

Strengthening Civic Character Through The Integration Of Equality And Local Culture

Dyta Agnes Layung Sari*¹, Marzuki², Khoirotul Bariyah³, Eny Wahyu Suryanti⁴

^{1,3,4}Universitas Wisnuwardhana, ²Universitas Negeri Yogyakarta

Corresponding Author: dytaagnesls@gmail.com

Abstract

Character degradation affects the personality of the nation and has the potential for regression. Therefore, strengthening the character of citizenship is an important study with an integration strategy in various activities (samaptaan, local culture) at SMAN 1 Giri Banyuwangi. The use of various activities in schools to strengthen civic character is the right step for the next generation to be globally intelligent and have a national character. Using a qualitative approach of case studies, this study produced the following findings: (1) activities of equality and local culture, strengthening civic character based on the PPK program, as a harmonization of ethics, aesthetics, and kinesthetics; school culture and extracurricular approaches to form civic virtue of the nation's successors in accordance with the national pillars (Pancasila, 1945 Constitution, NKRI, Bhinneka Tunggal Ika); (2) supporters: the care of the Police, the Indonesian Army/Navy, the Battalion organization; mandatory enforcement; funding from schools, students, business funds, sponsors; Health Protocols

Keyword: Image Citizenship Character; Similarity; Local Culture

INTRODUCTION

Character degradation that affects the personality of the nation, it is feared that it will cause the development of the nation's civilization which will increasingly lead to regression. Character education is important to hone the skills of the Indonesian nation in accordance with the skills needed to respond to the development of life in the 21st century (Komara, 2018: 19), so that the plan to prepare the golden generation of the nation's successor in 2045 is equipped with creative, communicative, critical thinking, and collaborative skills. Character education is effective in developing the noble character of students if the educational base has ethical values,



using proactive, sharp, community-supported programs, so as to form the noble character of students in the family, school, and community environment (Raharjo, 2010: 236-237).

The implementation of character education in every educational institution has been difficult during the Covid-19 pandemic, so it mandates the implementation of online learning as a consideration for the physical and mental health of school residents. The implementation of online learning uses e-learning programs that can support the distance learning process (Handarini & Wulandari, 2020: 498). Practical learning that is not carried out (such as character strengthening), has an impact on students' psychomotor ability in interpreting activities (Santi & Widyasari, 2021: 3165).

As an implementation of long life education, learning needs to be carried out non-stop until individuals/humans are adults, as well as during the Covid-19 pandemic (Sukanto, 2020: 839). Character learning is a process that is considered to never end and needs to be encouraged during the Covid-19 pandemic, so that students are capable of developing character according to Indonesian national characteristics. Character learning is important to be carried out continuously, so that the nation slowly forms a new generation that is good according to Indonesian character (Gunawan et al., 2018: 9).

Based on the mandate of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, the implementation of education in Indonesia functions as a means of developing children's abilities, shaping the character and civilization of a dignified nation in the context of intelligence. Disposition becomes a character that shapes individual decisions on personal behavior through the process of moral knowing, moral feeling, and moral acting (Lickona, 1992: 51-52). Therefore, disposition is a distinguishing character of each individual that affects thoughts and behavior.

Pancasila and Citizenship education includes character learning, as explained by Branson that the development of civic competencies includes: civic knowledge, civic skills, and civic disposition, so as to foster good citizen character (Mulyono, 2017). Civic education educates citizens and frames them in certain ways so as to produce good citizens (Pykett et al., 2010: 529). Pancasila as the root of civic education in Indonesia is a solid foundation for the nation's morality (Dewantara et al., 2019: 403). Therefore, Pancasila and Citizenship Education, which is a civic education subject in the Indonesian context, is developed based on the 4 important pillars of the nation (Pancasila, 1945 Constitution, NKRI, Bhinneka Tunggal Ika), has a mission to form Indonesian citizens who know the civic virtues that must be possessed in the life of the nation and state, so as to become good citizens.

