The Role of the School Environment in Improving Civic Disposition in the Digital Era for Muhammadiyah High School Students Al Kautsar Pk Kartasura

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Abstract. The purpose of this study is to determine the role of schools and the development of civic disposition values in improving civic disposition in the digital era, which is growing rapidly due to the demands of sophisticated technology. This study uses a qualitative research method with a descriptive approach which is carried out in stages starting from defining a topic, collecting data, analyzing data, to get an understanding of the material about a particular topic or problem. The data sources of this research are principals, PPKn teachers, and other PPKn students, the data of this research is the role of schools and PPKn teachers in improving civic disposition in the digital era with various efforts and programs in SMA Muhammadiyah Al Kautsar Pk Kartasura schools. Data collection techniques carried out in this study used observation, interviews and documentation to all parties who were the sources of data in this study. Meanwhile, for data analysis using interactive data analysis, according to Miles and Huberman, data analysis is divided into several stages, including: data collection, data reduction, data presentation, and data conclusion drawing. The results of the study show that in the role of the school environment and the development of civic disposition values, the efforts of Civics teachers are able to increase civic disposition values from various selected programs that can be trusted to increase civic disposition in the digital era on a regular basis, so that the school environment has an important role in improving civic disposition in the digital era and also the efforts of teachers not only to provide knowledge, but also to be able to imitate the true character of citizenship, and the citizenship character is the most important step when we are familiar with globalization in everyday life, especially in the Republic of Indonesia. As well as the development of civic disposition values carried out at SMA Muhammadiyah Al Kautsar Pk Kartasura with strategic programs, one of which is the discussion of Islam and nationality (DKK).

Keywords: Civic Disposition · Digital era · Globalization · Tehcnology

1   Introduction

The data is taken from research conducted by the Microsoft company using the Digital Civility Index (DCI) survey stating that of the 32 countries studied the level of politeness on social media, that Indonesia is in 29th place, the level of politeness or moral ethics of Indonesian people can be said to be low., from both hoaxes and fraud, hate speech and discrimination are the three keys to why the moral ethical values of Indonesian citizens are red M.iksan (2021). In Indonesia, the increasing percentage of the spread of fake news and fraud, hatred, and discrimination are the main concerns that can divide unity. Especially what is happening in the virtual world, where social control and law are serious, in the development of this technology, on the one hand it is very helpful, but on the other hand it can lead many people to act arbitrarily on social media. The process of absorbing information from various sources in the virtual world will be much more accessible, such as styles, culture, and trends that exist anywhere in the world. Moreover, if there is no supervision from the parents, teachers and family. They will try to remember and get used to a culture that is not the identity of the Indonesian nation. So, it is not surprising that there is a degradation of moral ethics in Indonesia as much as 47%.

Adolescent problems that occur to 500 teenagers in five big cities in Indonesia, 33% of teenagers have penetrative sex. From these results, 58% penetrated at the age of 18–20 years. Meanwhile, adolescent drug victims reached 1.1 million or 3.9%. The data was taken in 2008, with samples in 33 provinces in Indonesia. Data from the Center for Control of Social Disturbances in DKI Jakarta states that elementary, middle, and high school students involved in brawls reached 0.08% or around 1,318 students out of a total of 1,647,835 students in DKI Jakarta. In fact, 26 of them died. This data is taken from Yoni Mashlihuddin (2019). The problem of today's youth does not end there, recently there have been many cases of students fighting against their teachers. Even if someone has the heart to persecute their own teacher to death, as happened in Madura, this of course has exceeded the limit, there is no longer any respect and ethics embedded in the student, so they have to persecute the teacher.

