horizontally refers to strengthening relationships between individuals in society through mutual respect and cooperation. The basis of the argument is Plato's construct of thinking, which states that education "aims to make a person better, and a good person must behave nobly." This is because education outcomes include the formation of intellectual question (IQ), emotional question (EQ) and spiritual question (SQ). All of this must be realised with the content of character education. (Mu'in, 2019).

Educational content and character have a very close relationship. Thomas Lickona in his study "The Return of Character Education" and his book *Educating for Character: How Our Schools Can Teach Respect and Responsibility* states that character includes knowledge, attitudes, motivation, behaviour, and skills. According to him, character involves the elements of knowing goodness, loving goodness and doing goodness (Wahyuni, 2021). On the other hand, John M. Echols and Hasan Sadily explain that the term "character" comes from the Latin *karakter*, which means "to carve or shape," as well as from the Greek *charassein*, which means "to make a mark or engraving". (Gunawan, 2022). In general, character encompasses the attitudes, behaviours, motivations and skills that drive individuals to act well and make a positive contribution to their environment. (Tanaka et al., 2023). In the context of Civic

Education studies in Indonesia, these aspects of character fall under the study of civic disposition. In the 21st century, civic disposition is an important foundation to unite religious values such as faith, piety to God Almighty, and noble character; independence, critical thinking skills, creativity, mutual cooperation, and respect for global diversity. These values are rooted in Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the principle of the Unitary State of the Republic of Indonesia. (Maesaroh et al., 2023).

To make civic disposition the foundation of national resilience, education at its smallest unit needs to implement effective strategies in fostering patriotism. The first step can be done through strategies implemented by teachers with competence in Civic Education (PKn), because they have a deep understanding of national values and citizenship. (Aga et al., 2021). This does not mean that teachers of other subjects do not play a role in generating nationalism, but the focus of this discussion is directed at strategies designed by Civics teachers in integrating civic disposition values to strengthen national resilience. Sastradipura et al., 2021). The alignment of similar studies shows that the application of Civics teacher strategies in fostering a sense of love for the country can encourage students to be active in national activities, increase discipline and responsibility, and strengthen ideology as the basis for state resilience. (Sari et al., 2022; Sunarso et al., 2016; Hasna et al., 2021; Sunarti et al., 2022).

Citizenship education is an education that strengthens national character. Citizenship teaching in Indonesia, and in Asian countries in general, is more emphasised on moral aspects (individual character), communal interests, national identity, and international perspectives. This is quite different from Civics Education in America and Australia, which emphasise the importance of individual rights and responsibilities as well as democratic systems and processes, human rights and market economy (Subdi, 2007). Not without reason, at the level of Civics Education as a whole science, instrumentation and educational praxis. It can foster civic intelligence, civic participation and civic responsibility. For this reason, the systematic framework of Civics is built on the basis of the paradigm; (1) Curricularly Civics is a learning subject that can develop individual competencies; (2) Theoretically Civics is designed as a learning subject that contains elements of cognitive, affective and psychomotor content which are "confluent" meaning interacting and integrated; (3) Pragmatically Civics is designed as a learning subject that places more emphasis on content embedding values and learning experiences. (Putra & Budimansyah, 2012).

METHOD

This research method, using qualitative. qualitative research is research that aims to understand the phenomena experienced by the subject, such as behaviour, perceptions, motivations, and actions, as a whole. This research is conducted by describing in the form of words and language, in a certain natural context, and using various natural methods. (Moleong, 2014). Qualitative methods are considered an innovative approach because they offer new ways to understand social and human phenomena. The post positivistic approach means that this method does not completely reject positivism, but recognises that social reality is complex and often subjective. As a discovery-based approach, qualitative methods focus on exploring and deeply understanding individual experiences and perspectives, rather than simply testing hypotheses. In addition, its interpretive nature suggests that researchers seek to understand the meaning and context behind the data collected, providing richer insights into the phenomenon under study. (Sugiyono, 2016).

