

STRATEGIC PLANNING FOR EFFECTIVE MANAGEMENT OF CITIZENSHIP EDUCATION IN SCHOOLS

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Article Info

Received : 13/12/22

Revised : 24/12/22

Accepted : 29/12/22

Citizenship education has a crucial role in shaping students' attitudes, values and active participation in national and state life. Even though it is important, the implementation of civic education management still often faces challenges. This research aims to identify, design and evaluate effective strategic planning for the management of citizenship education in the school environment. This research uses a qualitative approach with descriptive methods. The research results show that strategic planning for the management of Citizenship Education in schools has a positive impact. Setting long and short term goals helps shape student character, while developing an integrated and relevant curriculum stimulates learning motivation. Involving parents and the community strengthens students' understanding of civic values, and ongoing training for teachers improves the quality of learning. The use of information and communication technology enriches students' learning experiences, while encouraging students' active participation in extracurricular activities develops leadership skills. Overall, the implementation of these strategies contributes significantly to shaping students' civic character, strengthening the role of schools in forming active citizens, committed to civic values, and ready to participate in community development.

Keywords: Citizenship Education, educational management, strategic planning, student character, integrated curriculum.

1. INTRODUCTION

The learning process in the classroom is an effective vehicle for instilling values in students. In it, an authentic value internalization process occurs, involving all students' potential (Nugroho et al, 2019). The characteristics of a structured, planned and measurable learning process play a key role in ensuring the effectiveness of instilling these values. Teachers as learning facilitators have the responsibility to create an environment that supports in-depth learning of values (Syarif, 2021). By designing learning situations that are relevant to everyday life, teachers can ensure that the values taught will be internalized by students.

Learning processes that involve interaction between teachers and students, group discussions, and direct practical activities provide opportunities for students to gain a deep understanding of the values being taught (Suprayitno & Wahyudi, 2020). In a structured and directed atmosphere, students can appreciate these values with clear parameters, ensuring that learning is not only theoretical, but also integrated in real experience. With this approach, the classroom is not only a place for transferring knowledge, but also a laboratory where students' character and morals can grow and develop positively (Sudarsana, 2015).

In the context of educational management, resource management in schools is a crucial element in improving the quality of learning (Baedowi, 2015). This effort is an integral part of school management studies, where resource management is carried out through a series of processes. Adaptation needs to be done carefully, focused on the stages of the learning process, namely planning, organizing, implementing learning and evaluating (Japar et al, 2019).

Planning is a strategic initial stage in managing educational resources. Involves aspects of curriculum planning, use of facilities, and optimal allocation of time to support learning objectives. Organization refers to the class management structure and assignment of teaching staff according to their respective skills and competencies (Balqis et al, 2014). Furthermore, the implementation of learning requires efficiency in delivering material and utilizing educational facilities. Evaluation as the final stage functions as a tool to assess the effectiveness of resource management and the overall quality of learning (Hambali, 2021). By understanding and implementing resource management concepts appropriately, schools can increase their effectiveness in supporting a quality learning process.

Citizenship Education (PKn) as a subject has a significant moral education dimension in schools. The main mission is to form good citizens, in line with the values of Pancasila and the 1945 Constitution (Arif, 2017). One of the important elements in the concept of a good citizen is character development in accordance with national culture. Civics has an important role in helping students understand and apply the noble values of Pancasila in everyday life, forming attitudes of mutual respect, mutual cooperation and concern for others (Nasution, 2017).

Character education imparted through Civics subjects not only teaches abstract concepts, but also links them to Indonesian cultural values. Students are invited to internalize positive attitudes that are reflected in the customs, traditions and norms of society (Suwito, 2012). Thus, Civics is not only a theoretical learning, but also a concrete means to produce individuals who are not only academically intelligent, but also have moral integrity and are ready to play an active role in the process of community development. By strengthening culture-based character, Civics subjects contribute substantially in forming the nation's next generation who have a strong identity and commitment to collective progress (Herdiansyah et al, 2021).

If through Citizenship Education (PKn) subjects which should have a moral education dimension in schools there are no character building efforts, this is a worrying condition (Noe, 2013). Civics should be a direct guard in efforts to develop students' character. Concerns arise when students experience difficulties in self-socialization and difficulty in appreciating and providing intelligent solutions to social problems. In this context, there is a risk of forming a lost generation which could hamper national development (Danniarti, 2017).