For this reason, it is very necessary to carry out character education for our generation, especially among Indonesian students or teenagers. This can be done to overcome the decline in moral quality in the life of the Indonesian nation. Therefore, apart from being a place of learning, it is also required to play its role and responsibility in instilling and developing good values and helping students to shape and build their character with good values, so that they can have good morals and values. Attitude. Character education is directed to put emphasis on certain values such as respect, responsibility, honesty, care, and fairness in helping students to understand, pay attention, and be able to carry out and implement values in everyday life. Education is a conscious and planned effort to realize an education to refer to various kinds of activities, both of which are productive - material to creative - spiritual starting from the process of increasing technical abilities (skills) to the formation of a strong and integral personality an activity capable of developing other student characters. These factors are influenced by factors of emotional intelligence, school environment, family environment, and community environment, but the most supportive factor influencing civic disposition is from the school environment because the percentage of the school environment in developing citizenship character

(civic disposition) is 60% both from the school environment A conducive environment starts from revamping the curriculum, increasing teacher competence, and inculcating a positive school culture. Meanwhile, external inhibiting factors in civic disposition include the wrong student social environment. Data from the United Nations International Child's Emergency Fund (2016) shows that violence against fellow teenagers in Indonesia is estimated at 50%, with the current juvenile delinquency rate which is very far from moral and religious values, such as free sex, drugs, brawls, alcohol, murder.. Citing data from UNICEF (2016), violence against fellow teenagers in Indonesia is estimated to have reached 50%, and has now led to the crime rate. Then the results of data from the Ministry of Health of the Republic of Indonesia (2017) there are 3.8% of students and college students who state that they have abused drugs. Meanwhile, data from the Indonesian Child Protection Commission (2018) states that brawls among students increased by 1.1% compared to the previous year, while in 2017 the number of brawls was only in the range of 12.9%, while in 2018 it was 14%.

The challenges of education today are very heavy, the era of the industrial revolution 4.0 brought many changes, both positive and negative changes. But it is more dominant in negative changes, stepping on the era of Society 5.0 where people are faced with digital advances, gadgets. Meanwhile, in the era of 4.0 industrial revolution, many educators and students have lost morals which is very inappropriate for an educator. Many of us have encountered tiktok videos of an unscrupulous teacher dancing without shame. Not only that, there are many other negative changes, in overcoming this the development of national character is formulated in the guideline for cultural and national character education issued jointly by the research and development agency with several main units within the ministry of national education and the office of the coordinating minister for welfare. People. The purpose of formulating the guideline for cultural and national character education is as a practical reference for educators and education enthusiasts in implementing programs, character-based education both in the classroom and at school. The need for the government's attention and seriousness towards efforts to develop the nation's character is also evident in the nawacita in the education sector of the presidential administrations Joko widodo and Jusuf Kalla (2014). Regarding education, it is stated that the government is committed to revolutionizing the character of the Safitri nation (2015). President Joko Widodo also emphasized that currently the real foundation of education lies in character education itself, which can be instilled from elementary school to higher education. At the same time, the president (government) also issued presidential regulation of the republic of Indonesia number 87 of 2017 concerning strengthening character education (PPK) as well as issuing a guidebook for strengthening character education issued by the analysis and synchronization center of the ministry of education and culture in 2017 (Presidential Regulation RI Number 87, 2017).

The tendency of the government to develop the nation's character as above is not without reason if we associate it with various deviant behaviors carried out by school-age children lately, aggressive attitudes and behaviors are moral and far from the noble values of the nation's character, so that it is increasingly disturbing and happening around us.. For example cases of brawls between students, fighting with friends, use of illegal drugs, illegal racing, consuming alcohol and several other deviant behaviors. Even the case that occurred can grab the attention and shock the world of education in West

Kalimantan, namely the case of bullying or beating a junior high school student on behalf of Audrey by several high school students in the city of Pontianak which led to the sexual harassment of Flora (2019). Then, less than a month after the case that happened to Audrey, there was another case of a junior high school student in the East Pontianak district hitting a teacher with a chair because she did not accept the teacher's reprimand while playing gadgets during class hours which resulted in a teacher named Nuzul Kurniawati, S. Pd had to go to the hospital (Suroso, 2018). From some of the examples above, as an education actor, from the impact of technological progress and globalization, he began to erode eastern culture, one of which resulted in moral decline. Like it or not, the teacher must also be responsible for the improvement and decline of the morale of his students. For this reason, the task of teachers in the current digital era is not enough only in the process of transferring knowledge (knowledge) or just teaching subjects, but also printing characters that technological advances cannot afford, these cases can be used as material for self-reflection to improve management of education in Indonesia, especially in schools that are more oriented to the development of the values of the nation's character. Various alternatives to solving problems of culture and national character were proposed by various groups, and educational institutions (schools) were chosen to be one of the preventive alternatives to solve these problems (Dewantara et al. 2020).

