

The Role of PPKn Teachers in Fostering National and Civic Awareness at Budisatrya Senior High School, Medan

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ABSTRACT

This study examines the role of Pancasila and Citizenship Education (PPKn) teachers in enhancing students' national and state awareness at SMA Budisatrya Medan. Using a descriptive qualitative method, data were collected from one principal, one PPKn teacher, ten students, and two staff through interviews, observations, and documentation. Results show that most students demonstrated a moderate level of awareness, with weaknesses in discipline, social responsibility, and consistency in applying Pancasila values. Globalisation, social media, low motivation, and limited support from family and school influenced low awareness. PPKn teachers played key roles as role models, facilitators, and motivators, using strategies such as contextual learning, project-based learning, discussions, and extracurricular activities to internalise national values. This study contributes to civic education by showing how contextual and participatory approaches strengthen students' national identity. It recommends teacher training, digital-based civic projects, and stronger school-parent collaboration to reinforce nationalism in the digital era.

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1. INTRODUCTION

Education serves as a fundamental pillar in shaping character and individual awareness within the social, national, and state order. According to Law No. 20 of 2003, the National Education System aims to enhance the nation's intelligence and form individuals who are faithful, pious, and possess noble morals. Thus, education in Indonesia is not limited to academic achievement but also functions to cultivate personality, morals, and social attitudes that embody national values. It bears a significant responsibility in fostering nationalism, democracy, and an appreciation for unity in diversity [1], [2].

One subject that plays a crucial role in building national and civic consciousness is Pancasila and Citizenship Education (PPKn). This subject not only teaches about law and

governance but also emphasises the internalisation of Pancasila ideology, nationalism, and social responsibility. Through PPKn learning, students are expected to understand their rights and responsibilities as citizens, appreciate cultural diversity, and develop a sense of pride in their homeland. Effective implementation of PPKn can strengthen students' national identity and critical awareness in responding to global challenges [3], [4], [5]

However, the reality indicates that many students today exhibit a declining awareness of national values and civic responsibility. This phenomenon is observable at Budisatrya Senior High School, Medan, where several students demonstrate a limited understanding of their roles as responsible citizens. Indicators include low participation in national activities, weak knowledge of the nation's history, limited concern for the social environment, and an increasing sense of individualism. The declining interest in PPKn subjects further complicates efforts to instil national values effectively [6], [7], [8], [9].

Several factors contribute to this condition, notably the impact of globalisation, which tends to erode local values and weaken nationalism among young people. The pervasive influence of foreign cultures through social media, online games, and digital entertainment has diverted students' attention away from civic education materials. Moreover, the lack of innovative and engaging learning methods in PPKn classes has led to a reduction in students' motivation and comprehension of national values. Consequently, PPKn teachers face the challenge of transforming civic education into a relevant and meaningful learning experience [10], [11], [12].

To overcome these challenges, PPKn teachers must adopt engaging, participatory, and student-centred learning strategies. Approaches such as group discussions, case studies, debate simulations, and project-based learning can actively involve students in understanding civic concepts. For instance, students can be encouraged to carry out social projects inspired by Pancasila principles or participate in community service that promotes national values. The application of experiential learning methods can enhance students' comprehension and awareness by allowing them to engage in real civic experiences.

Additionally, teachers should establish close communication and mentoring relationships to gain a deeper understanding of students' perspectives on nationalism. Personal approaches such as open dialogue and reflective discussions can nurture students' empathy and civic responsibility. Schools must also support this effort by organising national-themed competitions, Pancasila-based extracurricular activities, and seminars featuring inspiring figures in nationalism and citizenship [13], [14], [15].

Given these circumstances, this research on the role of PPKn teachers in fostering national and civic awareness among students at Budisatrya Senior High School in Medan is essential. It aims to assess the effectiveness of implemented learning strategies and identify the factors that hinder the civic education process. Despite extensive studies on civic education, limited research focuses on teacher strategies in private or urban school settings, such as Medan. Addressing this gap will contribute valuable insights into strengthening students' nationalism in the context of modern educational challenges.

