

Civics Learning Management in Building Student Character

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Abstract

The research aims to describe and obtain an overview of the management of Civic Education (PKn) in fostering students' character by examining it from the perspectives of planning, organizing, implementing, supervising, problems, and solutions. This study is based on Management and Character theories. It employs a descriptive qualitative approach and data collection through interviews, observations, and documentary analysis. The results of the research are as follows: (1) Planning is conducted through annual and semester programs, syllabi, and lesson plans, but it lacks support in terms of facilities and infrastructure. (2) Organization is based on activity areas, human resources, and facilities and infrastructure, but it lacks human resources availability and external school cooperation. (3) Implementation adheres to the standards of the teaching process but is not fully supported by teacher competencies and professionalism and suffers from a lack of parental involvement. (4) Supervision of the teaching program and process is carried out through supervision, sanctions, evaluation, and assessment, but it is not fully supported by parental involvement and lacks stringent sanctions. (5) The obstacles include a lack of cooperation from the school community, parental cooperation, and government support for character education. (6) The solution includes providing warnings and sanctions for teachers and students who violate the rules and collaborating with law enforcement agencies, health departments, and the local community.

Keywords: Learning Management, Civics Education, Student Character.

INTRODUCTION

The educational institution is the second home after the family for nurturing the character of the young school-age generation. To this day, issues such as student brawls, involvement in motorcycle gang activities, drug consumption, promiscuity, and other immoral behavior among young people are still prevalent, alongside many young individuals who have achieved and brought honor to the nation and the country.

According to a Kompas Daily news article uploaded on Wednesday, October 19, 2022, reports on juvenile delinquency are as

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follows: Student brawls have become widespread in various regions in Banten Province recently. Heads of high schools and vocational schools (SMA and SMK) in Banten are being called upon to actively prevent these delinquent actions. Tabrani, the Head of the Department of Education and Culture (Disdikbud) of Banten Province, stated that all public and private school principals have been instructed to provide guidance and collaborate with law enforcement agencies. "School principals are expected to carry out internal consolidation, provide internal guidance to their students to prevent them from engaging in brawls. If any students are found involved in brawls intentionally, they will be subjected to sanctions in accordance with the applicable rules," Tabrani said to reporters in Serang (<https://regional.kompas.com>).

The issues mentioned above represent only a portion of the specific problems of juvenile delinquency still occurring in Banten Province. It is not a problem that can be taken lightly, as it has reached a critical level where some of the younger generation is experiencing a moral or ethical crisis. Therefore, educational institutions, as one of the formal educational bodies, can nurture the noble character of students through the cultivation of values, including the character values embedded in the subject of Civic Education.

Minister of Education and Culture Regulation No. 21 of 2016 on Basic and Secondary Education Content Standards explains that the character that should be instilled in students includes spiritual and social attitudes. The character values encompassed by this are religious, honesty, discipline, courtesy, self-confidence, care, and responsibility. In the view of Lickona (2013), character is defined as "Good character consists of knowing what is right, desiring what is right, and doing what is right - habits of the mind, habits of the heart, habits of action. All three are essential for leading a moral life; all three are factors in shaping moral maturity." The essence of character education in the national education goals is moral or ethical education. As stated by Ramli (2003), "Character education has the same essence and meaning as moral and ethical education. Its purpose is to shape a child's personality to become a good human being, a good member of society, and a good citizen." A good human being is someone who possesses noble morals in their attitudes and actions, guided by high values and norms. The essence of character education in the context of education in Indonesia is essentially value education. These values are derived from social norms, religion, culture, national law, and ethics.

The adolescent period during junior high school (SMP) is a phase of early adolescence development where physical and psychological changes start to occur. This age group requires attention, guidance, and mentoring as adolescents tend to be curious and may want to explore various things, including less desirable ones. Therefore, character development for students is crucial to initiate the cultivation of moral behavior in accordance with cultural and religious norms through a curriculum and an educational environment relevant to the subject matter. One of the subjects taught at the junior high school level is

Civic Education (PKn). According to Minister of National Education Regulation No. 22 of 2006 on National Education Content Standards, PKn is a subject that focuses on shaping citizens who understand and can exercise their rights and responsibilities to become intelligent, skilled, and characterful Indonesian citizens as mandated by Pancasila and the 1945 Constitution. As stated by Ubaedillah (2011:9), the objectives of Civic Education are to build the character of the Indonesian nation, including: Developing high-quality participatory skills in citizens who are responsible in their national and state lives. (b) Fostering intelligent, active, critical, and democratic Indonesian citizens who are committed to maintaining national unity and integrity. (c) Cultivating a civilized democracy culture, including freedom, equality, tolerance, and responsibility. These objectives emphasize the importance of character education and the development of responsible, ethical, and civically engaged citizens among Indonesian youth.