So far, education is seen as capable of building civilization and the nation's generation towards a better direction. Therefore, education should not fail in developing the character of Indonesian children. Education in schools is essentially not limited to equipping students with a number of cognitive and psychomotor knowledge, but it is much more important that education and learning must be able to equip students with a set of national characters so that harmonization will be formed between the heart (ethics), taste (aesthetics), thinking (literacy), and sports (kinesthetic) Dewantara et al. (2020). So that they are able to become generations who have morals and attitudes that really make themselves better, moral generations and national intelligence. With education, it is able to develop civic disposition well, so that each school must have its own responsibility and ability in providing services to students, especially in the character of citizenship that every student must have in order to be a provision that will be used when facing various eras and challenges that must be prepared. by future generations, future generations so that they can become future changes. Education as a place to humanize humans, it happens that education is also expected to give birth to the next generation of intellectually intelligent nation as a character, with the many phenomena that are happening today (Ibda, 2012) the mass media shows that there are many moral deviations among teenagers, so that it becomes a crisis of moral development that is getting worse and worse, which can be seen from moral deviations among teenagers, which occur and we often encounter such as brawls between students, sexual behavior outside of marriage, theft, acts of violence in schools, shootings, murders and many more. Another form of deviation. So that the existence of these forms of deviation makes modern society mainly due to the very low level of emotional/moral intelligence. In shaping one's character, it must be done from an early age, because in forming character it takes a relatively long time so that the values that are internalized to the younger generation become values that can be embedded in them and manifest in their daily behavior, so that the teacher's

role in To take part in the formation of the character of students, the teacher must also carry out learning that leads to the achievement of the competence of the lesson itself. The inculcation of character values is a demand that must be prepared by all elements in a learning process Rosita et al. (2022). Indeed, the learning model that must be prepared and implemented both in the school environment, the campus environment is not only an understanding of theory but leads to intellectual abilities, then by familiarizing students with positive activities at school, on campus, in the surrounding environment.

2 Method

This study applies a qualitative approach using descriptive methods, qualitative research is one approach in research that focuses on meaning as a result in research (Sugiyono, 2015). The sources of data in this study were principals, PPKn teachers and students of SMA Muhammadiyah Al Kautsar Pk Kartasura related to the role of the school environment and the development of civic disposition values. The data of this study related to the character education of citizenship, the character of citizens has not shown good character, such as the number of deviant behavior from moral values and norms that are not in accordance with the personality of this nation. That currently many students do not have ethics and morals, tend to be fragile due to the times and progress of the times without continuous guidance, for example, that many students are found in public places in speaking impolitely to their elders. As a result of the impact of technological advances and globalization, it has begun to erode western culture, one of which results in a decline in morals or characters such as student behavior in the digital era from cyberbullying to copyright infringement. Budimansyah (2009). The data in this study were collected through observation, interviews and documentation (Suharsimi, 2010). Meanwhile, for data analysis in this study using interactive analysis techniques is also interpreted as a way to collect data in a structured manner so that researchers can easily determine conclusions from the results of the research conducted. According to Miles and Huberman quoted (Sugiyono, 2018) regarding several steps of data analysis techniques, namely: data collection, data reduction, data presentation, drawing conclusions.

3 Results and Discussion

3.1 The Role of the School Environment so Far in Implementing Various Values of Civic Disposition Character in SMA Muhammadiyah Al Kautsar PK Kartasura

Character education is a very suitable choice for use in the classroom, thus, students are able to act as moral and character advisors in interacting with others. Character education can be likened to moral education or education to help someone achieve a high standard of living (Salahudin & Alkrienciehie, 2013). Character studies can be seen as a form of moral education or education with the aim of helping someone achieve success in everyday life. As part of the implementation of the president's plan to improve the quality of education in various institutions and to improve the quality of education in the context of good and bad education, teachers and students in schools will be held accountable for