In this study, the data collection techniques used included observation, interviews, and documentation. At the observation stage, researchers made observations to assess the extent of the strategies applied by Civics Teachers in implementing civic disposition in the learning aspect as an effort to strengthen national resilience. Interviews were conducted to get a follow-up to the results of observations, with the aim of digging deeper information and strengthening

the initial hypothesis, as well as finding new findings related to the strategies implemented by Civics Teachers. At this stage of the interview, the informants involved were Civics Teachers who served in Junior High Schools in Gorontalo City. Furthermore, documentation aims to record relevant information, either in the form of information, photos, or other important things in the research. The importance of using this technique in research is to obtain accurate data. This is because, a research will be difficult to find the validity of the research, if it does not carry out structured techniques in collecting data. (Sugiyono, 2016).

RESULTS AND DISCUSSION

Context of Implementation of Civics Teacher Strategies in Realising National Resilience through Strengthening Civic Disposition

Civic Education is a field of study that aims to improve the intelligence and quality of life of the Indonesian nation through a value-based education approach. The systematic approach of Civics is designed with the following paradigm: First, in the curriculum, Civics is structured as a subject that aims to develop individual potential to become moral, intelligent, participatory, and responsible Indonesian citizens. Second, theoretically, Civics is designed as a subject that includes cognitive, affective, and awareness dimensions of the importance of national defence. Thirdly, practically, Civics focuses on the delivery of content-embedded values and learning experiences that are manifested in daily behaviour, as a guide for citizens in the life of society, nation and state. Civics Education seeks to elaborate the ideology, values, concepts, and morals of Pancasila as well as the importance of democratic citizenship and the spirit of state defence. (Sunarso et al., 2016)

The relationship between Civic Disposition and national resilience in the perspective of Civic Education lies in the ability of value-based education to form citizens who are not only academically intelligent, but also have strong character, care and responsibility for the nation. Civic Disposition, which includes morality, active participation, and awareness of the importance of the role of citizens in maintaining the sovereignty and integrity of the nation, is very relevant in strengthening national resilience. Civic Education aims to create citizens with a cognitive, affective and practical understanding of the values of Pancasila, state defence awareness and democracy, all of which support an individual's readiness to engage in maintaining state stability and resilience. In other words, the stronger the Civic Disposition built through Civic Education, the stronger the national resilience because citizens have a collective awareness and proactive attitude in facing various challenges that threaten the nation. The goal is, (smart and good citizens). (Directorate General of Learning and Student Affairs Ministry of Research, Technology, 2016). This is in line with the concept of teaching Citizenship in Indonesia, and in Asian countries in general, emphasising moral aspects (individual character), communal interests, national identity, and international perspectives. (Subdi, 2007).

Explicitly, Article 27 paragraph 3, Article 30 paragraph 1, and Article 31 paragraphs 1, 3 and 5 of the 1945 Constitution of the Republic of Indonesia affirm the rights and obligations of every citizen to participate in the defence of the country, the defence and security of the country, and to obtain an education that educates the nation's life. Likewise, Article 1 of Law No. 20/2003 on the National Education System explains that national education has a function to develop the ability and shape the character and civilisation of a dignified nation in order to educate the nation's life. Furthermore, the article also explains that the purpose of national education is to develop students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. For this reason, to realise the objectives of national education, Civics education is one part that is an important instrument to shape the personality as stated in the law.

Article 37 paragraph 1 "Civic education is intended to form learners into human beings who have a sense of nationality and love for the country". For this reason, civic education is an education that strengthens national character. Thus, at the level of Civics Education as "science, instrumentation and praxis of education as a whole," the outcomes can foster civic intelligence, civic participation and civic responsibility. For this reason, the systematic framework of Civics is built on the basis of the paradigm; (1) Curricularly Civics is a learning subject that can develop individual competencies; (2) Theoretically Civics is designed as a learning subject that contains elements of cognitive, affective and psychomotor content which are "confluent", meaning that they interact and are integrated; (3) Pragmatically Civics is designed as a learning subject that places more emphasis on content embedding values and learning experiences (Putra & Budimansyah, 2012).