The application of character education is not only in the subject of Pancasila and



Citizenship Education, but can be integrated through other subjects and through school activities. The implementation of character education can be through school programs/policies, student/organizational development, school culture habituation, and school rules enforcement (Panoyo et al., 2019: 115). Based on Presidential Regulation number 87 of 2017 articles 6 (1) and 7 (1), that the implementation of PPK in formal education units is carried out in an integrated manner in activities: intracurricular (strengthening character values through materials and learning methods according to curriculum content); co-curricular (through deepening/enrichment from intracurricular); and extracurricular (through the expansion of students' potential, talents, interests, abilities, personality, cooperation, and independence). Permendikbud Number 12 of 2018 concerning Strengthening Character Education in Formal Education Units article 6, also observes that PPK which is optimized with a tri-center education partnership is carried out with a class-based approach, school culture, and community.

Character education as an effort to restore moral awareness, needs to be supervised and maintained by all parties comprehensively (family, educational institutions, mass media, society, government), and work together to carry out responsibilities so that it does not just become a discourse (Tabroni et al., 2021: 13). Character education needs to be integrated through activities in the school, family, and community environment. All efforts must be supported in order to build the character of students in accordance with national values, so that educational institutions have the main duties and responsibilities (Gunawan et al., 2018: 10-11).

The urgency of character education is related to quality human resources, as education is a factor responsible for determining the birth of the Indonesian nation with strong character capital and personality for an increasingly higher and superior civilization (Raharjo, 2010: 230). Character education is a system of instilling character values in students or school residents which includes components of knowledge, awareness/willingness, and actions to implement values (Perdana & Adha, 2020: 93).

The research at SMAN 1 Giri Banyuwangi is a study of schools with equality services and schools that are active and productive in local culture-based activities during the Covid-19 pandemic. However, the implementation of strengthening the character of citizenship in it still faces various challenges. Challenges in character building services at SMAN 1 Giri Banyuwangi such as the need for adaptation because services tend to be new, plus adaptation to the Covid-19 pandemic which continues to increase and does not end quickly, making the implementation of sameness and local culture often go out.

Based on this explanation, it is important to note that activities that strengthen civic character such as equality and based on local culture are carried out well and consistently in the



midst of the Covid-19 virus. This affects the meaning that students get, because through a habit it can shape the character of the nation's next generation in accordance with the values/norms of the Indonesian nation. The implementation of monitoring, evaluation, and providing outputs/solutions to challenges in the implementation of activities needs to be sought to revive the meaning as a form of strengthening civic character. It is hoped that it can leave an imprint on students by implementing character values in daily life.

METHOD

The research design uses a qualitative approach with the type of case study. The determination of the research subjects used purposive techniques, which included: the deputy principal of the curriculum section, the academic assistant teacher, and 3 students. Data collection on the research subjects used: (1) observation techniques, carried out by observing the process of implementing the integration of character education in equality activities and activities based on local culture during the Covid-19 pandemic at SMAN 1 Giri Banyuwangi, both the funding system and the implementation of health protocols; (2) interview techniques, conducted in a face-to-face interview and in-depth to participants, namely: the deputy principal of the curriculum section, academic assistant teachers, and students; and (3) documentation techniques, carried out with the concept of checking truth, namely taking photos and videos of data collection activities at the research site, as well as taking and reviewing information obtained from other supporting documents related to research variables, such as school documents, as a form of more accurate and robust data checking apart from oral data or observation results. The validity or validity technique of data is carried out by triangulation of sources and methods, namely comparing data obtained from interview results from various research subjects, and also comparing the results of data obtained from interview techniques with observation. The data analysis or interpretation technique uses an interactive model by Miles and Huberman, which is in accordance with the qualitative method because it is related to non-statistical analysis, namely the presentation to verification of the data discussed in a in-depth selection according to variables and based on supporting or background theories. The data analysis in question starts from (1) the data reduction stage, summarizing and analyzing the research results, so that the data that needs to be taken and according to the research variables are seen; (2) the stage of data presentation, rearranging the results of data reduction into the form of analyzed indicators; and (3) the stage of drawing conclusions or verification, compiling conclusions based on the main points of analysis of the studies that have been carried out.





RESULTS AND DISCUSSION

Profile of Strengthening Civic Character Integrated through Equality and Local Culture Activities

First, SMAN 1 Giri Banyuwangi is a school with a character building service facility, which has a typical activity according to a cadet school, namely sameness. The implementation of equality activities at SMAN 1 Giri Banyuwangi is in collaboration with the Police, the Indonesian Army, and the Indonesian Navy. The training of typical skills is directed directly by a special team from the military, which consists of sports: push ups, sit ups, pull ups, gymnastics, running, and military martial arts (Danti et al., 2019: 234).