their actions and for the achievement of a better quality of life, in order to realize healthy morals, polite, and highlight the character of people related to religion. Character learning can be done in any situation where, for example when a student enters class, the teacher and other students are warned, if they leave early or arrive late. Based on the results of interviews that have been conducted with 3 informants in SMA Muhammadiyah Al Kautsar Pk Kartasura with the principal, PPKn teacher and 3 other students taken from the Social Sciences and Mathematics and Natural Sciences majors in grade 11 and grade 12. For the principal at SMA Muhammadiyah Al Kautsar Pk Kartasura namely Mr. Nasrul harahap, S.PdI., Gr., M.Pd and Mrs. Hesti Kurniawati, S.Pd as PPKn teachers who teach in grades 11 and 12, and students named Panji, Danish, and Aulia. Whereas at SMA Muhammadiyah Al Kautsar Pk Kartasura there are programs, one of which is the student program, the Ismuba program and the guidance and counseling program. The three forms of the program are interrelated with each other.

According to Mulyono (2009) that the student program is the entire process of activities that are planned and carried out intentionally as well as continuous guidance for all students at the educational institution concerned so that they can participate in a very efficient learning process. The student program is also not only an activity that has been programmed but also has the potential to be able to support the development of each student's character so that with this student program it is able to support and facilitate all forms of academics, both soft skills and hard skills so that later students have competent competence when students have graduated from the school with the knowledge, attitudes, and skills expected (Hermawan, 2015). The forms of student programs that exist at SMA Muhammadiyah Al Kautsar Pk Kartasura itself include the following: 1) welcoming children, 2) happy Fridays, 3) awards for outstanding students, 4) student creations, 5) extracurriculars, 6) officers school safety, 7) owner meeting, 8) SMALKA Health care, 9) SMALKA Champions, 10) leadership.

As Then for the Ismuba program at the Muhammadiyah Al Kautsar Pk Kartasura High School, it is related to Islam, Muhammadiyah, and foreign languages. That at SMA Muhammadiyah Al Kautsar Pk Kartasura there are several ismuba programs such as: 1) sunnah fasting Monday-Thursday, 2) tahajjud sunnah prayer, 3) mentoring, 4) student is screnning, 5) student daily journals, 6) memorizing hadith and prayer 'a, 7)DKK (Islamic and national discussion), 8) large study of students, 9) commemoration of Islamic holidays, 10) SMALKA in arabic and english (SAE), 11) Public speaking, 12) sunnah prayer dzuha, 13) tadarus al-qur'an, 14) tahfidz al-qur'an, 15) nguning (recitation of the yellow book), 16) baitul arqam, 17) CDP (Community development program), 18) kultum ba'da dzuhur, 19) English camp.

For the guidance and counseling program according to Prayitno (2000) the guidance and counseling program is a unit of activity plan (BK) that will be carried out at a certain time period, the guidance and counseling program is also defined as a set of planned and structured guidance and counseling activities carried out to achieve a goal. The purpose of the guidance and counseling program according to Dewa Ketut Sukardi (2003) is that as a definite and clear guide so that guidance and counseling activities can be carried out effectively and efficiently, the guidance and counseling program can be structured and implemented properly, in addition to better guaranteeing the achievement of the goals of guidance activities. And counseling in general are also able to enforce

Fig. 1. Forms of cheerful Friday activities

the accountability of guidance and counseling at SMA Muhammadiyah Al Kautsar. The forms of the guidance and counseling program are as follows: 1) my diary (problem solving program), 2) brotherhood, 3) counseling program, 4) IQ test, ESQ, and Talent mapping, 5) parenting seminar, 6) adolescent study, 7) hope tree, 8) home visit, 9) nisa'iyah/keputrian, 10) inspiring people, 11) Counseling day, 12) career guidance, 13) problem solving exam, 14) BK report card (Fig. 1).

While the values of civic disposition on the character of honesty, religious character, there are Islamic habits such as tadarus al-Qur'an, murojaah tahfidz, dhuha prayer, sunnah fasting, infaq, congregational midday and evening prayers which are carried out and must be applied at SMA Muhmmadiyah Al Kautsar Pk Kartasura, namely with various forms of programs that have been implemented at SMA Muhammadiyah Al Kautsar Pk Kartasura such as fasting, praying five times a day so that the program that is run can foster an attitude of religious character. Then for the role of the school environment so far in applying the character of moral intelligence at the Muhammadiyah Al Kautsar Pk Kartasura High School there is an award for outstanding students, the award for outstanding students is held every three months. This is carried out to increase the motivation of students in competing and competing in getting achievements. The categories are: 1) students excel in competitions, 2) polite students, 3) disciplined students, 4) religious students. So that it can provide encouragement for them so that moral intelligence will be maintained so that it can be stable so that it can provide an example to other friends. The role of the school so far in implementing the character of caring for students at SMA Muhammadiyah Al Kautsar Pk Kartasura school by welcoming children is carried out routinely every day carried out by picket teachers and student security officers (PASKAS). This activity is carried out as a form of concern for students, this activity is also intended that the school is very open to students.