Character development, as outlined in Presidential Instruction No. 87 of 2017 on Strengthening Character Education (PPK), is a vital educational movement under the responsibility of educational institutions to reinforce the character of students through the harmonization of heart, feelings, thoughts, and physical activities. It involves the engagement and collaboration of educational institutions, families, and the community as part of the National Mental Revolution Movement (GNRM).

Character development is undoubtedly crucial and should receive serious attention from all parties because the character of the younger generation can determine the dignity of the nation in the future. Character development, as defined by Simanjuntak (1990) cited by Saddam (2021:2081-2082), can be summarized as follows: Character development is a conscious, planned, directed, organized, and responsible effort in both formal and non-formal education aimed at introducing, nurturing, guiding, and developing a balanced, integrated, and harmonious foundation of personality. It includes knowledge and skills in accordance with one's talents, tendencies, desires, and abilities. This serves as a foundation for individuals to independently enhance, improve, and develop themselves, as well as their interactions with others and their environment, towards achieving optimal human dignity, quality, and capabilities, while fostering personal independence.

Shaping the character and behavior of students with noble qualities can be achieved through the learning process. According to Sanusi (2014), behavior is the result of learning. Through learning and thinking, individuals grow from instinctive and imitative actions to individuals who act based on their beliefs, then develop feelings, understanding, and eventually, they intend to act. Therefore, addressing the moral crisis among middle school-level youth today requires character development in educational institutions through the management of learning and the cultivation of moral character values that are relevant to the educational curriculum, including Civic Education.

Management is a process used to achieve objectives through various stages in the management process. According to Terry (1976) cited by Budi (2018:1), "Management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources." Management involves the processes of planning, organizing, executing, and supervising. The cultivation of students' character should not be solely the responsibility of teachers during classroom instruction. It also requires support through extracurricular activities that help create a culture of character and habits, establishing a connection between activities inside and outside the classroom. Managing the learning program involves a management process and stages and requires the involvement of both internal and external elements of the school. This integrated approach aims to provide a comprehensive character development experience for students.

The involvement or cooperation of both internal and external elements of a school is crucial in character education because character development goes beyond the school environment and extends into the family and community. This acknowledgment recognizes that an individual's character is not solely shaped within the school but is influenced by external factors such as family, community, and technology.

The findings of Julmulyani's (2021), which identified inhibiting factors in character education, including community environment, family, students' internal factors, educators, and technological influence, highlight the need to consider various aspects related to the impact of the environment and external factors in character education. Managing Civic Education (PKn) learning to foster students' character at the junior high school level, as addressed in this research, is a significant step in addressing the moral crisis among the younger generation. The specific objective of this study is to describe and gain insights into the planning, organization, implementation, monitoring, barriers, and solutions in PKn learning to nurture students' character in accordance with the values embedded in the PKn subject.

This reflects an effort to understand and improve the management of PKn learning in order to strengthen students' character and address any obstacles that may arise during the process. The hope is that the research results will provide valuable insights into character development efforts in schools and make a positive contribution to the moral development of future generations.

METHOD

This research employs a descriptive method with a qualitative approach to describe natural facts about the management of learning and student character development in junior high schools (SMPN) in Tangerang Regency. Data collection techniques involve interviews, observations, and documentary studies guided by the research framework and instruments that have been designed. The research

locations are SMP 1 Jambe and SMPN 1 Solear in Tangerang Regency, with the informants being the School Principal, Curriculum Coordinator, Student Affairs Coordinator, teachers, and students. Data analysis involves data reduction, data display, and drawing conclusions based on the researcher's perspective.