Therefore, the objectives of this study are:

- a. What is the level of national awareness among students at Budisatrya Senior High School, Medan?
- b. What factors contribute to low national awareness among students?
- c. What is the role of Civics and Citizenship Education teachers in building national awareness at Budisatrya Senior High School, Medan?
- d. What strategies can Civics and Citizenship Education teachers implement to increase students' national awareness?

2. METHOD

This study employs a qualitative approach with a descriptive analysis method. According to Sugiyono [16], the descriptive method aims to systematically describe and analyse facts, characteristics, and relationships among the phenomena studied. A qualitative approach was chosen because it enables an in-depth understanding of social phenomena and provides a detailed representation of participants' experiences within their natural context [16], [17], [18].

The research was conducted at SMAS Budisatrya Medan, a private senior high school that incorporates Pancasila and Citizenship Education (PPKn) into its curriculum. The selection of this school was based on preliminary observations indicating a need to strengthen students' national and civic awareness.

Participants and Sampling

Participants were selected using purposive sampling, meaning individuals were chosen based on their relevance to the research objectives. The participants consisted of:

- a. Assistant principal, as the primary informant, is in a strategic role in policy-making and the supervision of PPKn implementation.
- b. One PPKn teacher, as a key informant, since they directly design and implement civic learning strategies.
- c. Ten students, representing different grade levels, were chosen to provide varied perspectives on how national and civic awareness are cultivated through classroom and extracurricular activities.
- d. Administrative staff, as supporting informants, provided additional insights into school activities and institutional support related to civic education.

Data Collection Techniques

Data were collected through observation, interviews, and documentation.

- a. Observations were conducted over a period of two weeks to examine classroom interactions, student participation in national-themed activities, and the school environment related to civic values.
 - b. Interviews were conducted using semi-structured interview guides, which allowed for a deeper exploration of participants' experiences. Questions focused on teaching strategies, students' attitudes toward nationalism, challenges in PPKn instruction, and school initiatives supporting civic awareness.
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- c. Documentation included the review of lesson plans (RPP), school programs, photos of activities, and attendance records for national events.

Data Analysis

Data analysis followed the Miles and Huberman model [19], which includes three stages: data reduction, data display, and conclusion drawing. Data reduction involved organising and simplifying interview transcripts and observational notes to focus on relevant themes. Data display was performed through descriptive narration and categorisation to highlight patterns related to teacher roles and student awareness. Conclusions were drawn by interpreting the relationships among findings and validating them through triangulation.

Data Validation and Credibility

To ensure the validity and credibility of findings, several techniques were applied:

- a. Triangulation of sources, comparing information from teachers, students, and administrators.
- b. Triangulation of methods, verifying findings across observation, interview, and documentation data.

Ethical Considerations

This research was conducted in accordance with ethical research principles. Prior to data collection, informed consent was obtained from all participants. Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time. Anonymity and confidentiality were maintained by using pseudonyms and ensuring that no identifying information was disclosed in the final report.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Level of National and State Awareness among Students

The findings indicate that the overall level of national and state awareness among students at SMAS Budisatrya Medan is fairly good, although it varies across individuals. According to Mardiana Amar, S.Pd, "the level of awareness of SMAS Budisatrya students is still fifty-fifty because they are still teenagers." This statement suggests that adolescence, as a transitional phase in identity formation, affects the stability of students' national attitudes. Similarly, Ika Sari, S.Pd noted that "in general, the level of national awareness of students is quite good, although there are still some that need to be improved, especially in discipline and social awareness."

These insights indicate that while cognitive understanding of nationalism exists, behavioural consistency and civic discipline still require development through guided habituation. According to the student interviews, 8 out of 10 students reported that their sense of nationalism and civic awareness increased after participating in PPKn lessons. For instance, Ridwan stated, "I feel my national spirit has increased after taking PPKn lessons," and Putri Syabila added, "It has increased because I know more about historical figures."

Similarly, Lidya Debora Gulo mentioned, "It has increased greatly, because we must appreciate every struggle of our heroes."