In addition, there is also SMALKA Health Care here. SMALKA health care is one of the programs implemented to monitor the health of the residents of SMA Muhammadiyah Al Kautsar PK. SMALKA health care activities include: 1) Initial screening of the health of new students, 2) Monitoring the health of school residents while at SMA Muhammadiyah Al Kautsar Pk Kartausra, 3) forming the SMALKA UKS team, so that from the program a sense of concern arises. Then for the character of independence, you can use mandatory extracurricular activities, namely: hizbul wathan with advanced leadership training (LKL) which is carried out annually for grade 11, the LKL activity

Fig. 2. The form of LKL in Hizbul Wathan activities

aims to continue basic leadership training (LDK) that has been carried out by grade 10 so that it raises the character of nationalism, obedience, and democratic character. Leadership knowledge is very important to learn, because it is used in various fields of life, self-regulation, organization, family, especially when we get the mandate as head of RT, Lurah, Camat, DPR, Regent and so on. Leadership material is taught once a week including the mentoring program. In addition, there are basic leadership training (LDK) and advanced leadership training (LKL), each of which must be followed by all students and followed once during their study at SMALKA (Fig. 2).

In applying the character of logical, critical, creative and innovative thinking, namely the creation of students, it is carried out to explore children's skills and creativity. The activities carried out were making class MADING (wall magazines), decorating classes, displaying SBK-PKWU works (in collaboration with SBK-PKWU subject teachers), and displaying extracurricular results that students participated in. So that the form that has been carried out so far is able to bring up new innovations, one of the works written by students of SMA Muhammadiyah Al Kautsar Pk Kartasura with the theme "asking for forgiveness" as for the other mading titles that have been made "we are not aware, when the end is near near us" in the form of a wall magazine which is written as the result of ideas/ideas that arise and think logically and critically. In addition to the Muhammadiyah Al Kautsar High School, Pk Kartasura has also prepared programs that are able to support the potentials of Al Kautsar Muhammadiyah High School students, namely the SMALKA Champions program which is a program implemented to grow and improve the competitive spirit of students and to produce champions such as:1)holding championship training which will be participated by students, including: KSN, POPDA, FLS2N, Olympics 2) holding internal school competitions such as independence competitions, class meetings, and so on. So that many students are able to use the program, as well as students who took part in the competition on June 23, named Annisa qurrota a'yun, who participated in the national calligraphy competition and won and place.

According to HK1 the role of the school environment in civic disposition values by providing material that takes place through the learning process, so that students are able to have high empathy, such as solidarity, respect for teachers, in addition to moral education carried out by HK1 in the teaching and learning process. Moral education is not only applied in the classroom, but they are also emphasized on how to behave.

Moral education is also called value education or affective education, besides that there are also affective domains such as feelings, attitudes, emotions, will, beliefs and awareness Winarno (2000). Moral education also seeks to develop a person's behavior pattern in accordance with the will of the community. This will is in the form of morality or decency which contains the values of life that are within the community itself, involving 2 aspects, namely: values, real life, then moral education discusses more about

dilemmas (such as eating simalakama fruit) which is useful for making decisions. The best morals for themselves and their society Nurul Zuriah (2008). Moral education is also an educational program either from school or outside of school that organizes moral resources that are presented by paying attention to psychological development for educational purposes.