Equality activities at SMAN 1 Giri Banyuwangi have a syllabus or guidelines for providing equality materials to students. There is a report card as a form of final assessment of the equality activities that have been carried out by students. Equality activities have a scope of knowledge in the form of the essence of marching, practice (psychomotor) of marching, and awareness of abilities (affective) after participating in marching (in the form of applying the knowledge that has been obtained into daily life actions), the results of which are related to the development of behavior and skills (Sutrisno, 2017: 2).

Students take turns every week, doing sameness activities on Wednesdays and Saturdays. On Wednesday, the material provided was in the form of marching and ceremonial practice. As carried out by Purna Paskibraka Indonesia in Bandung Regency which held a meeting program by carrying out equality activities in the form of a district-level Marching Regulation Competition for all high schools and equivalent (Suryaningrat et al., 2019: 47). Similarity training materials can be identified such as: rules of respect, correct ceremonies, physical coaching, agility, knowledge of the terrain, skills in the field, and other exercises in field practice (Octaviani, 2013: 122).

Saturday fitness activities are given practice: running, swimming, pull ups, push ups, sit ups, shuttle runs, lunges, and chinning. Physical exercises consist of running, pull ups (for men), chinning (for women), sit ups, push ups, shuttle runs, and swimming exercises, all of which are done simultaneously (Abidin & Kasih, 2020: 1). Similarity training is also related to swimming, diving, and other training related to students' physical exercise (Danti et al., 2019: 235).

The equality activity intends for students to be able to develop their disciplined character, integrity, loyalty, responsibility, independence, nationalism, and be healthier and physically fit, especially during the Covid-19 pandemic. The main characters that are integrated through the equality program are: nationalism and integrity (Handayani, 2021: 10). The purpose of equality training for students: to have an understanding, knowledge, and basic skills about





defending the country in daily life which is implicated in a highly disciplined, nationalistic, struggle, and cultural attitude (Octaviani, 2013: 122). Physical equality activities will equip students to be able to avoid negativity in the work environment, build a disciplined, honest, independent, open, and democratic character, so that the suitability of the training pattern greatly affects the character of students (Andromeda et al., 2022: 195). Physical equality is intended so that the nation's next generation can ward off negative social influences that threaten the sustainability of the life of the nation and state, such as falling into the drug circle (Suryaningrat et al., 2019: 47). Samaptaan will form preparedness to deal with situations and conditions that are very diverse, the readiness in question can be seen from a physical, mental, or social perspective, so that it is able to overcome all kinds of threats, challenges, or disturbances that come from within or outside oneself, and minimize unexpected things (Burhanudin, 2018: 7-8). Armed with a strong character according to the identity of the Indonesian nation, it can prevent students (the nation's next generation) from negative influences that can hinder the progress of the nation and state, at least starting from themselves.

Physical exercise in equality activities is very important for the growth period of students. Equality training seeks to shape students' abilities, support academic and non-academic knowledge, on a positive mental basis, so that the final goal is physical freshness, posture harmony, and health (Octaviani, 2013: 124-125). The effect of similarity for students of SMAN 1 Giri Banyuwangi is that many students can be seen who have a strong body even though there are classifications of various weights. Various physical exercises are able to maintain human immunity, especially during the Covid-19 pandemic. The condition of endurance and physical strength is good or not, which can be known through the operational standards of similarity testing (Susanto, 2020: 139). Equality activities can be used by students to training physical, mentally strong, and healthy abilities as a condition for the selection of Paskibraka candidates, because equality is a very decisive benchmark for initial assessment, and mental strength as a result of equality training can make students have readiness to face threats or challenges in life (Suryaningrat et al., 2019: 51)

Self-cultivation through equality is able to develop positive character according to the important pillars of nationality which are the core components of Pancasila and Citizenship Education: Pancasila, the 1945 Constitution of the Republic of Indonesia, the Republic of Indonesia, and Bhinneka Tunggal Ika. Strengthening civic character is integrated through the school culture approach, in the form of exemplary caregivers and self-habitation to obey regulations. Civic disposition develops as a result of learning/experiencing something from



home, school, community, and community organizations (Mulyono, 2017). Therefore, forming an ideal citizen in the context of Indonesianness through civic education must be positioned in the context of learning the next generation of the nation about values and morals that lead to the formation of character in accordance with Pancasila and the 1945 Constitution (Mulyono, 2017).