Students also connected this awareness to the importance of unity and love for the homeland. Wafiq Azizah said, "I understand more about the importance of loving my homeland and respecting differences," while Khairul emphasised, "I understand more about history and the importance of unity."

From these responses, it can be concluded that PPKn learning contributes significantly to students' affective and moral awareness, not merely to their cognitive understanding. However, the results also highlight that the internalisation of values remains uneven, indicating the need for sustained reinforcement through daily practices and school culture.

3.1.2. Inhibiting Factors Affecting National and State Awareness

The study identified five major factors contributing to the relatively low or uneven levels of national awareness among some students:

a. Influence of Globalisation and Social Media

According to teachers and students, the dominant factors influencing students' national consciousness are exposure to global culture and uncontrolled social media use. Mardiana Amar, S.Pd explained, "Globalisation greatly influences students' nationality; if not directed, it can weaken love for the nation." Seven out of ten students admitted that social media, especially TikTok and Instagram, often distracts them from civic learning. Putri Syabila stated, "The rise of social media like TikTok can reduce enthusiasm for learning about Indonesian history." This finding aligns with prior studies indicating that digital content often promotes global trends over local values, thereby diluting national identity among adolescents.

b. Monotonous Learning Methods

A second key factor is the perceived monotony of PPKn instruction. Students often described lessons as overly theoretical and focused on memorisation. Ridwan noted, "The learning method feels boring because after studying, there must be memorisation." Four students explicitly mentioned that they find long explanations disengaging. This shows that traditional lecture-based methods may hinder affective engagement with national values.

c. Low Learning Motivation

Both teachers, including Ika Sari, S.Pd, emphasised that "low student motivation and the negative influence of foreign culture" are significant obstacles. Many students view PPKn as a secondary subject, causing them to participate passively rather than reflectively.

d. Peer and Environmental Influences

According to Faridah, S.Pd, "The friendship environment is very influential. If friends have good habits such as solemn ceremonies and respect for their own culture, other students usually follow suit." The data reveal that peer modelling is a strong determinant of students' civic behaviour.

e. Limited Facilities and School Support

Teachers also mentioned logistical barriers, such as insufficient facilities for national ceremonies or thematic activities. Faridah, S.Pd stated, “Sometimes obstacles arise from the availability of budget or limited facilities, such as equipment for ceremonies.”

Overall, these findings show that both internal and external factors—personal motivation, media exposure, pedagogical approaches, and institutional support—shape the students’ level of national awareness.

3.1.3. The Role of PPKn Teachers in Building National and State Awareness

The role of PPKn teachers at SMAS Budisatrya Medan emerges as central in fostering students’ national identity. Their influence extends beyond classroom instruction to broader moral and civic formation. The findings identify three primary dimensions of their role:

a. Enhancing Conceptual Understanding through Contextual Teaching

Teachers employ strategies that link learning materials to real-life contexts. As Faridah, S.Pd stated, “PPKn teachers are very active in connecting lessons with national events and emphasising the importance of unity.” Students confirmed that the use of relatable examples and historical narratives enhances engagement. Wafiq Azizah mentioned, “Teachers use examples that are close to everyday life,” and Joni Aditya added, “Teachers explain the material with stories that are easy to understand.”

b. Encouraging Active Participation in National Activities

Teachers also act as facilitators for students’ involvement in national events. Ika Sari, S.Pd explained, “Quite often, students are involved in ceremonial activities and national holiday commemorations.” Students such as Ridwan and Arshana Aulya Nasution noted participation in Independence Day competitions and museum visits, showing that experiential engagement fosters a deeper emotional connection to national identity.

c. Modelling Civic Values in Daily Practice

Teachers’ personal conduct also plays a symbolic role in shaping student behaviour. As role models, they embody civic virtues such as discipline, respect, and cooperation, which are reflected in classroom culture and school events.

These findings confirm that PPKn teachers serve as both educators and moral exemplars, bridging cognitive learning with the formation of emotions and behaviours.

3.1.4. Strategies to Enhance National and State Awareness

The strategies implemented by PPKn teachers at SMAS Budisatrya Medan demonstrate a blend of contextual, participatory, and experiential approaches designed to make civic learning more meaningful and engaging.