It can be argued that Civic Education (CEC) plays a central role in developing an empowered civic consciousness at the local, national and global levels. At the local scale, it leads learners to explore and deeply understand the values, history and cultural richness that are integral to their identity, which in turn strengthens the foundations of national identity and enhances pride in cultural heritage. In the national sphere, Civics Education acts as a catalyst in the process of forming responsible citizens, through seeding an understanding of the rights and obligations that individuals have in a socio-political context, as well as strengthening knowledge of the country's political system and government. Meanwhile, on the global stage, Civics introduces learners to pressing global issues, such as peace, human rights, and environmental sustainability, which have crucial relevance in shaping an inclusive worldview.

Admittedly, the issue of curriculum development and Civics learning that is oriented towards the concept of "contextualised multiple intelligence" in local, national and global nuances is not an easy thing. The current reality, especially the education curriculum in Indonesia, is always undergoing changes both in terms of "material" content which refers to the physical or concrete components of the curriculum, such as syllabuses, textbooks, and subject matter taught in class. Meanwhile, the "immaterial" content refers to non-physical aspects such as demands for values, attitudes, social skills, character, and independence that are to be instilled in students through the learning process. For this reason, the curriculum is an instrument or reference that contains content, objectives, methods and references to the learning process in both "formal" and "non-formal" education units. Substantially simply the curriculum is a set of rules regarding aspects related to what to teach, how to teach, and how learning outcomes will be assessed. Schubert, (1986) states; "curriculum as content or subject matter, curriculum as a planned activity programme, curriculum as intended learning outcomes, curriculum as cultural reproduction, curriculum as experience, curriculum as a discrete task and concept, curriculum as a social reconstruction agenda". (Raharjo, 2020).

This statement can be translated that curriculum as content or subject matter, curriculum as a planned programme of activities, curriculum as expected learning outcomes, curriculum as cultural reproduction, curriculum as experience, curriculum as separate tasks and concepts, curriculum as a social reconstruction agenda." Stratemeyer, Forkner & McKim (194) that "Curriculum today is defined in three ways; classroom courses and activities in which children and young people are involved; the total range of in-class and out-of-class experiences sponsored by schools; and the total life experiences of learner people." (Raharjo, 2020) This means that curriculum today is defined in three ways; (a) classroom courses and activities in which children and young people are involved; (b) the total range of in-class and out-of-class experiences sponsored by schools; and (c) the total life experiences of learner people. (Raharjo, 2020) Even so Nasution, (1995: 1) said that the curriculum plays a very important role in the field of education so that the educational process can run smoothly, effectively, interactively, and conducive. (Raharjo, 2020).

In Indonesia, curriculum changes have occurred several times. starting from the 1947 Curriculum which became the foundation of post-independence national education, then the 1964 Curriculum which presented the National Education System (SPN) with an emphasis on general and vocational education. In the New Order era, the 1975 Curriculum was launched with a focus on the compulsory curriculum including religious, moral and civic education. Moving into the reform era, the Competency-Based Curriculum (KBK) in 1994 emphasised learner-centred learning. The 2004 curriculum (KTSP) strengthened the competency-based approach while emphasising curriculum development by each education unit. The 2006 curriculum emphasised success in both academics and character. Then the 2013 curriculum (K13) which introduced contextual and integrated learning with an emphasis on character, literacy, and numeracy. Finally, the Merdeka Belajar Curriculum introduced in 2020 gives schools the flexibility to design the curriculum according to the needs of students. Interestingly, the special car for the Civics curriculum has also undergone changes in terms of its naming and the content elements it aims to achieve.