The value of nationalism and patriotism, which is reflected in the precepts of Indonesian Unity, is carried out by students of SMAN 1 Giri Banyuwangi by actively participating in equality activities on a regular basis. Civil involvement, which is manifested in public participation, is important to be carried out on the basis of equality in society and balance in participation, with the goal of social justice with the concept of participatory social work (Boone et al., 2019: 6-14). The result of public participation that is pivotal for civic virtue, wants social change by citizens. The fighting spirit formed through equality training, provides opportunities for students to develop discipline and the spirit of defending the country. The general will can establish nationalism and patriotism as essential to the public good (Simon-Ingram, 1993: 27). Student discipline can form the character of students who are enterprising and responsible in carrying out their duties, so that they reflect good citizens. Good citizens are seen from obeying the rules like a school, such as students arguing about differences in ideas with friends about various issues without fighting, so such skills/behaviors are needed to live in society (Farrell, 2001: 130). Therefore, strengthening the character of citizenship through equality activities, accustoming students to be ready to be on standby physically, mentally, or socially when facing various situations for certain interests in the future.

Second, the integration of character education through local culture-based activities, consisting of: Kartini Day commemoration activities, Youth Pledge, Heroes' Day, Prophet Muhammad's Birthday, anniversaries, and extracurricular activities. Some of the local culture of Banyuwangi that will be discussed in these activities consists of traditional clothing, dances, traditional music, batik patterns, food, and traditions. Local cultural expressions come from community encouragement in local sites, have characteristics, and wisdom that are closely related to the community environment (Setyaningrum, 2018: 104-109). Local cultural discourse has power in society if it is encouraged, supported, and upheld (Wendt, 2009: 183). The influence of local culture in learning is very important because its existence is inherent in students, functions as a stimulus/motivation medium for active learning and helps construct new knowledge (Suardana et al., 2018: 402). Local culture-based learning seeks to construct the character of students to be able to know, be aware, take care of, and internalize character values



until they become behaviors, and are able to become citizens in accordance with the developed competency standards (Narimo et al., 2018: 258).

Local culture should be able to compete in the era of modernization. Foreign cultures can gradually erode local culture, affecting the nation's tendency to follow foreign cultural trends that are not in accordance with Indonesian characters (Narimo et al., 2018: 256). Ideas to demonstrate the existence of local culture in modern times are carried out with cultural tourism that encourages tourists to interact and appreciate various manifestations of the local culture, such as traditional visual arts, local music, spiritual systems, and knowledge (Borowiecki et al., 2016: 300).

The implementation of traditional fashion show competitions from all provinces in Indonesia and band competitions by chanting typical music from regional origins, is also an activity to strengthen the civic character of SMAN 1 Giri Banyuwangi students. As in the Americas, there is a culture called creole, where settlers/residents from Spain, France, and England mix their ethnicity and typical food with African settlers and Native Americans (Krase, 2016: 11). Based on cultural knowledge from various backgrounds, it can develop a tolerant character towards other people's cultural ownership, so that it can be directed into the scope of unity in diversity as one of the pillars of nationality, namely the motto *Bhinneka Tunggal Ika*. The specificity of culture is to relate to human beings collectively, to understand other human beings in a collective environment (Birukou et al., 2013: 3).

The integration of religious character values through the activities of the Prophet Muhammad's Birthday in the endog-endogan tradition is also a crystallization of the values of Pancasila, namely from the Precepts of the One Godhead. Trust in God is reflected in participating in commemorating the birthday of a prophet or messenger of God in the world, as a form of habituation of faith (belief in the existence of God). Pancasila as a pillar in strengthening the character of citizenship in Indonesia, is important if it is integrated through cultural-based activities such as the endog-endogan tradition, in order to continue to cultivate the character of the nation's successors in accordance with applicable values and norms. The character of a good and ideal citizen is needed a civic culture, which is wrong the only civic virtue that emanates from Pancasila values, such as active involvement of citizens, egalitarian/egalitarian relationships, mutual trust and tolerance, cooperative life, upholding solidarity, and having a community spirit, all of which are fostered from the life of Indonesian civil society based on Pancasila (Mulyono, 2017).