According to Ardhana (2017) states that the Indonesian state is a country that pays great attention to the problem of moral education, the school curriculum starts from the lowest to the highest schools, allocates a lot of time for the field of study for its potential for moral development such as religious education, citizenship education. And social sciences. According to Rosjidan (2007) that his research states that the factors that cause negative behavior carried out by adolescents are due to the lack of effective moral education in schools. Thus talking about any education and however cannot avoid moral and ethical development, these abilities with values, especially values that are humanistic, therefore schools as educational institutions have the burden and responsibility to carry out moral education and assist students in developing his way of thinking in determining his morality decisions, the goals of moral education and the goals of civics education (civics education) that in addition to considering the achievement of philosophical moral goals, also developing a level of development that ideally determines what Kohlebrg should do (Aryani, 2010). Philosophical moral goals call for freedom and habits of thought so as to be able to give birth to moral considerations that have universal value for all mankind, while philosophical moral principles do not distinguish all rules, and moral values are concretely based on special rules that apply to certain communities. 2011). Civic education is very important to shape the morale of children at school, so that students also have a competent life provision, have a high sense of nationalism and have self-defense in avoiding negative things that may occur in their life journey. The moral development of students has obstacles in the implementation of students, because students are only developed in Civics subjects which have great responsibility for the moral development of students. This is as expressed by HK2 regarding his views related to the role of the school environment in civic disposition values:

"Well, this is related to the name, if K13 is practice, it's called practice. The teacher, for example me, that after delivering the material I continue to ask questions, I give questions, the child's knowledge that I conveyed was successful, the teacher supervises the child, yes, the child in one class is different, some immediately he can practice it, both to his teacher and to his friends, it is immediately practiced, for example solidarity maybe, respect, mutual respect for others, that child usually has something that can be practiced immediately, continue to cooperate like that, usually children who have not previously get learning material about harmony and so on, the child likes to fight maybe but after learning the child can practice it with his friends, it is better with the teacher, so the teacher finally conveys that such habits should not only be carried out at school, but take them home, in the family environment, in the community and so on, usually so (HK1) (Fig. 3).

According to HK1 the habituation of positive values is emphasized to students of SMA Muhammadiyah Al Kautsar Pk Kartasura through positive values which are emphasized to all students of SMA Muhammadiyah Al Kautsar Pk Kartasura and HK2 teachers are role models (HK1).

Fig. 3. Students of SMA Muhammadiyah Al Kautsar Pk Kartasura making school profile videos

The positive values of the nation's character as the role of the school environment are eroded from the order of the nation's life, one way that is used is an education system that is able to build and develop the character of students. The application of character education can be realized through the role of educators as role models, both in learning activities in the classroom and in interactions outside formal learning, in developing and building the character of students (Harmer, 1998). Thus the school or campus must form and develop the character of a person (student) where educators have a significant role as a model in shaping the character of these students, within the scope of education, educators remind us of a profession related to teaching students with responsibility. High responsibility for developing learner skills and behavior. In connection with this role, a good educator must be able to display good and attractive behavior that serves as a role model for the formation of good behavior for students. Based on the results of interviews conducted concluded that an educator is: a) they must be able to make interesting lessons, so as not to cause students to be bored, b) an educator must also love his job, if they enjoy their work it will make the lesson more interesting, c) an educator must also have a personality and not cover it from students so that he is not only a teacher, but is able to become a friend, friend, d) an educator has a wealth of knowledge, and does not only cover lessons, e) and a teacher must also entertain, in positive not negative form (Harmer, 1998). From the above view it can be interpreted that a good teacher or educator is like an educator who has an example in personality and behavior and has the ability to build relationships with students. This is as expressed by HK1 regarding his views related to the role of the school environment on civic disposition values:

"I think it's still being applied outside of class hours, Ms. Because moral education is not only in the classroom, outside the classroom we also emphasize how their attitude should be, it is also the formation of student character, Ms. What should be done with his friends, with his teacher also when he meets outside class hours, so it's not only in class planting. The habituation of positive values is very important. Especially for the lower class, we as teachers, especially myself, also hope that from an early age students must have a good attitude and moral foundation like that" (HK1) (Fig. 4).

According to PTA2 students in civic disposition values such as religious character, namely performing the midday prayer in congregation, sunnah fasting carried out at SMA Muhammadiyah Al Kautsar Pk Kartasura, PTA1 students with character formation and building and personality of children as habituation. Individual self-awareness through experience while from the habit as repetition (PTA2).