Curriculum development in Indonesia shows an evolution that focuses on strengthening the values of Pancasila and citizenship. It started with the 1975 Curriculum that emphasised civics and national history, followed by the 1979 P4 Curriculum that integrated human rights and state institutions. The 1984 curriculum expanded the focus on morals and norms in the context of ideology and state security. Pancasila and Citizenship Education (PPKn) emerged in the 1994 Curriculum, with an emphasis on systemic value acculturation. The 2004 and 2006 curricula retained the essence of Civics Education, although with a more practical approach and integrated in local content. The 2013 Curriculum introduced contextual and character learning, while the Merdeka Belajar Curriculum since 2020 provides flexibility for schools in designing relevant and responsive learning, still with a focus on character building and civic values.

According to Winarno (2013), the term Citizenship Education in Indonesia has undergone several significant changes over time. It started with the use of the term "Citizenship" in 1957, then changed to "Civics" in 1961. In 1968, the term was changed again to "Citizenship Education". Subsequently, the term "Pancasila Moral Education" (PMP) was used in 1975 and 1984. In 1994, "Pancasila and Citizenship Education" (PPKn) emerged, followed by "Citizenship" (Civic) in 2004 which marked the trial of the competency-based curriculum. Finally, in 2006, the term "Civic Education" was reaffirmed in Permendiknas No. 22 of 2006. These developments reflect the dynamics and adaptation of civic education according to the needs of society and the context of the times. In order to realise the context of civic education, which has experienced some fluctuations, a strategy for Civic Education (Civics Education) teachers is needed to maximise the formation of civic character (civic disposition).

The results of the study show that optimising teachers' strategies at SMPNs in Gorontalo City still faces various obstacles in realising national resilience through strengthening civic disposition, including internal constraints, such as limited resources and lack of school support, as well as external constraints that include the influence of the social environment and frequent changes in education policy. These obstacles indicate the need for evaluation and increased collaboration between teachers, schools, parents and communities to create a favourable environment for effective civic education. This, of course, is very much in line with the meaning of the ideal teacher. A teacher is a professional educator who educates, teaches knowledge, guides, trains, assesses and evaluates students. In this case, the teacher does not only teach formal education, but also other education and can be an exemplary figure for his students. From this explanation, we can understand that the role of teachers is very important in the process of creating the next generation of quality, both intellectually and morally (Safitri, 2019).

The definition of 'teacher' is often identified with a cheap and easy profession. The reason for this is simple: the work of teachers is often considered unnecessarily highly rewarding. (Ruslin, 2023). In the non-formal environment, parents are the main educators for children

supported by families who live together at home while in the formal environment the responsibility of educating is continued by the teacher (Buan, 2021). The diversity of children's characters makes teachers have to make efforts to make children comfortable when they are at school. The environment with friends who come from families with different backgrounds is not always in a state of peace, there will be forms of liveliness such as fighting among each other, known as bullying (Buan, 2021). Civics teacher is a profession owned by someone who is involved in the field of Civics. Someone who teaches about all things related to Pancasila and Citizenship Education. Someone who has an obligation to be at the forefront of creating the next generation of nations who love their homeland, ancestors, ideology, ethnic and religious diversity, and unity. (Hikmawati, 2021). Based on the statements above, the author concludes that a Civics Teacher is someone who works as a teacher in the field of Pancasila and Citizenship Education subjects. In addition, Civics Teachers can help students in character cultivation so that later they can create students with character in accordance with the values contained in Pancasila and make students moral, ethical, and highly dedicated people. (Hikmawati, 2021).

Teachers have a role as facilitators and moderators to help students in learning. The role of the Civics teacher is not only to convey material verbally or lecture but must choose a learning model that can increase student activeness in learning. Learning carried out by Civics teachers, especially in shaping the attitude of love for the country, must be able to make it easier for students to learn to love the country. The school environment is a place for many teachers according to their respective expertise, and one of them is the Civics Teacher. The existence of Civics Teachers is needed by the nation and state, because he is a figure who teaches many things, especially Morality, Integrity, and Social. (Hikmawati, 2021). Civics teachers must be able to develop teaching plans starting from lesson sources, teaching methods, learning media, and evaluation. Teaching in the classroom is emphasised in Civics subjects that are guided by the character and personality of students. There are 3 roles of Civics, namely: (a) Forming students and renewing human identity in accordance with the personality of the Indonesian nation. (b) Forming a society that has high political knowledge, especially on laws and constitutions. (c) Forming learners in substantial parts and potential for further learning. (Dhiva, 2022).