- a. Contextual Learning – Teachers link concepts to current national issues, social problems, and students’ personal experiences to make lessons relevant.
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- b. Use of Media and Technology – Video-based learning and digital storytelling are employed to visualise historical and civic events, which students found engaging.
- c. Experiential and Project-Based Learning – Students participate in museum visits, patriotic poster competitions, and Independence Day events that translate civic theory into practice.
- d. Collaborative Learning – Group discussions and debates are used to encourage critical thinking and collective reflection on national values.
- e. Community Involvement – Teachers occasionally involve parents and local community members in national activities, reinforcing civic education beyond school boundaries.

While these strategies have shown positive effects, challenges persist, particularly regarding students' intrinsic motivation and the need for continuous methodological innovation. As noted by Ika Sari, S.Pd, "The most effective is contextual, project-based learning involving students' real experiences."

The findings reveal that PPKn teachers at SMAS Budisatrya Medan play a strategic and multifaceted role in fostering students' national and state awareness. Through contextual and participatory learning, they successfully bridge theory and practice. However, national awareness among students remains partially developed, constrained by both external factors, such as media influence, and internal factors, including motivation and peer pressure.

Strengthening national awareness thus requires collaborative efforts—from teachers, schools, families, and communities—to create a holistic environment that supports the internalisation of civic values in both cognitive and behavioural forms.

3.2. Discussion

The findings of this study reveal that the level of national and state awareness among students at Budisatrya Senior High School in Medan remains in the moderate category. This suggests that although most students possess an understanding of the fundamental values of Pancasila, the 1945 Constitution, and the importance of loving their homeland, their attitudes and behaviours have not yet fully reflected an internalisation of these values. Many students can articulate the meaning of unity, cooperation, and social harmony; yet, their daily practices, such as participating in flag ceremonies, maintaining discipline, and demonstrating concern for their peers, often fall short of what is expected. This condition illustrates the existing gap between cognitive knowledge, emotional engagement, and behavioural application of national and civic values among students.

This phenomenon aligns with Thomas Lickona's theory of character education [20], which explains that the formation of moral character involves three essential stages: knowing the good, desiring the good, and doing the good. The results of this study suggest that students at SMAS Budisatrya have reached the first stage, characterised by an understanding of the good, as they can define and explain the concepts of nationalism, patriotism, and civic responsibility. However, many have not yet reached the final stage of doing the good, where knowledge and moral awareness are consistently manifested through concrete actions. Thus, the national and state consciousness of students must still be strengthened through continuous habituation, exposure to real experiences, and the consistent presence of role models who exemplify national values in their behaviour.

This situation can also be explained through the lens of Tajfel and Turner's [21] social identity theory, which posits that a strong sense of national identity emerges when individuals perceive themselves as part of a broader social group. When students' daily interactions and interests are dominated by smaller identity groups, such as friendship circles or online communities, their sense of belonging to the nation as a whole may weaken. Consequently, they may prioritise personal or group interests over collective national concerns. This reality reflects the ongoing challenge of maintaining a national identity in an increasingly globalised world, where social media and digital culture can sometimes promote individualism over communal values [14], [22], [23].

Several factors were identified as contributing to the relatively low level of national awareness among students. The first factor is the influence of globalisation and technological advancement. Students today are increasingly exposed to global popular culture through social media, films, and online entertainment, which often fail to reflect national or moral values. As a result, their attention and admiration are increasingly directed toward foreign cultures rather than the nation's own heritage and principles. The second factor is the lack of reinforcement from the family environment. The study found that the values of nationalism and citizenship instilled at school are not always consistently nurtured at home. Parents, as the primary agents of socialisation, sometimes fail to model civic attitudes such as respect for diversity, social responsibility, and patriotism. The third factor is students' internal motivation, which remains low because many perceive Civics Education (PPKn) as merely theoretical and less relevant to real life [24], [25], [26].