RESULTS AND DISCUSSION

The planning of Civic Education (PKn) lessons to nurture students' character in junior high schools in Tangerang Regency is structured through teaching plans (prota), lesson plans (promes), syllabi, and lesson plans (RPP). The School Principal, Vice Principals, and teachers work together to create an annual program that allocates time throughout the year to achieve the set competencies and basic competencies of the students. The school plans learning activities based on each teacher's field of expertise and their roles in the school's organizational structure. To support character development and the cultivation of noble ethics in students, in accordance with PKn's character values, the school's programs include the following: (1) Enhancing the quality of education through the curriculum, educational programs, teacher competency improvement, and classroom supervision. (2) Improving professionalism through discipline, commitment, and individual responsibilities, increasing supervision and guidance, and fostering a harmonious working environment. (3) Upgrading facilities and infrastructure. (4) Improving services for students, parents, and the surrounding community, including discipline supervision covering role modelling, character development, student sanctions, and enhancing cooperation. The annual program for PKn teachers includes the following components: (1) Lesson material design and allocation of time for each section. (3) Effective week analysis. (4) Distribution of the number of teaching hours for each section. (5) Semester program. (6) Learning syllabus. (7) Lesson implementation plan (RPP). (8) Assessment instruments. (9) School principal's supervision instruments.

Planning, as per Terry (cited in Siswanto, 2016:16), is "the determination of work that must be carried out by a group of people to achieve goals." Planning involves decision-making regarding alternatives for success in reaching objectives, which requires the ability to analyze and envision future success by formulating a pattern of actions and resource utilization. According to Koontz and O'Donnell (cited in Hasibuan, 2017:92), "planning is the managerial function of selecting goals, policies, procedures, and programs from among the available alternatives. Before managers can organize, direct, or control, they must first create plans to serve as guidelines and procedures in organizational activities."

The planning of teaching and character development in junior high schools (SMPN) in Tangerang Regency is primarily formulated through teachers' classroom instruction and extracurricular programs based on annual programs, semester programs, syllabi, and lesson

plans (RPP). These are developed following joint evaluations and assessments by the school community. As Lickona (2013:72) suggests, character is formed from three interconnected parts: moral knowledge, moral feelings, and moral behavior. Character development planning is based on the goals of national education, the school's developed curriculum, and in support of the Character Education Strengthening Program (PPK). Character development focuses on instilling noble moral values through religious activities (Rohis) that are planned weekly, such as obligatory and sunnah prayers, reading and writing the Quran, memorizing short verses, class lectures, and more. Discipline is fostered every day by teachers who also set a positive example for the students. The syllabi and lesson plans for PKn teachers are based on the curriculum model of 2013.

Based on the theory and research findings above, it can be concluded that the planning of PKn teaching to foster student character in SMPN Tangerang Regency is carried out through annual programs, semester programs, syllabi, and lesson plans (RPP). Character development is organized by PKn teachers through in-class instruction and extracurricular activities such as religious programs, school rules for student discipline, and educators' role modeling to shape students' noble character in line with the values of Civic Education (PKn). However, character development planning is not optimally supported by the school environment, particularly in terms of school facilities and resources to control the students' character and protect them from external influences outside of school.

Organizing Civics Learning in Building Student Character

Teaching Civic Education (PKn) to nurture student character in SMPN Tangerang Regency is organized based on the type of activities, human resources, and infrastructure resources. The types of character development activities for students include classroom instruction, religious activities (Rohis), student and teacher discipline development, teacher competence and professionalism enhancement, teacher commitment and responsibility to their profession, supervisory activities, and collaboration between the school and external parties. These activities differ in terms of the timing of implementation, required infrastructure and resources, the content delivered, and the human resources involved. Effective organization is required to ensure that these activities run smoothly and is managed by competent human resources.

Organization within the context of an educational institution involves dividing tasks, responsibilities, and job roles among individuals or groups according to their expertise. According to Terry (1986), "Organization is the determination, grouping, and arrangement of various activities required to achieve goals, the placement of individuals (employees) in these activities, providing physical factors suitable for work, and delegating expected tasks" (as cited in Sukarna, 2011:38). Purwanto (2008:17) states, "Organization is the activity of arranging

and forming relationships so that a unified effort is achieved in pursuing the aims and objectives of education." Organization, in essence, involves creating job relationships from various sub-tasks within a systematic framework towards the organization's goals through individuals assigned according to their respective areas of expertise.