This research reveals that national resilience can be effectively strengthened through the implementation of civic disposition in schools with the integration of Pancasila values in the curriculum. In this context, collaboration between the Gorontalo City Education Office and SMPNs throughout Gorontalo City plays a very significant role, especially in the formation of students' religious and nationalistic characters. This collaboration allows for the implementation of various programmes that emphasise character development, such as tolerance, a sense of belonging, responsibility and social care. Through this approach, students not only learn theoretical citizenship concepts but are also encouraged to apply them in their daily lives. This conducive educational environment creates a supportive atmosphere, so students are motivated to be actively involved in social and community activities. The outcome of the implementation of these programmes is the strengthening of national identity and social resilience in a diverse society.

Thus, students are able to apply civic values in real-life contexts, which in turn strengthens the sense of community and solidarity among them. These findings demonstrate the importance of integrating character values in education to form a generation that not only understands their rights and obligations as citizens, but also contributes positively to society.

This, when referring to the context of ideal or minimum and maximum civic education, there are aspects that are very compatible. Civics education in the "minimal" context is narrowly understood that it only accommodates certain aspirations, takes the form of teaching citizenship, is formal, bound by content, knowledge-oriented, focuses on the teaching process where the

results are easily measured. While maximally Civics is defined broadly which accommodates various aspirations and involves various elements of society, a combination of formal and informal approaches, labelled "citizenship education" which focuses on student participation through content search and interactive processes inside and outside the classroom, the results will be more difficult to achieve and measure because of the complexity of learning outcomes (Putra & Budimansyah, 2012).

Research on Civics teachers' strategies in realising national resilience through civic disposition shows various approaches applied in the classroom. Firstly, the teaching of Pancasila values is the main focus, where students are taught to understand and internalise these values in their daily lives. Secondly, discussions on current social and political issues are held to encourage students to think critically and actively participate in relevant debates. Thirdly, interactive learning activities such as simulations and role plays provide opportunities for students to apply citizenship concepts in a practical and fun way. Finally, assignments in community activities, such as social service programmes, allow students to apply the values they have learned in a real context, thus strengthening their sense of social care and responsibility. The construction of these findings can be seen in the following chart:

Table 1. Civics Teacher Strategy Findings Scheme

Civics Teacher Strategy	Civilian Disposition Reinforcement	National Resilience
Teaching Pancasila Values	Civic Awareness	Social and political stability
Participatory Learning Activities	Involvement in social activities	Community wellbeing
Development of Critical Thinking Skills	Social responsibility	Strengthening national identity
Increased Social Awareness and Responsibility	Tolerance and co-operation between citizens	Economic resilience
Cultivating Tolerance and Cooperation	Active participation in democracy	Cultural resilience

This finding is in line with the essence of the meaning of strategy which comes from the Greek, *strategos*. According to Glueck and Jauch, strategy is defined as an integrated, comprehensive, and integrated plan that links advantages and weaknesses. In general, strategy is a decision-making process led by an organisation's top leaders, with a focus on achieving long-term goals. It involves planning the steps necessary to achieve those goals. On the other hand, strategy is specifically a series of gradually increasing and continuous actions, which are carried out based on an understanding of the future needs and expectations of customers. In this context, strategy not only anticipates what is happening, but also describes a plan to deal with possible changes in the market and behavioural patterns. (Dra.Yatminiwati, 2019). The results of these findings are in line with civic education in Indonesia carrying out a national mission to educate the life of the Indonesian people through a value-based education corridor and carrying out the mission of "*civic education for democracy*" so that civic education should examine the big concepts brought by globalisation, namely *democracy*, human rights, and placing the law above all (*supremacy of law / rule of law*) based on the ten pillars of democracy (Ten pillars of Indonesian constitutional *democracy*), including:

