



## Civic Education Learning Management and Its Impact on Students' Character Building Based on Local Values

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### ABSTRACT

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Strengthening students' character is a strategic issue in education, particularly through Civic Education that integrates local cultural values to enhance contextual relevance and meaningfulness. However, empirical evidence regarding the effectiveness of Civic Education learning management in supporting character building remains limited. This study aims to analyse the effect of Civic Education learning management on strengthening students' character based on local values in private schools, as well as to identify relevant local cultural elements that can be integrated into Civic Education learning. This study employed a quantitative approach using a survey method involving 153 students selected through a snowball sampling technique. Data were collected using a Likert-scale questionnaire consisting of 25 statements. The data were analysed using descriptive statistics and regression analysis with the assistance of SPSS software. The results indicate that Civic Education learning management has a significant and positive effect on strengthening students' character based on local values, with a coefficient of determination ( $R^2$ ) of 41.4% and a significance value of 0.000 ( $p < 0.05$ ). These findings imply that well-planned, systematic, and integrated management of Civic Education learning that incorporates local cultural values plays a crucial role in fostering students' character development in a contextual and sustainable manner.

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## INTRODUCTION

Character education has become a crucial issue in contemporary society due to increasing moral degradation, social intolerance, and declining civic responsibility among young generations (Kusumawati, 2025; Najiburohman et al., 2025; Syafiih, 2025). Education is expected not only to transfer knowledge but also to shape students' moral values, attitudes, and behaviours in accordance with social, cultural, and national norms. Character is a complex construct

encompassing personality, behaviour, moral qualities, and basic traits related to the heart, soul, values, and actions of individuals (Yana et al., 2020; Agus, 2023). Learning that emphasises character building is therefore recognised as one of the most fundamental goals of education (Wahono et al., 2021). In multicultural societies such as Indonesia, character education becomes more meaningful when it is integrated with local cultural values that reflect students' social realities. Without contextual learning rooted in local values, character education risks becoming abstract and ineffective. Consequently, strengthening character through culturally relevant education is essential to ensure sustainable moral development and social harmony.

Despite the strategic importance of character education, many educational institutions face challenges in effectively implementing it within formal learning processes. Civic Education, or Pancasila and Citizenship Education (PPKn), is designed to develop students into responsible, intelligent, and character-driven citizens in accordance with Pancasila and the 1945 Constitution (Salmin Salmin & Jasman, 2023). PPKn also aims to instil nationalistic values and civic competencies aligned with Indonesian identity (Djunaidi & Sarimawati, 2019). However, character education in PPKn learning often remains normative and theoretical, lacking meaningful integration with students' real-life experiences and cultural contexts. Educators frequently encounter difficulties in translating character values into practical learning activities that resonate with students' social environments. As a result, the expected outcomes of character education through Civic Education have not been fully realised, highlighting a fundamental problem in the management and design of PPKn learning.

Empirical phenomena in schools indicate that Civic Education learning is still predominantly teacher-centred and oriented toward cognitive achievement rather than character formation (Adhinugraha et al., 2024; Faisal, 2023; Wahid et al., 2023; Yahya, 2023). Many educators lack innovation and effective instructional designs to integrate character education into PPKn learning, often ignoring students' characteristics and socio-cultural environments (Fitri et al., 2023). According to Lickona, as cited in Ghasi Patholah & Jannah (2022), teachers continue to rely on conventional methods and strategies that limit student participation and engagement, causing learning to be perceived as monotonous. This condition reduces students' opportunities to internalise character values through meaningful experiences. Moreover, the cultural potential of local communities, which could serve as a rich source of character values, is rarely utilised in learning activities. Consequently, students' character development is not optimally supported, even though their community environment plays a significant role in shaping their values and behaviour (Shakilla Aura et al., 2023).