Another result of strengthening the character of citizenship can be seen from the activities of commemorating Heroes' Day. Students were enthusiastic to participate in the





national speech competition and presented several dramas of the struggle to liberate the nation from colonialism. This spirit characterizes the character of willingness to sacrifice for the sake of common interests (nationalism) and equality as an effort to defend the truth, which characterizes the precepts 2 and 3 of Pancasila. Culture at the philosophical level is used to change false awareness of the trap of understanding, so cultural practices should be placed on the humanization of human beings through the humanization of life (Arif, 2016: 188). The sense of mutual protection and maintaining the entire Indonesian nation in equality is also a mirror of adhering to the foundation of the Indonesian constitution, namely the 1945 Constitution of the Republic of Indonesia. The community as a medium to form a sense of belonging, civic commitment, and civic ownership, can demand equal rights of citizens until it becomes a civic virtue (Webb, 2014: 728). Local culture that is inherent in students' daily lives is expected to be able to make the learning experience more interesting and enjoyable, so that they can explore new knowledge to be constructed into cultural preservation.

Supporting and Inhibiting Factors for the Implementation of Strengthening Civic Character through Equality and Local Culture Activities

Strengthening civic character through equality and local culture activities during the Covid-19 pandemic at SMAN 1 Giri Banyuwangi, in its implementation there are supporting and inhibiting factors. Supporting factors: (1) the parenting system in the same way is carried out by trainers from the Police, the Army, and the Navy, as well as members of the Battalion organization; (2) the enforcement of mandatory rules; (3) the funding system consisting of school funds, student funds, business funds and sponsorship funds; (4) the implementation of health protocols. The following is a discussion of the four supporting factors. Inhibiting factors: (1) the rules from the central government that have ebbed and flow regarding offline learning are limited due to the spread of the Covid-19 virus that has not been controlled; (2) the presence of students who are influenced by laziness and boredom; and (3) the economic condition of the families of students affected by the Covid-19 pandemic.

Supporting Factors

First, planning in fitness training is adjusted to procedures that are organised, regular, directed, controlled, methodical, and scientific, so it is necessary for trainers to be proficient in preparing training plans (Burhanudin, 2018: 17). The implementation of fitness at SMAN 1 Giri Banyuwangi cooperates with 3 parties, including: Police, Army, and Navy. The cooperation aims to maximise the nurturing system applied in the fitness activities at SMAN 1 Giri Banyuwangi.





The leadership of a nurturing officer in the physical fitness programme affects discipline and achievement (Hartono et al., 2017: 202). The committee in this fitness activity consists of 1 field coordinator who changes every year and 16 caregivers for 19 classes (classes X 1 to X 9, XI IPS 1 to XI IPS 3, and XI MIPA 1 to XI MIPA 7). Members of the Battalion organisation participate in the training process. Representatives of the Battalion organisation are asked by trainers from the Police, Army and Navy to be part of leading the platoon during the marching exercise on Wednesdays or giving directions during physical fitness on Saturdays.

Secondly, the Wednesday and Saturday fitness exercises are compulsory for students in grades X, XII, and especially for students in grade XII who will continue their studies in the military. Grade XII students who are interested in continuing their official studies are required to attend Saturday fitness training. This is in accordance with the provisions of expertise that must be possessed by academics in the military environment, that physical fitness is important to have and supports the career of soldiers, so that through physical fitness tests, physical development of soldiers is carried out in a measured and correct manner, both with individuals or units (Burhanudin, 2018: 5-6). Class XII students who carried out the Saturday fitness activities received training from special caregivers and were physically trained with different ranks or platoons.

The focus of fitness training is directed at physical components, such as muscle endurance, cardiovascular endurance, breathing, blood circulation, speed, agility, and body balance (Susanto, 2020: 139). An important component as a basis that soldiers must have, so that in doing work is not hampered by injury or excessive fatigue (physical fitness). Further official studies need to fulfil a high enough value in the physical fitness selection, because during education at the academy there will be many activities that require excellent physical stamina, so that only those who have a good physique enter as police or army candidates (Abidin & Kasih, 2020: 1).