Therefore, there needs to be a strong commitment from policy makers in the education sector to create practical regulations that mandate Citizenship Education as the main guardian in character development. This commitment must be responded to actively by Citizenship Education experts, who can develop learning management models that are capable of carrying out their mission as character development (Christiawan, 2021). Educational management strategy planning needs to include concrete aspects that support character development through Civics, including curriculum planning that emphasizes moral and ethical values, teaching strategies that encourage self-reflection, and learning evaluations that measure character achievement (Abdullah, 2020).

The aim of this research is to identify, design and evaluate strategic planning in the management of citizenship education in schools. The benefits of this research involve academic contributions in enriching understanding of civic education management, while practically it is hoped that it can provide guidance for schools in developing more effective civic education programs, increasing student participation, and forming a young generation committed to civic values. It is also hoped that this research can make a positive contribution in the context of building students' character and morals, thereby supporting the formation of a more participatory and responsible society.

2. METHOD

This research is a type of qualitative research which aims to explore problems that arise in a social context, by referring to the theoretical framework proposed by Moleong (2014). The methodological approach applied in this research is focused on an in-depth understanding of the experiences of research subjects, such as behavior, perception, motivation for action, and other aspects, with an emphasis on holistic descriptions using language and words. The characteristics of this research are descriptive, intended to provide a clear picture of situations, events, populations, or certain areas, in line with the concept of Anggito and Setiawan (2018), who emphasize that descriptive research aims to systematically, factually and accurately describe the facts, facts and relationships between the phenomena being investigated. In the analysis stage, all collected data is analyzed and organized to compile research findings which will later be expressed in the form of scientific writing. Therefore, this study adopts a descriptive approach to provide a comprehensive picture of the topic being researched.

3. RESULTS AND DISCUSSION

Strategic planning for effective management of Citizenship Education in schools can involve several strategic steps, including:

Formulation of Citizenship Education Goals

Setting long and short term goals for citizenship education is a strategic step in creating an effective and sustainable learning program. Long-term goals can include holistic character development in students, including strong moral values, ethics and civic attitudes. In this context, the goal of citizenship education involves the formation of individuals who are not only intellectually intelligent, but also have moral integrity, national spirit, and awareness of social responsibility. A deep understanding of Pancasila values is the focus for forming national identity and love for *Bhinneka Tunggal Ika*.

Meanwhile, short-term goals may include students' active participation in civic activities at school, such as seminars, discussions, or social projects. This aims to create a learning atmosphere that is dynamic and relevant to everyday life, allowing students to apply the values they learn directly. Active involvement in national and state life can be reflected through participation in social activities, flag ceremonies, or community service projects. Thus, these long and short term goals become the basis for developing learning programs that can effectively form a young generation who have national identity, strong character, and active involvement in community development.

Relevant Curriculum Development

Designing a Citizenship Education (PKn) curriculum that is integrated and relevant to the actual needs of society is a crucial aspect in creating effective citizenship education. In this approach, the Civics curriculum is directed at providing an in-depth understanding of current social, political and cultural conditions, so that students can relate learning to the reality around them. Interactive learning is the main focus, where students are invited to actively participate, discuss and collaborate in digesting civic concepts. Case studies are used as a means to analyze real situations, understand their impact, and identify appropriate solutions, so that students can relate theory to practical contexts.

In addition, integrating projects that support character development is an important element in the Civics curriculum. These projects can engage students in real-world activities that build leadership, teamwork, and social responsibility skills. For example, social projects can give students the opportunity to contribute positively to the community around them, reinforcing civic values in real action. With this approach, the Civics curriculum not only provides conceptual understanding, but also empowers students to develop strong characters that are relevant to the demands of dynamic social life.

Parent and Community Involvement

Involving parents and the community in the civics learning process is an essential step in forming qualified and committed citizens. Collaboration between schools, parents and the community creates strong ties to support the development of students' civic character. Seminar activities can be a platform to unite understanding between teachers, parents and the community about the importance of citizenship education. Open and interactive discussions can provide an opportunity for parents to share their experiences and family values, which can be a valuable contribution in shaping students' deep understanding of citizenship.

In addition, joint projects between schools, parents and communities can create better continuity between the values instilled in schools and in the community. For example, joint community service projects can present opportunities for students, parents, and community members to work together on concrete activities that support civic development. This can also strengthen parents' involvement in supporting their children's education at home, creating a mutually supportive educational ecosystem between the school environment and the family. By actively involving parents and the community, citizenship education can become more holistic, creating a strong foundation for the formation of the character of citizens who are committed to positive civic values.