The organization of teaching and character development involves grouping, task allocation, authority, and responsibility to educators and educational staff to carry out character development activities for students based on the planned program. This organization is essential to ensure effective teaching processes, ultimately leading to the desired student character, characterized by noble moral values in line with Civic Education (PKn) values. The organization includes: The scheduling of religious activities (Rohis) every Friday, taking into account the subject matter, location, and the teachers involved. Enhancing the quality of education and teacher competence through professional forums, such as MGMP (Subject Teachers Working Group), IHT (Teaching Method Workshop), and supervision. Setting an example and maintaining discipline among both teachers and students, with responsibilities rotating among teachers and with the support of vice principals or the principal. PKn teachers organizing lesson materials through syllabi and lesson plans (RPP), which include teaching content, methods, media, and required teaching materials. To support the teaching program, the human resources in SMPN Tangerang Regency generally have academic qualifications at the S-1 level, and some even have postgraduate qualifications (S-2). For PKn teachers, they possess an educational background in Civic Education.

Based on theoretical studies and research findings, it can be concluded that SMPN schools in Tangerang Regency have organized PKn teaching to foster student character based on activity types, the competence and academic qualifications of human resources, and the availability of infrastructure. The organization of PKn teaching to foster student character within classroom activities is managed by teachers, while the activities outside the classroom are organized by the school through religious programs, teacher discipline, and role modelling. However, the organization of PKn teaching for character development has not been maximally supported by the availability of human resources and the school's external cooperation to control students' moral conduct.

Implementation of Civics Learning in Building Student Character

Teaching Civic Education (PKn) to nurture student character in SMPN Tangerang Regency is conducted according to the standard teaching process, involving lesson planning, teaching implementation, and evaluation and assessment of learning. The programs aimed at producing morally upright students based on Civic Education (PKn) values are implemented through the teaching process. Implementation, within the context of management, is the process of achieving organizational goals through tangible actions as an implementation of

planning and organization. According to Terry (1986), as cited in Sukarna (2011:82), implementation is about motivating and encouraging all members of a group to willingly and diligently work toward achieving goals in alignment with the planning and organizational efforts of the leadership.

In the context of character education, implementation involves motivating, encouraging, and instilling the drive to ensure that teaching and character development programs run effectively. Human resources play a pivotal role in the implementation process, encompassing competence, professionalism, responsibilities, and the motivation to diligently execute the program's tasks in line with the overarching goals. In the context of character development within teaching, implementation involves motivating, encouraging, and instilling the drive to ensure that the character development process for students operates effectively and achieves its goals in line with the planning and organization.

In planning the implementation of the teaching process in SMPN Tangerang Regency, the school principal, assistant principals, and teachers collaborate to create an academic schedule, prepare the necessary facilities, develop lesson plans, and instructional materials for subject teachers. They also assign teachers involved in supervision according to the annual and semester program plans organized by subject teachers and assistant principals in each field. During the implementation of the teaching process, for religious activities as well as other activities, the school principal coordinates with the assistant principal responsible for student affairs, religion teachers, and class advisors to ensure that activities are carried out according to the schedule, class assignments, topics, and locations.

The teaching process for PKn teachers generally consists of three main parts: introduction, core activities, and conclusion. During the introduction phase, the PKn teacher greets the students, takes attendance, and reviews the previous material. In the core activities, the teacher delivers the lesson content through lectures, video presentations, and discussions. The conclusion phase involves summarizing the key points of the material, offering prayers, and bidding farewell at the end of the lesson. Overall, PKn teachers in SMPN Tangerang Regency conduct the teaching process with an introduction, core activities, and conclusion, and the lesson content is based on the lesson plans (RPP) prepared by the teacher. However, the core activities still heavily rely on lecture-style teaching. During the conclusion, teachers and students together summarize the lesson content, reflect on the activities conducted, provide feedback on the learning process and outcomes, plan follow-up activities such as remedial learning, enrichment programs, counselling services, or assign individual or group tasks based on the students' learning outcomes. Teachers also outline the learning plan for the next meeting.

To measure the achievement of the teaching process or learning outcomes, SMPN schools in Tangerang Regency conduct evaluations

and assessments carried out by the school as well as by teachers. The school conducts an overall evaluation and assessment of the effectiveness of the teaching and learning activities, taking into account the effectiveness of the teaching process concerning factors such as the availability of facilities and infrastructure, teacher competencies and professionalism, and the overall material achievements. This evaluation is usually performed at the end of the semester or the beginning of a new semester. Additionally, academic achievement evaluations for students are conducted through mid-term and end-of-term exams, which are generally held for all classes. Daily evaluations and assessments are conducted by subject teachers.