Third, the system of providing funds to support activities based on local culture and skills at SMAN 1 Giri Banyuwangi comes from 3 sources, namely: school funds, student funds, business funds and sponsorship funds. The allocation of the education budget (especially for learning during the Covid-19 pandemic) needs to be well planned, with partiality to people who have a low economic tendency and represent poverty problems (Appleford et al., 2015: 592). Budget allocation for education that favours the poor is important during the Covid-19 pandemic. In the School Activity and Budget Plan (RKAS) of BOS for the 2021 fiscal year at SMAN 1 Giri Banyuwangi, it consists of: honorarium for non-permanent teachers (GTT), honorarium for non-permanent employees (GTT), activities in the context of New student admissions,





student learning and extracurricular activities, learning evaluation activities, school management, professional development of teachers and education personnel and school management development, power and service subscriptions, maintenance and care of school facilities and infrastructure, capital expenditure on equipment and procurement of computer machinery and equipment, capital expenditure on fixed assets (procurement of supporting books). School activities related to fitness and local culture are included in the budget classification of the student learning and extracurricular activities section. Education budget allocations need clear advocacy considerations from the outset, by stakeholders (Appleford et al., 2015: 591). Proper budget allocation in terms of the implementation of local customs and culture, will not make interested parties have an ebb and flow of thoughts that do not fit the activities or the emergence of social jealousy.

In contrast to the above, there are providers of funds that come from learners, who pool their budgets according to each class' agreement, in order to finance equipment for various competitions related to local culture-based activities. The education budget in schools should be covered more by the school budget, but contrary to the portion of the local budget for education costs, it is often the case that schools with a large number of disadvantaged learners are unable to cover the costs required (Giersch, 2014: 7). Therefore, learner fees, which are additional expenditures of this kind, are common in the school environment. These local culture-based activities also require funds from certain businesses. The student council (committee) creates efforts by selling goods within the SMAN 1 Giri Banyuwangi environment or to the general scope, in order to get a collection of additional funds for the implementation of activities as expected. The items sold included activity stickers, batch t-shirts, and opening a booth in the food bazaar at the local government festival. Sponsorship funds are also needed to supplement the funds to organise these activities. Additional funds in education are used for various additional activities, facility improvements, or administrator salaries (Giersch, 2014: 7). Some activities require high costs such as GPGNSS (Gelar Prabakara Gebyar Nuansa Seni Smagi) or the top night of the anniversary of SMAN 1 Giri Banyuwangi, featuring many performances from students and national guest stars. The committee overcomes this by looking for certain business entities to be able to cooperate with the school regarding additional funds.

Fourth, various fitness activities and local culture at SMAN 1 Giri Banyuwangi during the Covid-19 pandemic were carried out in a limited face-to-face manner, based on health regulations from the central government. As an effort to bridge the interests of educational goals with the health crisis, a decision was made to protect school community members against the dangers of the Covid-19 virus, thus recommending the strategic role of implementing strict





health protocols (Hanafi et al., 2021). Health regulations that are enforced such as: wearing masks, washing hands and using hand sanitisers, maintaining distance, checking temperatures, and recapitulating temperatures. The implementation of health protocols in activities in the new normal era intends to maintain the safety/health of those who participate, such as the many signs to wash hands, use hand sanitisers, and keep a distance hand sanitizer, checking body temperature, applying social distancing, wearing masks, not recommending shaking hands, and sneezing/coughing etiquette (Mulyawan & Artawa, 2021). A person who complies with health protocols if they practice proper hand washing, maintain physical distance, use a mask, cover the mouth and nose when coughing / sneezing, avoid touching the eyes / nose / mouth, stay at home if they do not have significant interests, isolate themselves and do not visit sick relatives (Elia et al., 2022).

Inhibiting Factors

Firstly, the beginning of the establishment of SMAN 1 Giri's 'character building' service was accompanied by the instability of the country due to the impact of the spread of the Covid-19 virus, so that all activities were forced to be limited and even temporarily suspended. Social services were no longer available due to the imposition of social distancing and lockdown, so services in various social communities were temporarily suspended (Chan et al., 2022). The implementation of social and physical distancing policies has an impact on adherence to rules to stay at home as a prevention of transmission, including the implementation of online learning (Amalia & Fatonah, 2020: 149-150). Extra adaptation is done by SMAN 1 Giri Banyuwangi as an effort to implement the new service, which is based on direct field practice. The restriction becomes an obstacle in the implementation of strengthening citizenship character, because students cannot practice directly with caregivers or see examples from accompanying teachers, finally the meaning obtained is not in accordance with the expected achievements.