1. Supreme divinity;
2. Human rights;
3. Sovereignty of the people;

4. The intelligence of the people;
5. Separation of state powers;
6. Regional autonomy;
7. Rule of law (supremacy of law);
8. A free judiciary;
9. People's welfare; and
10. Social justice. (Febrianti, 2020)

This is in line with national resilience through civic disposition as civic education teaches democratic values and human rights that are essential to building a stable and harmonious society. By understanding the ten pillars of democracy, students are trained to value diversity, actively participate in the democratic process and uphold the rule of law. This creates individuals who are responsible and able to contribute positively to society, thus strengthening national identity and social resilience. In the context of globalisation, this understanding is crucial to facing challenges and maintaining unity amidst differences. Therefore, the location of Civics must be able to optimise teachers' strategies in maximising the formation of civic disposition to realise national resilience. Civic education is one of the key components in the education system in various countries. This education aims to form individuals who are not only aware of their rights and obligations as citizens, but also able to actively participate in the life of society and the state. In a global context, the implementation of Civic Education shows significant variations, influenced by the cultural, social and political background of each country.

Referring to Branson's opinion, civic education consists of three main interrelated components. Firstly, civic knowledge, which includes an in-depth understanding of the structure of government, the rights and duties of citizens, and the democratic principles underpinning the system of government. Second, civic skills, which emphasise the importance of practical skills for active participation in democratic life, such as the ability to discuss, collaborate and make decisions collectively. Third, civic dispositions, which relate to the attitudes and values that every citizen needs to possess, such as empathy for others, respect for individual freedoms, and commitment to engage in democratic participation. These three components play an important role in shaping individuals who not only understand their responsibilities as citizens, but are also able to contribute positively to society and the state.

The core of civic education (Civics), which includes knowledge, skills and attitudes, serves as the foundation for Civics teachers' strategies in realising national resilience through strengthening civic disposition. By equipping students with an understanding of governance and democratic principles, as well as developing skills and positive attitudes, teachers can encourage students' active participation in the life of the nation. The principle is students' national identity, which in turn strengthens national resilience. Strengthening civic disposition in the classroom becomes a means to instil Pancasila values, increase tolerance, and encourage a sense of social responsibility, so that students not only become knowledgeable citizens, but also active and committed to the progress of the nation. It can be constructed that, the strategies applied by Civic Education (PKn) teachers in SMPN in Gorontalo City in realising national resilience through strengthening civic disposition can be seen through several main approaches. First, teachers use a contextual curriculum that integrates cognitive, affective, and psychomotor aspects to develop civic intelligence, civic participation, and civic responsibility, by adjusting learning to local, national, and global needs. Secondly, through the cultivation of national values such as Pancasila and the 1945 Constitution, teachers form a sense of love for the country as well as an understanding of the rights and obligations of citizens, in accordance with Article 37 paragraph 1.

In addition, this learning is also directed at shaping students' civic disposition, which is the character of responsible, active citizenship and awareness of national resilience. The integration of civic values into content and learning experiences encourages students to think critically and act in social contexts and local and global issues. This is also very much in line with Pancasila and civic education itself which has the objectives to: (a) Think critically and creatively in responding to civic issues. (b) Participate and be responsible and act intelligently in the activities of society, nation and state. (c) Develop positively and democratically in shaping themselves based on the character of Indonesian society in order to coexist with other nations. Interact with other nations in world affairs directly or indirectly. by utilising information and communication technology. (d). (Widiastuti, 2022).