Previous studies have explored various approaches to strengthening

students' character through Civic Education based on local wisdom. The developed a social engineering model of national character education grounded in local wisdom and civic virtue, demonstrating positive outcomes through integrative and collaborative implementation (Nur'aini et al., 2024; Saputra, 2025). Several studies have identified best practices in character education resulting from the synergy of multiple stakeholders (Zuriah, 2021; Sulistiani, 2017; Af, 2018). Santoso & Wuryandani (2020) found that civic education teaching materials based on local wisdom are highly suitable for classroom implementation and contribute to improved learning outcomes. Similarly, Reh Bungaan (2017) confirmed that local wisdom-based Civic Education effectively enhances students' civic skills with high validity and reliability. These studies collectively highlight the potential of integrating local cultural values into PPKn learning.

Further studies have focused on developing instructional tools and learning designs that integrate local culture into Civic Education. Narimo et al. (2019) developed a learning implementation plan incorporating local culture into Civics through systematic steps, including competency alignment, material development, and assessment design. Aba (2022) also reported improvements in educational quality through the integration of local culture in PPKn learning. Amalia & Agustin (2022) found that local wisdom-based teaching materials support teachers in enhancing students' civic skills (Aisyah & Utamimah, 2025; Asrani, 2024; Veronika et al., 2024). However, most previous studies emphasise model development, teaching materials, or qualitative best practices. Limited empirical research has examined the management of Civic Education learning and its measurable influence on character strengthening based on local values, particularly using quantitative approaches. This gap indicates the need for empirical evidence on how learning management practices contribute to character education outcomes.

This study offers a novel contribution by positioning Civic Education learning management as a key determinant in strengthening students' character based on local values. Unlike previous research that focuses primarily on instructional models or material development, this study empirically examines how planned, systematic, and integrated learning management influences character education outcomes. Additionally, this research identifies specific elements of local culture that are relevant and applicable to PPKn learning in private schools. By adopting a quantitative approach, this study provides measurable evidence of the effectiveness of learning management in character education. The integration of educational management perspectives with local wisdom-based character education represents a state-of-the-art approach that addresses both theoretical and practical gaps in existing research.

Based on the issues, phenomena, and research gaps identified, this study seeks to answer the following research problem: How does Civic Education learning management Influence the strengthening of students' character based on local values in private schools? This study argues that effective learning management, characterised by systematic planning, implementation, and evaluation, plays a significant role in integrating local cultural values into Civic Education learning. Such integration enables students to internalise character values more meaningfully and contextually. Therefore, this Research aims to analyse the influence of Civic Education learning management on character strengthening and to identify relevant local cultural elements that support this process. The findings are expected to contribute theoretically to educational management studies and practically to the improvement of Civic Education learning in schools.

## RESEARCH METHOD

This study employed a quantitative research design with a survey approach to examine the effect of Civic Education learning management on strengthening students' character education based on local values (Ghanad, 2023; Sardana et al., 2023). The quantitative design was selected because it allows researchers to measure relationships between variables objectively and to test hypotheses using statistical analysis. This approach is appropriate for identifying the magnitude and significance of the influence of learning management practices on character building among students. By using numerical data and statistical procedures, the study aims to provide empirical evidence that can be generalised to similar educational contexts.

The research was conducted at a private educational institution located in Terong Tawah, involving students from various departments within the Faculty of Teacher Training and Education. This location was chosen because the institution implements Civic Education as a compulsory subject and operates within a socio-cultural environment that strongly reflects local values. These characteristics make the site relevant for examining how Civic Education learning management integrates local cultural values to strengthen students' character. Additionally, the accessibility of respondents and institutional support facilitated efficient data collection.

Data were collected using a questionnaire as the primary research instrument. The questionnaire consisted of 25 statements developed based on the indicators of the research variables. Responses were measured using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The questionnaire was distributed to 153 students using a snowball sampling technique, which enabled the researcher to reach respondents across different

departments. Data collection was conducted online through social media platforms and student class groups to ensure wider participation and efficiency.