Secondly, some students often do not participate in fitness activities without explanation. Some feel that fitness activities are not needed for further studies to college. A sense of laziness because they are tired of a series of activities at school, is also an obstacle to the participation of students in fitness activities on Wednesdays after school, and on Saturday mornings. A sense of laziness and boredom that results in reluctance to participate in fitness and local culture activities is also caused by the repeated material. Learners also dislike punishment from caregivers when they behave in the wrong way, so they feel it is better not to come than to be punished. As a result, participation in activities is only due to fulfilling mandatory rules from school, so learners lack understanding of the purpose of fitness activities.





Third, problems regarding the management of changes from real time learning to e-learning, technical issues in the e-learning system, and financial issues (Almaiah et al., 2020: 5277). Rapid changes due to the expansion of the Covid-19 virus around the world, forcing people to follow the rules of social distancing, which encourages learning services through internet media, namely online with e-learning solutions (Favale et al., 2020: 8). Learning during the Covid-19 pandemic consists of: virtual face-to-face activities (in the form of video conferences, video calls, teleconferences, and group discussions on social media or messaging applications) and using a Learning Management System (LMS) (Fahmi, 2020: 152). Online learning facilitates the transfer of knowledge in any situation and condition, and is supported by adequate media or platforms, accuracy of evaluation, the ability of parents, educators, and the readiness of supporting facilities (Herliandry et al., 2020: 69).

School Efforts in Overcoming Obstacles to the Implementation of Strengthening Citizenship Character through Fitness Activities and Local Culture

SMAN 1 Giri Banyuwangi's efforts to overcome obstacles in the implementation of fitness and local culture-based activities during the Covid-19 pandemic, such as: (1) the role of academic assistant teachers to increase students' motivation; (2) teacher contributions and the Peer Assistance Students (SAS) programme; and (3) health protocol enforcement through school security officers and student police.

First, academic support teachers or class teachers play a role in the implementation of fitness activities on Wednesdays and Saturdays (as many as 19 teachers), which are expected to be able to build meaningfulness for the training that has been carried out (transfer of value). Teaching staff must understand their main duties and functions well, have skills in conveying knowledge, and provide an understanding of the importance of developing independent character in undergoing the learning process (Suhaida & Azwar, 2018: 10-11).

Teachers should be more creative, so that students not only do academic tasks (transfer of knowledge), but need to pay attention to character values (transfer of value) (Saifulloh & Darwis, 2020: 230). The character education process can be carried out by guiding students to work together to complete group assignments, encouraging critical thinking, providing direction and guidance, and other activities that build attitudes towards the expected direction (Marini et al., 2020: 1121). Understanding character values requires consideration of both the objective, behavioural and meaning dimensions for individuals (Cieciuch, 2017: 240). Trainers provide role models and motivation to increase value/meaning, and all components are involved in overseeing programme implementation (Burhanudin, 2018). Therefore, activities that integrate





character strengthening are important to be mentored for the meaningfulness of appropriate values.

Second, another effort is to establish a system of providing funds to support character education activities, including: contributions from teachers and the Peer Foster Student (SAS) program. Teachers and students need to get used to learning through video conferencing or live streaming during the Covid-19 pandemic. Some students who have the inability to complete the infrastructure for online learning, have given rise to the initiative of teachers to collect voluntary money to overcome these financial problems, so that the strengthening of citizenship character is still conveyed to students. The allocation of funds by consensus is realized in the form of internet data for students with certain criteria, up to one android-based mobile phone.

The Peer Foster Student Program (SAS) also supports the implementation of strengthening civic character at SMAN 1 Giri Banyuwangi. The results of SAS are in the form of voluntary money from students collected once a week to the class coordinator, so that students who lack money can be helped or not constrained in participating in learning.

Third, there are officers to enforce health regulations to carry out equality and local culture-based activities at SMAN 1 Giri Banyuwangi, namely school security officers and student police. The presence of law enforcement is important to foster motivation for orderly health regulations in the context of the spread of the Covid-19 virus. Compliance with health regulations during Covid-19 requires the involvement of law enforcement officials (Chan et al., 2022). There are 8 school security officers to guard or surround the school environment, in order to discipline violators of school regulations and health regulations during the Covid-19 pandemic.

