



STRENGTHENING NATIONAL CHARACTER EDUCATION IN CIVICS EDUCATION LEARNING AS AN EFFORTS TO PREVENT STUDENT BRAWLING AT STATE SENIOR HIGH SCHOOL 14, SABATANG VILLAGE SOUTH HALMAHERA REGENCY

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ABSTRACT

Globalization and the development of information technology have impacted changes in adolescent behavior, including an increase in social conflicts between students that have led to brawls. This phenomenon also occurred at State Senior High School 14, Sabatang Village, South Halmahera, and was influenced by low emotional control skills, the influence of social circles, and students' lack of understanding of peaceful conflict resolution. Yet, Civics Education (PKn) learning plays a strategic role in instilling national character values that can prevent violent behavior. This study aims to (1) determine the implementation of strengthening national character education through civics learning, and (2) determine the character values instilled through civics learning in an effort to prevent student brawls at State Senior High School 14, Sabatang Village, South Halmahera. This study uses a qualitative research method with a descriptive approach. Data collection techniques are carried out through interviews, observation, and documentation, while data analysis is carried out through data reduction, data presentation, and drawing conclusions. The research results indicate that (1) the implementation of strengthening national character education is carried out through the integration of character values in the planning and implementation of Civics learning, using discussion methods, case studies, group work, and the habituation of positive attitudes through school activities involving teacher role models and the implementation of school regulations. (2) The instilled character values include discipline, responsibility, tolerance, self-control, legal awareness, mutual respect, and a love of peace, which play a role in shaping students' moral and social awareness so that they are able to resolve conflicts through deliberation and avoid violent behavior

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INTRODUCTIONS

Character education is an integral part of the national education system and plays a crucial role in shaping students' personalities. Character education aims to instill moral values, ethics, and attitudes based on religious values, national culture, and the Pancasila state philosophy. Through character education, students are expected to develop discipline, responsibility, tolerance, mutual respect, and self-control in social life. Character education is not solely oriented toward mastering knowledge but rather emphasizes the formation of concrete attitudes and behaviors in everyday life. Therefore, character education must be implemented sustainably through learning processes, habituation, and role modeling in the school environment. Schools play a strategic role in developing character education because they are the primary place where students interact, socialize, and develop their personalities.

One of the subjects that plays a crucial role in implementing character education in schools is Citizenship Education (PKn). Civics learning substantially incorporates national character values, such as nationalism, tolerance, discipline, responsibility, democracy, and peaceful conflict resolution. Therefore, PKn serves as a vehicle for internalizing character education values in students through a planned and directed learning process.

The relationship between character education and civics learning lies in the function of civics as a means of fostering students' attitudes and behavior as good citizens. Civics learning not only aims to improve students' cognitive understanding of the rights and obligations of citizens but also to shape their character so they can apply national values in real life. Therefore, the success of character education depends heavily on how civics learning is implemented in schools.

Implementation of character education through civics learning has not been fully optimal. This is evident in the continued emergence of various deviant behaviors among students, one of which is student brawls. Brawls are a form of social conflict that reflect the weak internalization of character values, such as self-control, tolerance, and respect for others.

The phenomenon of student brawls is also a problem facing State Senior High School 14, South Halmahera. Based on initial observations conducted by researchers, it was discovered that over the past two years, student brawls involving students at State Senior High School 14, South Halmahera, have continued to occur. These brawls generally occur outside the school grounds, but they still directly impact the school's order, security, and image.

Based on initial observations, it was still found that students engaged in brawls, namely, in 2023 there were six brawls, namely in February, March, May, August, October, and December, with the number of students suffering minor injuries of eleven people. Furthermore, in 2024 there were four brawls, each in January, April, July, and November, with the number of students injured of five people. Overall, during the 2023–2024 period there were ten brawl incidents with a total of sixteen students suffering minor injuries. This fact shows that brawls are a real problem that requires serious handling from the school.

Student brawls at State Senior High School 14, South Halmahera, were generally triggered by relatively simple issues, such as teasing among students, group fanaticism, and the inability of students to manage their emotions and resolve conflicts maturely. This situation indicates that the character education values that should be instilled through learning, particularly civics, have not been fully internalized in students' behavior.

Given these conditions, strengthening character education through Civics (PKn) instruction is crucial as a preventative measure to prevent student brawls. Values- and character-oriented PKn instruction is expected to foster students with tolerance, responsibility, and the ability to resolve conflicts peacefully.