These findings are consistent with Saputro's research [27], which demonstrated that the rapid flow of globalisation can weaken young people's sense of national identity if not counterbalanced by active reinforcement of Pancasila values. Similarly, Setiawan [28] emphasised the critical role of the family in building national awareness. According to his study, without parental modelling and emotional engagement, nationalism becomes a formality—something learned in school but not lived in everyday behaviour. The present study also resonates with findings by Lange [29], who observed that students in several Asian countries possess sufficient theoretical knowledge about civic duties but often lack the emotional connection and behavioural consistency to act upon that knowledge. In contrast, Kerr et al. [30] found that participatory learning methods—such as debates, service learning, and youth leadership projects—can significantly enhance students' civic engagement and moral responsibility. Taken together, these studies reinforce the idea that national awareness is best developed through experiential, participatory, and contextual learning approaches rather than through rote memorisation of concepts [31], [32], [33].

Within this context, the role of Civics and Citizenship Education (PPKn) teachers at SMAS Budisatya Medan becomes extremely strategic. The research findings indicate that teachers serve not only as conveyors of knowledge but also as facilitators, motivators, and role models who shape students' moral and civic identities. In classroom practice, Civics teachers use interactive methods such as group discussions, debates, simulations of parliamentary sessions, and analyses of current issues, such as social conflicts, tolerance, and environmental responsibility. These activities help students relate civic values to real-life experiences. This approach is supported by Piaget's [34] constructivist learning theory,

which argues that learners actively construct knowledge through interaction with their environment. By linking civic concepts to contemporary social realities, teachers encourage students to build a deeper understanding of national and state values.

In addition to cognitive engagement, Civics teachers also serve as moral role models for their students. According to Bandura's social learning theory [35], individuals learn not only through direct instruction but also through observation and imitation of others' behaviour. Thus, teachers who demonstrate patriotism, discipline, and respect for others naturally influence students to adopt similar values. When a teacher exemplifies national pride by consistently participating in ceremonies, respecting diversity, and encouraging cooperation, these actions become living examples of citizenship education. Therefore, the effectiveness of Civics learning depends not only on instructional design but also on the teacher's personality, behaviour, and emotional involvement with students.

To improve the effectiveness of Civics Education and enhance national awareness, teachers at SMAS Budisatrya have implemented various innovative strategies. One of the most effective is contextual learning, in which lessons are connected to real-life national issues, such as general elections, interfaith tolerance, and youth participation in national development. This approach helps students understand that Pancasila values are not abstract doctrines but living principles that can be applied in daily decision-making. Hosnan [36] supports this view by emphasising that contextual learning makes academic content meaningful and applicable to real-life situations. In this regard, students learn to interpret national values not only as theoretical concepts but also as moral guidelines for their behaviour in society.

Furthermore, project-based learning is utilised to provide students with opportunities to develop their citizenship skills. For instance, teachers assign projects such as community service, environmental campaigns, and cultural preservation activities that reflect the values of Pancasila. This aligns with Fauzi's [37] research, which found that experiential participation in national or community-based activities enhances students' sense of belonging and civic responsibility more effectively than classroom learning alone. Additionally, collaborative learning activities, such as organising national day commemorations or conducting field visits to historical sites, are implemented to foster a sense of emotional attachment to the nation. Students who engage in these activities tend to develop a sense of pride and commitment to national ideals.

However, despite these efforts, certain challenges remain. Some students still perceive Civics lessons as formal obligations rather than meaningful opportunities for self-development. The integration of digital technology in learning has also created new dynamics, as students increasingly consume online content that may contradict or dilute national values. In this context, Civics teachers must adapt their teaching strategies to the demands of the digital era. They are expected to integrate digital literacy and critical media education into Civics lessons so that students can analyse, filter, and interpret online information from a national and ethical perspective. This adaptation is crucial for developing digital citizenship, where young people understand their rights and responsibilities as citizens not only in the physical world but also in cyberspace.

From a broader perspective, this study highlights several implications for educational practice and policy. Schools must create a supportive environment that consistently reinforces the values of nationalism, cooperation, and respect for diversity. Families should work together with schools to maintain continuity of values between the home and school environments. Policymakers should also encourage curriculum innovations that make Civics learning more interactive, interdisciplinary, and culturally relevant.