Student police who are included in the division of the Battalion organization, are tasked with enforcing health regulations, such as: being a role model for other students regarding the completeness of uniform attributes or compliance with school regulations. The completeness of the attributes is checked in the morning which is carried out at the entrance gate of the school. All school residents are also confirmed to enter the SMAN 1 Giri Banyuwangi environment in a sterile state or not in a condition that is not fit, such as: temperature checks and taking/giving hand sanitizers. This intersects with the habituation of students' character to be ready to carry out learning or various activities at school.

The formation of students' character can be integrated when preparing students to start learning, seeing the presence of students, perception before entering the core material, the accuracy of learning methods, two-way communication or student-centered interaction, related to the learning resources used, teaching materials, media, and cooperative learning (Marini et





al., 2019: 1-2). In addition, all residents of SMAN 1 Giri Banyuwangi are also responsible for orderly health regulations, so they are expected to be agile to ensure that all residents obey Covid-19 health regulations, both during learning and in the implementation of activities that strengthen civic character.

CONCLUSION

The local culture-based and fitness activities that continue to be carried out during the Covid-19 pandemic at SMAN 1 Giri Banyuwangi, are an effort to habituate and strengthen the civic character of students based on the Strengthening Character Education (PPK) program as a form of harmonisation by heart (ethics), sense / initiative (aesthetics), and exercise (kinesthetics), implemented through school culture and extracurricular approaches, so as to form civic virtue of students as the next generation of the nation with character in accordance with the reflection of the important pillars of the Indonesian nation, namely: Pancasila, UUD NRI 1945, NKRI, and Bhinneka Tunggal Ika. The implementation of strengthening civic character through fitness activities, using a nurturing system from the Police & Army / Navy along with members of the Battalion organisation. The training syllabus consists of Wednesdays and Saturdays, compulsory for classes X, XI, and specifically for class XII who are studying for further official studies, including marching attitudes, ceremonial exercises, running, swimming, pull ups, push ups, sit ups, shuttle runs, lunges, and chinning. Strengthened civic character values: discipline, integrity, loyalty, responsibility, independence, nationalism, patriotism, besides being physically fitter, organising and physical training to the extracurricular realm related to physical exercise. The implementation of strengthening citizenship character through local culture-based activities consists of activities to commemorate Kartini Day, Youth Pledge, Heroes' Day, Maulid Nabi Muhammad PBUH, dies natalis, and extracurricular activities. Banyuwangi local culture that can still be integrated during the Covid-19 pandemic, namely: traditional clothes, dances, traditional music, batik patterns, food, and traditions. Strengthened citizenship character values: religion, nationalism, mutual cooperation, and integrity.

Factors that support the strengthening of citizenship character through fitness activities and local culture during the Covid-19 pandemic at SMAN 1 Giri Banyuwangi, among others: (1) the nurturing system in fitness is carried out by trainers from the Police, Army, and Navy, as well as members of the Battalion organisation; (2) the implementation of mandatory rules; (3) the funding system consisting of school funds, student funds, business funds and sponsorship funds; (4) the implementation of health protocols. The inhibiting factors consist of: (1) rules from the central government that ebb and flow regarding limited offline learning due to the spread of



the Covid-19 virus that cannot be controlled; (2) the attendance of students who are influenced by laziness and boredom; and (3) the economic situation of students' families affected by the Covid-19 pandemic.

Factors that support the strengthening of citizenship character through fitness activities and local culture during the Covid-19 pandemic at SMAN 1 Giri Banyuwangi, among others: (1) the nurturing system in fitness conducted by trainers from the Police, Army, and Navy, as well as members of the Battalion organisation; (2) the implementation of mandatory rules; (3) the funding system consisting of school funds, student funds, business funds, and sponsorship funds; (4) the implementation of health protocols. The inhibiting factors consist of: (1) rules from the central government that ebb and flow regarding restrictions on offline learning due to the spread of the Covid-19 virus that cannot be controlled; (2) student attendance that is influenced by laziness and boredom; and (3) the economic conditions of students' families affected by the Covid-19 pandemic. Can reach students. All components or school residents are expected to be good role models for themselves in obeying all regulations imposed by the school, so that over time this behaviour becomes a habit that does not need to be forced, and certainly has a positive impact on the Covid-19 pandemic or various other problems in the future. Therefore, along with the many obstacles that cannot be controlled by schools, appropriate and rapid innovation is needed as a form of effort to maintain the continuity of activities in order to continue to strive to strengthen civic character for students as the next generation of the nation in the future.

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