In terms of definitions, evaluation, according to Stufflebeam, is the process of describing, obtaining, and presenting useful information for formulating alternative decisions. Assessment, as defined by Gronlund, is a systematic process of collecting, analyzing, and interpreting information to determine the extent to which students have achieved their learning objectives. Learning evaluation, as per Putra's definition, is a process or activity used to determine the value, criteria, judgment, or actions in learning.

Based on the theoretical study and the research results above, it can be concluded that the implementation of PKn teaching in building students' character in SMPN Tangerang Regency is carried out in accordance with the standard teaching process based on the school's program and teacher-led learning activities. It is conducted through a process of planning, execution, evaluation, and assessment of learning, which involves both internal and external school stakeholders. However, in practice, it is not yet optimally supported by both internal and external school factors. Internally, there is a lack of teacher competencies in implementing the independent curriculum, and some teachers may lack professionalism in performing their duties and providing role models. Externally, parental support in the sustained character education of students outside the school is limited.

Supervision of Civics Learning in Building Student Character

Supervision of PKn teaching to build students' character in SMPN schools in Tangerang Regency focuses on monitoring the teaching programs and the actual teaching processes led by teachers. However, this supervision is not yet fully effective in controlling the programs and the moral conduct of students, primarily due to both internal and external school factors. Supervision is a control mechanism used to monitor organizational activities. It involves giving guidance, direction, and solutions to address organizational issues. The primary purpose of supervision is to ensure that organizational activities are orderly, well-organized, and aligned with established standards or not deviating from them.

According to Terry (Sukarna, 2011: 110), "Supervision is the process of determining what should be achieved, what standards are being met, assessing the implementation, and making improvements

when necessary, so that the implementation aligns with the plan, which is consistent with standards (measures)." Damayanti (2014:62-66) outlines several strategies for character development, including role modelling, habit formation, rewards and punishments, and socialization within the organization. According to these definitions, supervision is an activity aimed at ensuring that standards for successful activities are met and to identify and address issues that arise. It involves evaluation and future improvements based on the outcomes achieved. The supervision process aims to: (a) establish standards or a basis for supervision, (b) measure implementation, (c) compare implementation to standards, (d) identify any differences, and (e) correct deviations through appropriate actions.

Supervision and control of student learning and character development in SMPN schools in Tangerang Regency are carried out in accordance with the planned program. The school principal, along with the guidance counselor, student affairs coordinator, and class teachers, coordinate efforts to control students and teachers who are assigned specific responsibilities. Control includes monitoring student attendance for each activity, discipline, behavior, and moral conduct within the school environment, as well as interactions between students and teachers. Control over teachers pertains to their performance in their respective roles as supervisors, role models, enforcers of discipline, and educators in the classroom.

Program supervision is not limited to extracurricular activities but also covers the intracurricular learning processes conducted by teachers to ensure that they adhere to the planned and organized teaching standards. Supervision of the learning process involves assessments of lesson plans, teaching materials, instructional media, learning resources, and teaching methods within the framework of the 2013 curriculum. Supervision is generally conducted in person by visiting classrooms during teaching sessions to ensure effective and conducive teaching and to verify that teachers are following the established teaching standards. Teacher supervision of students, both inside and outside the classroom, includes monitoring student attendance during intracurricular and extracurricular activities, such as religious activities and other mandatory school events.

Based on the theoretical analysis and research findings, it can be concluded that supervision of PKn learning in building students' character in SMPN schools in Tangerang Regency, aimed at instilling noble character values in students as per the PKn values, has been carried out for teaching programs and the learning processes through a supervisory team. The school administration imposes sanctions on both teachers and students who violate school norms or rules. Regular evaluations and assessments are conducted at the end of each academic year and semester. However, supervision and control of character development among students in SMPN schools in Tangerang Regency have not reached their full potential due to limitations in

school infrastructure, as well as inadequate control by parents and leniency in imposing sanctions.