The collected data were analysed using descriptive statistics to describe respondents' characteristics and variable tendencies, followed by regression analysis to examine the effect of Civic Education learning management on students' character building based on local values. Statistical analysis was performed using SPSS software. Hypothesis testing was conducted by examining the significance value (Sig), with a threshold of 0.05. If the Sig value was less than 0.05, the null hypothesis ( $H_0$ ) was rejected, indicating a significant effect between the variables studied.

To ensure data accuracy and trustworthiness, the research instrument underwent validity and reliability testing prior to hypothesis testing. Validity testing was conducted to confirm that each questionnaire item accurately measured the intended construct, while reliability testing was used to assess the internal consistency of the instrument. Only valid and reliable items were included in the final analysis. These procedures ensured that the data obtained were consistent, credible, and suitable for further statistical analysis.

## RESULT AND DISCUSSION

### Result

The data analysis involved descriptive statistics and multiple regression tests. SPSS software was used as the main analysis tool. The criterion for drawing conclusions was that if the Sig value was  $< 0.05$ , then  $H_0$  was rejected, indicating a significant effect of PPKN learning management on strengthening character education based on local values in students. Through this methodology, it is hoped that the study can provide a comprehensive picture of the relationship between the variables studied and make an important contribution to research related to PPKN Learning Management on Character Strengthening. The descriptive statistical data is shown in Table 1.

Table 1. Descriptive Statistics

	Descriptive Statistics									
	N	Range	Min	Max	Mean	Std.Deviation	Variance	Kurtosis		
X1	15	76	24	100	77.67	1.187	14.683	215.603	.998	.390
Y1	15	50	50	100	81.18	.798	9.869	97.400	2.020	.390
Valid N (listwise)	15									

Table 1 shows descriptive statistics involving 153 respondents with three main variables: X1 (Civic Education Learning Management) and Y1 (Character Building). Variable X1 has a wider range, namely 76, with an average of 77.67 and a standard deviation of 14.683, indicating more diverse perceptions among respondents regarding learning management. Variable Y1, with a range of 50, has a mean of 81.18 and a standard deviation of 9.869, indicating a more centralised concentration of data compared to other variables. The kurtosis values for X1 and Y1, 0.998 and 2.020 respectively, indicate a more pointed data distribution than a normal distribution. These results reflect differences in respondents' perceptions of the influence of PPKN learning management on strengthening character education based on local values in students, providing a basis for a more in-depth analysis of the relationship between variables. The results of the model summary regression test between variables X1 and Y1 are shown in Table 2.

**Table 2. Model Summary X1 dan Y1**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 <sup>a</sup>	.414	.410	11.277

a. Predictors: (Constant), X1  
b. Dependent Variable: Y1

Based on the results of Table 2 Model Summary, the correlation coefficient (RR) value of 0.643 indicates a fairly strong and positive relationship between civic education learning management and character building in students. This means that the greater the influence on the effectiveness of learning management and character building in students. In addition, the coefficient of determination ( $R^2$ ) value of 0.414 indicates that approximately 41.4% of the variability or change in PPKn learning management and character building can be explained by local cultural variables. The remaining 58.6% is explained by other factors outside this model. Thus, local culture has a significant contribution in influencing the quality of learning and character building of students. The results of the ANOVA regression test between Variable X1 and Y1 are as shown in Table 3.

**Table 3. Model ANOVA Variables X1 dan Y1**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13569.577	1	13569.577	106.707	.000 <sup>b</sup>
	Residual	19202.083	151	127.166		
	Total	32771.660	152			

a. Dependent Variable: Y1  
b. Predictors: (Constant), X1

Based on the results in Table 3, the ANOVA model test shows that the regression model testing the effect of PPKN learning management on strengthening character education based on local values in students is statistically significant. This is indicated by an F value of 106.707 with a Sig. value of 0.000, which is less than 0.05. This means that PPKN learning management (X1) has a significant effect on learning management and the strengthening of student character (Y1). In addition, the Sum of Squares value for regression of 13,569.577 shows a large contribution from local culture in explaining the variability in learning management and character strengthening. Meanwhile, the Mean Square regression value, which is higher than the residual, shows that this model is able to explain the relationship between the two variables well. Thus, it can be stated that local culture has a significant influence on the two aspects studied in this research. The results of the coefficient tests between Variable X1 and Y1 are presented in Table 4.