Teacher Training and Development

Providing ongoing training and development to Civics Education (PKn) teachers is a key step in improving the quality of learning and teaching in the field of citizenship. Such training can include an

in-depth understanding of the latest Civics curriculum, updates on current issues related to citizenship, and the use of the latest technology to support interactive learning. In addition, training can focus on developing teachers' pedagogical skills, including the use of innovative teaching methods that motivate and actively involve students in the learning process.

Sustainable development can also focus on integrating character values in every aspect of learning. Civics teachers can be given guidance to design learning activities that not only convey civics concepts, but also specifically target student character development. This training provides an opportunity for teachers to explore and apply teaching strategies that emphasize aspects of character development, such as cooperation, leadership and social responsibility. By providing ongoing training and development to Civics teachers, schools can ensure that teaching staff have the skills and knowledge needed to provide civics learning experiences that combine aspects of concept and character, while creating a learning environment that is inspiring and supports students' positive development.

Use of Technology as a Tool

Utilizing information and communication technology (ICT) in the Citizenship Education (PKn) learning process can open up great opportunities to improve the quality of teaching and learning in schools. By utilizing digital platforms, Civics teachers can provide access to learning materials that are interactive and easily accessible to students. The use of multimedia, such as learning videos, can help illustrate citizenship concepts in an interesting and in-depth way, enriching students' understanding of the material being taught.

Online resources can also be integrated into civics learning to provide additional insight and support student research. Online platforms allow teachers to create online quizzes, discussion forums, or collaborative projects that can actively engage students. Thus, technology not only functions as a tool to assist in delivering material, but also as a means to enrich students' learning experiences through various interactive activities and civic challenges. Additionally, the use of this technology can promote independent learning and problem-solving skills, which are important aspects of modern citizenship education. By optimally utilizing information and communication technology, Civics learning can become more dynamic, relevant, and appropriate to students' learning styles in this digital era.

Continuous Monitoring and Evaluation

Carrying out regular monitoring and evaluation of the implementation of citizenship education programs is a critical step in ensuring the success and effectiveness of the strategies that have been implemented. This process must involve various stakeholders, including teachers, students, parents, as well as related parties at the school and local government levels. Monitoring is carried out to identify obstacles, opportunities and impacts that may arise during program implementation. By monitoring regularly, schools can recognize changes in the dynamics of civics learning, as well as measure student response and participation to adopted strategies.

Evaluations must be carried out holistically and objectively to assess the overall effectiveness of citizenship education programs. Stakeholders, including teachers, students, and parents, can provide valuable input through surveys, interviews, or structured discussion forums. The results of this evaluation then become the basis for determining whether the strategy that has been implemented has achieved the desired goals or requires adjustments. If deficiencies are found or need improvement, corrective steps can be taken to optimize the citizenship education program. With this approach, regular monitoring and evaluation not only functions as a tool for assessing learning effectiveness, but also as a vehicle for involving all stakeholders in improving and strengthening citizenship education in schools.

Promotion of Active Student Participation

Encouraging students' active participation in extracurricular activities is an effective strategy in developing citizenship skills and strengthening their national identity. One activity that can be adopted is debate, which not only trains students in public speaking, but also deepens their understanding of civic issues. Through debate, students can learn to construct arguments, understand different points of

view, and improve their analytical skills. Discussion forums also provide a platform for students to share opinions, listen to others' perspectives, and develop effective communication skills.

In addition, social projects become extracurricular activities that can integrate civic values into real action. Involving students in social projects allows them to participate directly in solving social problems around them. For example, projects focused on the environment, education, or community welfare can provide valuable experience in leadership, teamwork, and empathy. By supporting and encouraging student participation in these extracurricular activities, schools can create a dynamic learning environment, where students not only gain theoretical knowledge, but also apply civic values in real action, forming a generation that cares and is active in building society.

4. CONCLUSION

Strategic planning for effective management of Citizenship Education in schools includes a number of important approaches. These steps involve setting long and short term goals, developing an integrated curriculum, involving parents and the community, providing ongoing training to teachers, utilizing information and communication technology, and carrying out regular monitoring and evaluation. The main goal is to shape students' character in accordance with Pancasila values, enrich learning experiences through innovative approaches, and encourage students' active participation in extracurricular activities. Thus, this approach aims to create a holistic learning environment, where citizenship education is not only a formal subject, but also an integral part of the formation of individuals who are committed to civic values and ready to play an active role in community development.

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