Making good habits is not an easy thing, it often takes a long time, but if something has become a habit and part of a person's self, it is also not easy to change it. As well as instilling a form of religious character with sunnah fasting, congregational midday

Fig. 4. The Koran with SMA Muhammadiyah Al Kautsar Pk Kartasura

prayers or midday prayers (Heri Gunawan, 2014). Such as fasting sunnah Monday-Thursday habituation that is instilled in students through programs that are carried out every Monday and Thursday in the first week and third week of each month. This activity is carried out by all school residents with the aim of loving the sunnah of the Prophet Muhammad so that it becomes a habit for students in everyday life, other forms such as sunnah prayer tahajjud habituation are monitored every day with the aim of making good habits for students in everyday life. This monitoring is carried out every day with a minimum implementation limit of twice a week with parental guidance and monitored online and offline. Religious character is one of the character values that are grown and developed in schools, religious character is also related to God which includes the thoughts, words, and actions of a person who strives to always be based on divine values or religious teachings. Religious values developed in cultural education and national character are obedient attitudes and behavior in carrying out the teachings of the religion adopted, living in harmony with followers of other religions (Heri Gunawan, 2014). This is as expressed by PTA2 students related to civic disposition values:

"Well, madam, the citizenship character is the character possessed by an individual, the existence of that citizenship character is also inseparable from habits such as reading the Surah Al-Quran, praying together and other forms of habits, maybe through religious character we can also develop religious character and remain keep (PTA2).

3.2 Development of Civic Disposition Values at Muhammadiyah High School Al Kautsar Pk Kartasura

Conceptually, value education is an inseparable part of the educational process, because basically the goal of the end of education as stated in the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System, article 3 which reads "to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens". So that value education is substantially able to be attached to the values of religious aqidah, social values of diversity, physical and spiritual health values, scientific values, creativity values, independence values and responsible democratic values (Winataputra and Budimansyah, 2012). Character education is a very suitable choice for use in the classroom. Thus, students are able to act as moral and character advisors in interacting with others. Character education can be likened to moral education or education for someone to achieve a high standard of living every day (Salahudin & Alkrienciehie, 2013). Character studies can be seen as a form of moral education or education with the aim of helping someone achieve success in everyday life. As part of the implementation of the president's plan to improve the quality of

education in various institutions and to improve the quality of education in the context of good and bad education, teachers and students in schools will be held accountable for their actions and for the achievement of a better quality of life, in order to realize healthy morals, polite, and highlight the character of the person who does it in relation to religion. Character learning can take place in any less-than-ideal situation. For example, when a student enters a class, the teacher and other students are warned, if they leave early or arrive late.

The development of civic disposition values at SMA Muhammadiyah Al Kautsar Pk Kartasura is carried out with various strategic programs carried out at SMA Muhammadiyah Al Kautsar Pk Kartasura, as well as development programs that support students to participate in implementing these programs, one of which is Islamic discussions and and nationality (DKK) in this DKK program, students are required to make a letter-memorization deposit, conduct mentoring which must be filled out honestly and responsibly. One form of mentoring books in reviewing students in the Islamic and National Discussion Program (DKK) (Fig. 5).

According to HK1 that through learning materials/theories, such as helping students, after students get the material, students can immediately implement them, then HK1 with character education is carried out through various kinds, one of which is by combining character building with subjects, one of which is character education. With the subject of Citizenship Education. For HK1 Citizenship Education is one of the educational concepts that shape students as citizens who have good character.

According to (Samsuri, 2011) states that civic education has dimensions that cannot be separated from the aspects of character building and public morality of citizens, civic education also helps students to form mindsets, and patterns of attitudes as citizens that reflect human values including in the formation of character or character. Character education is strongly influenced by citizenship education. Civic education has an important role in character building because it includes all character points such as moral character and norms, character education aims to create someone who has good character, noble character, is moral and obedient to rules so that later children have a quality personality according to what is expected. Darmadi (2010) the purpose of learning Pancasila and citizenship education is to foster morals that are expected to be realized in everyday life,

Fig. 5. Student mentoring book

namely behavior that radiates faith and piety to God Almighty, just and civilized humanitarian behavior, behavior that supports national unity and unity in society with diverse common interests above the interests of individuals and groups so that differences in thoughts, opinions or interests above are carried out through deliberation and consensus and behavior that supports efforts to realize social justice for all Indonesian people. This is as stated by HK3 regarding the development of civic disposition values:

"My efforts are like this, Ms. I always emphasize to children that learning is not only in terms of knowledge but also in practice in everyday life. I am also this Ms. Hmm, I always try to be an example for them, because the teacher is really nurtured and imitated, right, so if I want my students to have a good attitude, then how can I as a teacher also set an example and apply a good attitude too. Trying to be an example like that, Ms. But also don't forget to always emphasize to the children, which ones are good, which ones are not good, and so on (HK1).