Context Factor Implementation of Civics Teacher Strategies in Realising National Resilience through Strengthening Civic Disposition

Ivor K. Davies states that teachers have six main roles and functions in the learning process. First, as a scene designer, the teacher acts like a director who directs the learning atmosphere as a theatre stage. Secondly, as a builder, teachers are responsible for building students' skills and abilities holistically. Third, the teacher also acts as a learner, where he/she continues to learn while teaching, so that students are positioned as partners in the learning process (co-learner). Fourth, the teacher acts as an initiator and implementer of emancipation (an-emancipator), by providing fair opportunities for all students to develop their potential regardless of their background. Fifth, teachers also function as conservers, who maintain and preserve the nation's noble values through the learning process. Finally, teachers act as culminators, where they design learning from simple to complex, together with students to achieve optimal learning success. (Kurniawati et al., 2021).

In this regard, the inhibiting factors of Civics teachers' strategies in realising national resilience through strengthening civic disposition at SMPNs in Gorontalo City are closely related to various real challenges arising from the times and social conditions of today's society. One of the main obstacles is the limited supporting resources, such as inadequate school facilities and teaching materials that are not always relevant to the context of contemporary civic education. Teachers often have difficulties in accessing up-to-date learning materials that are in line with global and local issues, such as digital technology development, social change and environmental issues, which are relevant in civic learning. In addition, students' attitudes and understanding of civic values are also an obstacle. Many students are more focused on academic achievement as measured by test scores, while the moral and character aspects that are the learning objectives of Civics are often neglected. The massive and uncontrolled influence of social media further exacerbates this situation, as students are more often exposed to inappropriate or unhelpful information, which can distract them from the national and civic values that should be emphasised.

Another obstacle faced is the lack of specialised training for Civics teachers in developing effective learning strategies to strengthen civic dispositions. Many teachers have not received adequate training to use more innovative and interactive teaching methods, so the learning process is often monotonous and less interesting for students. This results in low student participation in discussions or activities that actually aim to shape their civic awareness. In addition, the implementation of a dense curriculum that focuses on academic targets causes a lack of space for the development of civic disposition values in daily learning. Teachers are sometimes forced to focus more on achieving academic standards than on instilling critical civic values in the face of real social and political challenges. Economic factors are also a significant barrier. Many students come from families with difficult economic conditions, so character education and civic dispositions are not prioritised. Underprivileged families often do not have access to technology or additional resources that can support student learning outside of school,

resulting in gaps in the understanding and application of civic values among students. Overall, the challenges faced by Civics teachers in realising national resilience through strengthening civic disposition are very complex, covering aspects of; (a) cultural, (b) structural, and (c) economic that affect the effectiveness of civics learning at SMPNs in Gorontalo City.

A series of research findings show explicitly that there are also factors explicitly inhibiting the Civics Teacher's strategy. This can be seen in the following table:

Table 1. Inhibiting Factors of Civics Teachers' Strategies in Realising National Resilience Through Strengthening Civic Disposition

Inhibiting Factors	Findings	Indicator Review
Family	Lack of family education	Many parents do not provide adequate civic value education.
	Lack of discussion on Pancasila values	Discussions about citizenship are often neglected in families.
Culture	Less favourable social normativity	A culture that does not value active participation and social responsibility.
	Negative social influences	A social environment that has the potential to influence students' attitudes towards civic values.
School	Inadequate educational facilities and infrastructure	Limited learning facilities affect the quality of learning.
	Uninteresting teaching methods	The use of monotonous and less varied teaching methods can reduce student interest.
	Insufficient training for Civics teachers	Civics teachers often do not receive sufficient training to implement new approaches.