Nevertheless, this study has several limitations. The research was conducted at a single private school, which had a relatively small sample, limiting the generalizability of the findings. Moreover, as a qualitative study, the focus was on depth rather than breadth; therefore, the results reflect a specific context rather than a national trend. Future research could expand to comparative studies between public and private schools or between urban and rural settings to capture variations in national awareness. It would also be valuable to examine how digital platforms can be utilised positively to foster nationalism and civic responsibility among young people.

In conclusion, the findings of this study confirm that national and state awareness among students is not solely the result of knowledge acquisition but is also deeply influenced by teaching strategies, family reinforcement, and the social environment. Civics teachers play a central role in bridging knowledge, attitude, and behaviour through contextual, participatory, and value-based learning. By integrating experiential learning with digital literacy and community engagement, Civics Education can truly serve as a transformative force that shapes young generations who are not only intellectually capable but also socially responsible, patriotic, and morally grounded citizens of Indonesia.

4. CONCLUSION

Based on the research results and discussions regarding the role of PPKn (Civic Education) teachers in building national and state awareness at SMAS Budisatrya Medan, several important conclusions can be drawn.

First, it can be concluded that students' level of national awareness is generally quite good, although it varies among individuals. Most students already understand fundamental values such as unity, patriotism, and respect for the nation's struggle. However, their practical implementation of these values in daily life remains inconsistent. This inconsistency is particularly reflected in aspects such as discipline, social awareness, and participation in school or national activities, which remain weak areas that require continuous intervention and reinforcement from teachers and the school environment.

Second, the low level of national awareness among some students is influenced by a combination of internal and external factors. Internal factors include a lack of motivation to learn and the perception that PPKn lessons are monotonous and less engaging. Meanwhile, external factors consist of the negative influence of social media, the effects of globalisation, unsupportive peer groups, and limited school facilities that hinder the development of civic and nationalistic values. These factors collectively present challenges to cultivating a strong national identity and civic spirit among students, especially in an era where digital exposure and global culture increasingly dominate youth behaviour.

Third, PPKn teachers play a very strategic and multidimensional role in developing students' sense of nationality and statehood. They are not merely transmitters of knowledge but also function as role models, facilitators, and motivators. PPKn teachers at SMAS Budisatrya Medan strive to integrate national values through innovative learning approaches, classroom activities, and daily interactions. Their efforts are not only directed toward students' cognitive understanding of civic principles but also toward fostering emotional attachment and behavioural reflection of those values in real-life contexts.

Fourth, the strategies employed by PPKn teachers to raise students' national and state awareness involve contextual, participatory, and experiential learning approaches. These strategies are implemented through various activities, including discussions on current national issues, problem-based learning, the use of digital media for civic projects, and outdoor learning activities such as museum visits and participation in national commemoration events. Such contextualised strategies are particularly effective within the socio-cultural environment of Medan, demonstrating how locally relevant methods can enhance students' understanding and appreciation of national values.

From a practical standpoint, this study contributes to the field by highlighting context-specific strategies that work effectively in urban schools like SMAS Budisatrya Medan. The findings suggest several recommendations for policy and practice. Schools should provide continuous professional training for PPKn teachers to strengthen their pedagogical and motivational skills. Additionally, integrating extracurricular civic projects and fostering collaboration among teachers, parents, and community institutions can create a more holistic approach to civic education.

However, this study also acknowledges certain limitations. The findings are based on a limited sample within one school, which may not fully represent broader student populations in other regions. Therefore, further research involving multiple schools across different socio-economic and cultural contexts is recommended to obtain more comprehensive insights into how national awareness can be effectively fostered among Indonesian youth.

In conclusion, the study reaffirms ²³ that the role of PPKn teachers is crucial in shaping students' national and state awareness. Through innovative pedagogy, exemplary behaviour, and community engagement, PPKn teachers at SMAS Budisatrya Medan have made significant contributions to developing students who not only understand civic values but also embody them in their actions and character.

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