According to MD3 the form of independence and caring character is required to conduct guidance or a consultation program, this consultation program is applied for when students of SMA Muhammadiyah Al Kautsar Pk Kartasura for MD3 also the consultation program can also make students at SMA Muhammadiyah Al Kautsar Pk Kartasura have an independent character and care, character education can also be completed with various parties and not only rely on one party.

The school is one of the institutions responsible for the formation of student character as long as the student is in school, but that responsibility becomes the domain of parents when the student is already at Sultonurohmah's house (2017). Character education can be done through various types of subjects such as civic education, religious education (Sayektiningsih et al., 2017). One of the content of character education is honesty, the character of honesty can be the foundation for students to have good character (Nugraha et al., 2019). With the foundation attached to each individual, other characters will follow such as the character of discipline, responsibility and so on. Honest character is different from other characters, honest character itself is a character that comes from the heart, while other characters come from the soul (Shofiyah & Yonata, 2013). Heartwork means characters that come from the heart of each individual, such as religious, honest, responsible, and disciplined characters. While the characters that come from the soul's heart are artificial characters that appear because of the influence of other people such as caring for the environment, and fond of reading. Indicators of student honesty in addition to the behavior of arriving on time, can be seen during the exam. In the middle of the study,the teacher always provides an evaluation in the form of giving essay questions to measure understanding of the material. The question is just asking for answers to personal opinions, but in practice there are still many students who cheat and copy their friends' assignments in order to get good grades. Honest character means to speak as it is without exaggerating to get praise from others (Nurgiansah et al., 2020). This is as stated by MD2 regarding the development of civic disposition values:

"If the development of civic character values, one of them is like this, madam, that there is a canteen which happens to be in one room, the canteen is in the same place as the teacher's room so that students of SMA Muhammadiyah Al Kautsar Pk Kartasura who want to go to the canteen will inevitably directly if they want to lie then there are teachers who are watching them……. Like that em mba more or less".

According to ASA4 the development of civic disposition values with the application of 5S (smiles, greetings, greetings, courtesy and courtesy) so that with this application it is expected to develop values that are characterized by citizenship as a solution to improve student behavior so that they are more characterful and make all school members have a good personality.

The 5S program (Greetings, Smiles, Greetings, Politeness, and Courtesy) as a solution to improve student behavior so that they have more character. According to Faozah (2014) the application of the 5S program (greetings, smiles, greetings, courtesy, manners) for all school members can strengthen character and make all school members.

have good personalities. The 5S program (greetings, smiles, greetings, courtesy, and manners) teaches students to respect each other. Then, with small things, he was able to remind the students of SMA Muhammadiyah Al Kautsar Pk Kartasura to always remember and apply them in the school environment well. This is as stated by ASA4 related to civic disposition values:

"What I do in developing civic disposition values is Ms., the 5S program, here are also required to shake hands when meeting with the teacher, be polite with the teacher so that with the application of 5S (smile, greeting, greeting, polite, polite) as it can develop the values that exist in the character of citizenship itself. By inculcating a caring character by maintaining a clean environment, and other forms of care" (ASA4).

4   Conclusion

Based on the research that has been done related to the role of the school environment in developing civic disposition values and the development of civic disposition values in Civics lessons in grades 12 and 11 of SMA Muhammadiyah Al Kautsar Pk Kartasura that researchers draw the conclusion that PPKn teachers have a big role in formation of the civic character of students in schools. With the subjects taught and with the strategies of Civics teachers which emphasize more on student behavior to become good human beings, it will create a generation that has a better level of morality and character than before. Civics teachers, Civics subjects and student character are rights that cannot be separated from one another in the formation of a moral generation in Pancasila.

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