Obstacles to Civics Learning in Building Student Character

The management of PKN (Civic Education) in fostering students' character in SMPN (public junior high schools) in Tangerang Regency faces various challenges in its implementation, which originate from both internal and external factors within the school system. Internally, the school system faces issues such as ineffective control and execution of the teaching process. Externally, some of the problems include a lack of support from the government, particularly the Department of Education, and insufficient parental involvement. These challenges contribute to the failure to achieve the desired educational quality, resulting in instances of student misconduct.

Daming (as cited in Sallis, 2015) outlines general and specific causes of quality failure in education. General causes are related to systemic issues, while specific causes are associated with external factors. General causes include: (1) Weak curriculum design, (2) Inadequate school infrastructure, (3) Poor working environment, (4) Inappropriate systems and procedures, (5) Disorganized work schedules, (6) Insufficient resources, (7) Inadequate staff development.

These factors that contribute to quality failure in education are attributed to systemic issues, policies, and resource constraints. According to Fitri (2021), the low quality of the education system is not solely due to inadequacies within the system but also other fundamental problems that can be addressed effectively through cooperation among government bodies, educators, students, parents, and the community. The lack of effective collaboration among these components can hinder the achievement of quality education goals.

In conclusion, the barriers to implementing PKN education to foster students' character and moral values in SMPN schools in Tangerang Regency are primarily attributed to educators' limitations and commitment in fulfilling their roles, inadequate school infrastructure to support character development, suboptimal parental involvement in fostering students' character, and the lack of full support from local authorities, particularly the Department of Education, for schools' efforts in shaping the moral values of the younger generation. Addressing these challenges would likely contribute to better educational quality and character development among students.

Civics Learning Solutions in Building Student Character

The school has taken several steps and initiatives to address the challenges in controlling the learning process. While these efforts are in place, it's important to note that they have not been fully maximized. Some of the actions taken by the school to overcome these challenges include:

1. Providing warnings, agreements, and transfer requests for teachers who display disciplinary issues, alongside setting a good example for students to enhance their professionalism.
2. Collaborating with law enforcement agencies and the health department to provide annual counseling sessions to students on legal violations and the consequences of actions that do not align with religious, social, ethical, or legal norms. These sessions cover topics such as sexual misconduct, drug abuse, and promiscuity.
3. Partnering with the local community surrounding the school to help control student behavior, particularly during school hours.
4. Imposing sanctions on students who violate rules, including issuing warnings, applying mild, educational penalties, providing guidance to students and their parents, and establishing agreements with parents.
5. Conducting instructional supervision to encourage teachers to be more innovative in their teaching methods and actively participate in teacher forums to enhance their competence.

The head of the SMPN schools in Tangerang Regency has taken steps as solutions to internal and external school challenges. These steps include issuing warnings, applying both mild and severe sanctions, fostering collaboration within and outside the school, and enhancing teacher competence by leveraging technological developments and participating in teacher forums. It's important to recognize that schools have limitations in terms of authority when imposing sanctions or addressing issues like terminating educational staff or handling legal or moral violations. Therefore, schools rely on cooperation with relevant parties that possess the authority or capacity to address student and teacher misconduct, even though the results have not reached their full potential.

CONCLUSION

The management of civic education (PKn) in shaping students' characters at SMPN Kabupaten Tangerang has been carried out through the stages of planning, organization, implementation, and supervision. However, it has generally not been maximally effective in shaping students' moral conduct in accordance with the values of PKn due to a lack of support in terms of school resources, limited cooperation from parents, and insufficiently strict penalties for violations.

Planning has been done through annual programs, semester programs, syllabi, and lesson plans (RPP), but it has not been supported by the school's facilities and infrastructure for character development. Organization has been based on areas of activities, human resources, and facilities and infrastructure, but it has not been sufficiently supported by the availability of human resources and collaboration between the school and external parties.

Implementation has been carried out well in accordance with the standard learning processes, but it has not been supported by the

competency and professionalism of teachers in carrying out their duties, as well as a lack of involvement and commitment from parents. Supervision has been conducted on the curriculum and the teaching process through supervision, applying penalties, and evaluating and assessing performance. However, it has not been fully supported by parents and lacks stringent penalties.

The obstacles include a lack of cooperation from the school community, collaboration from parents, and support from the government to strengthen character education. The solution involves issuing warnings and penalties for both teachers and students who violate the rules, as well as collaborating with law enforcement agencies, the health department, and the local community.

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