METHOD

This research employed a qualitative approach with a case study method. This qualitative approach was chosen because this study aimed to gain a deeper understanding of the process of strengthening national character education in Civics learning, as well as the factors that support and hinder efforts to prevent student brawls in the school environment.

The case study method was used because the research focused on a single location, namely South Halmahera State Senior High School 14, as a single case study subject to in-depth examination. This method enabled researchers

to gather comprehensive data on civics learning practices, teacher roles, and student responses to the character education reinforcement implemented at the school.

RESULT AND DISCUSSION

Result

Implementation of strengthening national character education through civic education (PKn) learning at State Senior High School 14 South Halmahera

Based on the results of the interviews conducted, it can be concluded that the strengthening of national character education at SMA Negeri 14 Halmahera Selatan has been implemented in a planned and integrated manner through school policies and Pancasila and Citizenship Education (PKn) learning. Character strengthening is realized through the habituation of discipline, responsibility, tolerance, mutual respect, and the instillation of Pancasila values that are directed at the formation of attitudes of peace, unity, and anti-violence as an effort to prevent student brawls. PKn learning does not only focus on mastery of material, but emphasizes the formation of attitudes, morals, and students' abilities to control emotions and resolve conflicts peacefully. However, the application of character values in daily life still faces obstacles, especially due to the influence of the social environment and peers, so that the strengthening of national character education requires ongoing support and cooperation between schools, families, and communities to run optimally and consistently. This aligns with the concept of integrative character education as proposed by Asep Maulana (2022: 52), who states that character education must be integrated into the entire learning process, from planning and implementation to evaluation. In this context, civics learning serves as the primary vehicle for internalizing national character values because civics material substantially incorporates Pancasila values, legal norms, and civic responsibility. Implementing character education reinforcement through civics serves as an important foundation for shaping students' attitudes, enabling them to control their behavior and avoid deviant behavior, including student brawls.

Character values instilled through civic education (PKn) learning in an effort to prevent brawls among students at State Senior High School 14, South Halmahera Based on the interview results, the strengthening of character education carried out by schools focuses on developing students' maturity of thought and emotional control skills as an effort to prevent deviant behavior, particularly student brawls. I understand that poor emotional management skills, being easily provoked, and the inability to resolve conflicts rationally are psychological factors that can trigger aggressive actions in students. Therefore, I see that instilling character values such as discipline, responsibility, self-control, tolerance, and peace-loving through Civics learning and school policies is a strategic step in shaping students' attitudes and behaviors that are more mature and rational. Furthermore, I believe that habituating positive attitudes and instilling values of togetherness and social concern can strengthen relationships between students and prevent the emergence of negative group solidarity. Therefore, I believe that strengthening character education through Civics learning and school culture plays a crucial role in building students' abilities to manage emotions, resolve conflicts peacefully, and create a harmonious and conducive school environment. This aligns with Istiqomah's (2021:45) view on values-based curriculum integration, which states that Civics inherently encompasses moral values, social norms, and principles of national and state life. Therefore, Civics holds great potential as a vehicle for character development in students. Civics material is utilized as a medium for internalizing national character values relevant to students' social realities, including the phenomenon of inter-student conflict and brawls. This approach aligns with the concept of contextual learning proposed by Sanjaya (2020:68), who asserts that learning will be more meaningful if students are able to connect subject matter to real-life experiences

CONCLUSION

Strengthening national character education in Civics (PKn) learning as an effort to prevent student brawls at State Senior High School 14, South Halmahera, has been implemented in an integrated manner throughout the learning process. Character building is carried out through the instillation of the values of discipline, responsibility, tolerance, peace, and social awareness, integrated into Civics material, incorporating social phenomena relevant to students' lives, such as student conflicts and brawls. This enables students to understand the negative impacts of violent behavior

and the importance of peaceful conflict resolution. Furthermore, teachers' exemplary discipline and fairness also play a role in shaping students' character.

The character values instilled through Civics learning include discipline, responsibility, tolerance, empathy, unity, peace, and legal awareness. These values are internalized through active learning methods, case discussions, reflective studies, familiarization with school activities, and teacher role models. Instilling character values helps students understand the consequences of aggressive behavior, control emotions, and resolve conflicts peacefully, thus directly contributing to preventing brawls in the school environment.

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