This finding, explains that within the family, a lack of civic value education and minimal discussion of Pancasila values can result in children growing up without a strong awareness of their rights and obligations as citizens, potentially reducing their participation in social and political activities. A culture that does not support active participation and negative social influences can make matters worse, making students apathetic towards social and political issues, which in turn threatens their sense of patriotism and devotion to the nation. On the other hand, school factors, such as inadequate educational facilities and infrastructure, monotonous teaching methods, and inadequate training for Civics teachers, contribute to the low quality of civic learning. All these factors interact with each other and have the potential to weaken national resilience, as the younger generation lacks knowledge, attitudes and a strong commitment to national values. This aligns with the findings of the study that poor student character can be caused by several factors, including a family environment that does not provide adequate character education, and the lack of positive interactions and good role models from parents. In addition, negative peer influences can lead to undisciplined behaviour and dishonesty. Lack of motivation and support from parents to participate in positive activities also contributes to this problem, while exposure to negative content from the media can affect students' attitudes and behaviour, distancing them from good values.(Nurdiansyah & Mulyadi, 2022).

CONCLUSION

It can be concluded that, Civics teachers' strategies in developing strong citizenship attitudes among students as the foundation of national resilience. Through various strategies,

such as teaching Pancasila values, discussions on social and political issues, and interactive learning activities, teachers try to form students who are critical, empathic, and actively participate in society. In the classroom, strengthening civic disposition is done by internalising civic values in everyday contexts. Discussions on current issues enable students to think critically and understand their responsibilities as citizens. In addition, practical activities such as simulations and assignments in social activities encourage students to apply their knowledge in real life. With this approach, Civics teachers in Gorontalo play an active role in creating a generation that not only understands their rights and obligations, but also has a commitment to contribute to the resilience and progress of the nation.

CONCLUSION

In summary, Civics teachers employ a multifaceted approach to cultivate strong civic dispositions among students, serving as a cornerstone for national resilience. By integrating Pancasila values into lessons, facilitating debates on socio-political issues, and designing interactive learning experiences, educators shape students into critical thinkers, empathetic individuals, and active societal participants. Classroom strategies focus on embedding civic values into daily life, ensuring students not only learn democratic principles but also internalize them. Discussions on contemporary topics, such as governance, human rights, and media literacy, sharpen students' analytical skills while reinforcing their roles as responsible citizens. Beyond theory, hands-on activities like community service projects, mock elections, and conflict-resolution simulations bridge the gap between knowledge and practice, allowing students to enact civic virtues in real-world settings. For instance, initiatives such as neighborhood clean-ups or peer mediation programs demonstrate how classroom lessons translate into tangible community impact. In Gorontalo, this pedagogical commitment is evident as teachers foster youth who grasp their constitutional rights and duties while demonstrating patriotism and social accountability. By blending ethical education with participatory learning, Civics teachers nurture a generation capable of addressing challenges like disinformation, inequality, and environmental crises key threats to national stability. Their methods also promote intercultural dialogue, countering radicalism and strengthening social cohesion in Indonesia's diverse society. Importantly, this aligns with global citizenship education frameworks, which link local civic engagement to broader sustainable development goals (SDGs).

The emphasis on empathy and collaboration equips students to contribute to Indonesia's resilience, whether through grassroots activism, informed voting, or ethical leadership. Furthermore, partnerships with local NGOs and government agencies amplify these efforts, providing platforms for students to engage in policymaking or humanitarian projects. Assessments through reflective journals and peer evaluations ensure continuous improvement in both teaching strategies and student outcomes. Ultimately, Gorontalo's Civics educators exemplify how schools can transform into incubators for democratic values, producing citizens who balance national pride with a commitment to global progress. Their work underscores that national resilience hinges not merely on economic or military strength, but on a populace rooted in moral integrity, civic responsibility, and collective problem-solving. As Indonesia navigates modernization and geopolitical shifts, such education becomes indispensable for maintaining unity and competitiveness. The success of these strategies, however, depends on sustained support adequate teacher training, updated curricula reflecting societal changes, and technological integration to reach digital-native learners. If scaled nationally, this model could fortify Indonesia's future, ensuring that each generation upholds Pancasila's ideals while innovating solutions for emerging challenges. Thus, Civics teachers are not merely instructors but architects of societal resilience, molding youth into stewards of democracy and national progress.

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