**Tabel 3. Coefficients Variabel X1 dan Y1**

		Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constan)	11.598	6.461		1.795	.075	
	X1	.814	.079	.643	10.330	.000	

a. Dependent Variable: Y1

Based on the results of Table 3 in the Coefficients test, the effect of PPKN learning management on strengthening character education based on local values in students can be explained as follows. The constant value of 11.598 indicates that without the variables of learning management and student character strengthening (X1), the value is 11.598. However, this constant is not statistically significant because the Sig. value of 0.075 is greater than 0.05. The Beta value of 0.643 indicates that local culture has a positive and moderate effect

on the two variables studied. Furthermore, the  $t$  value of 10.330 with a Sig. of 0.000 indicates that the influence of PPKN learning management on strengthening character education based on local values in students is statistically significant, because the significance value is much smaller than 0.05. Thus, it can be stated that local culture has a significant and positive influence on improving learning management and character building in students.

The findings of this study confirm that civic education management that integrates local values plays a strategic role in shaping students' character in a contextual and meaningful way. The integration of local wisdom, social norms, and local cultural practices in the learning process makes civic education material less abstract and more relevant to students' real lives. This condition enables students to understand civic values not only as normative concepts, but also as guidelines for attitudes and behaviours that are relevant to their social environment. Thus, Civic Education learning serves as a means of internalising values that are in harmony with the local cultural identity of students.

Holistically managed Civic Education learning has been proven to not only emphasise cognitive aspects but also develop students' affective and psychomotor dimensions. Through a local culture-based approach, students are encouraged to internalise character values such as responsibility, tolerance, mutual cooperation, and nationalism through real learning experiences, whether in discussions, group work, or social activities that reflect local cultural practices. This process enables meaningful learning, where students not only learn about character values but are also able to demonstrate and practise them in their daily lives.

Thus, the results of this study reinforce the view that strengthening the character of students will be more optimal if the management of Civic Education learning is designed in a planned, systematic manner and in harmony with the local values that exist in the social environment of the students. This approach positions civic education not only as a normative subject, but as a strategic vehicle for shaping the character of the nation, rooted in local culture and national values. Therefore, the integration of local values into civic education management is an important step in realising contextual, sustainable character education that is relevant to the socio-cultural challenges faced by students.

## CONCLUSION

This study demonstrates that Civic Education (PPKn) learning management has a significant and positive influence on strengthening students' character education based on local values. The findings highlight an important insight that character building is not merely determined by curriculum content but is strongly influenced by how learning is planned, implemented, and

evaluated in a systematic and integrated manner. The coefficient of determination indicates that effective management of PPKn learning contributes substantially to students' character development, confirming that the integration of local cultural values within structured learning management creates a more contextual, meaningful, and sustainable character education process. This result provides practical wisdom for educators and school leaders that improving the quality of learning management is a strategic pathway to strengthening students' moral and civic character.

From an academic perspective, this study contributes to the field of educational management by providing empirical evidence on the role of learning management in character education based on local values, an area that has been underexplored in previous research. Nevertheless, this study has several limitations, including its focus on a single institutional context and the use of a quantitative survey approach, which may not fully capture the complexity of character formation. Therefore, future research is recommended to examine additional influencing factors such as the social environment, family involvement, and learning methods, as well as to employ mixed or qualitative approaches to deepen understanding. Expanding the research context and developing more integrative, culturally responsive learning management models are also suggested to strengthen future character education practices.

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