

**STRENGTHENING *CIVIC DISPOSITION* THROUGH CO-CURRICULAR
EDUCATION PROGRAM AT MUHAMMADIYAH DARUL
FALAH ELEMENTARY SCHOOL**

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Abstract

Basic education has a strategic role in shaping the civic disposition of students from an early age. Civic disposition includes an attitude of responsibility, social concern, tolerance, discipline, and commitment to the values of Pancasila and democratic life. Social challenges and global dynamics require schools not only to focus on the mastery of knowledge, but also on strengthening the affective and behavioral dimensions of students. This study aims to describe the implementation of co-curricular education programs in fostering and strengthening the civic character of students at SD Muhammadiyah Darul Falah, focusing on the form of co-curricular activities and the role of teachers and schools in the process of internalizing civic values. The research uses a descriptive qualitative approach. Data were obtained through observation, interviews, and documentation studies on the implementation of educational programs in schools. The validity of the data was tested through triangulation of sources and techniques, while the data analysis was carried out with the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. The results of the study show that cocurricular-based education programs, such as social care activities, community service, discipline habituation, and collaborative activities, contribute significantly to strengthening the attitude of responsibility, social concern, tolerance, active participation, and democratic attitude of students. The role of teachers as facilitators and role models, as well as consistent support of school culture, are key factors for the success of internalizing civic values. The findings of this study provide a theoretical contribution to the development of the study of civic education in elementary schools and practical benefits as a reference for the development of educational programs based on strengthening civic disposition in Muhammadiyah schools.

Keywords: *Civic Disposition, Civic Education, Co-Curricular Programs, Elementary Schools*



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INTRODUCTION

Basic education has a strategic role in shaping the citizenship character of students from an early age. Civic *disposition* includes an attitude of responsibility, social concern, tolerance, and commitment to the values of Pancasila and democratic life.¹ Civic education is not only directed at mastering knowledge, but also at forming ideal citizen attitudes and characters.² Social change and global challenges require schools to strengthen the affective and behavioral dimensions of students. Strengthening *civic disposition* is an important foundation in preparing the young generation who have character and actively participate in community life.

Elementary school serves as the initial environment for the formation of students' civic attitudes. Educational programs that are systematically designed are able to be a means of internalizing civic values in students' daily lives.³ Civic education that is integrated with school culture has proven to be more effective than a purely theoretical approach.⁴ Co-curricular programs and school habituation provide space for students to practice the values of responsibility, cooperation, and social concern. A direct experience-based approach strengthens the relationship between students' values and real actions.

Civic disposition is an important dimension in civic education that emphasizes the formation of citizen attitudes and behaviors. This dimension includes discipline, honesty, tolerance, social care, and love for the homeland.⁵ Cultivating *civic disposition* at the elementary school level requires a contextual and sustainable strategy. Teachers and schools have a central role in creating a learning environment that supports the formation of students' civic attitudes.⁶ An integrated educational program is able to encourage students to internalize civic values more deeply.⁷

¹ Budi Mulyono, "Reorientasi Civic Disposition Dalam Kurikulum Pendidikan Kewarganegaraan Sebagai Upaya Membentuk Warga Negara Yang Ideal," *Jurnal Civics: Media Kajian Kewarganegaraan* 14, no. 2 (2017), <https://doi.org/10.21831/civics.v14i2.17007>.

² Loso Judijanto, "Building Civic Engagement and National Character Through Citizenship Education: A Review," *International Journal of Global Sustainable Research* 3, no. 10 (2025), <https://doi.org/10.59890/ijgsr.v3i10.81>.

³ Kokom Komalasari and Didin Saripudin, "The Influence of Living Values Education-Based Civic Education Textbook on Student's Character Formation," *International Journal of Instruction* 11, no. 1 (2018), <https://doi.org/10.12973/iji.2018.11127a>.

⁴ Reza Rachmadtullah et al., "The Role of Civic Education Teachers in Implementing Multicultural Education in Elementary School Students," *Universal Journal of Educational Research* 8, no. 2 (2020), <https://doi.org/10.13189/ujer.2020.080225>.

⁵ Dwi Riyanti, "An Analysis of the Suitability of Students' Civic Knowledge and Disposition in the Topic of Citizen's Rights and Obligations," *REID (Research and Evaluation in Education)* 6, no. 1 (2020), <https://doi.org/10.21831/reid.v6i1.31621>.

⁶ Asli Sadar Hati Lahagu et al., "Peran Guru Pendidikan Pancasila Dan Kewarganegaraan Dalam Menanamkan Civic Disposition Bagi Peserta Didik," *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora* 4, no. 4 (2024), <https://doi.org/10.55606/khatulistiwa.v4i4.7513>.

⁷ Suhimo, "Implementation of Citizenship Education Learning and Habituation Towards Civic Disposition Cultivation in Elementary Schools," *Pertanika Proceeding* 1, no. 2 (2025), <https://doi.org/10.47836/pp.1.2.025>.

Various relevant studies show the importance of educational programs in strengthening character and citizenship. Amelia et al. found that Islamic school culture contributes significantly to strengthening the religious and social character of students.⁸ Bachrudin showed the effectiveness of a multicultural approach in civics education to form tolerance attitudes of elementary school students.⁹ The relationship between Civics Education learning and character formation is also proven by Hasanah.¹⁰ Research by Narimo et al. confirms that learning based on local wisdom strengthens the citizenship character of students.¹¹ Similar findings were presented by Novitasari et al. which emphasized the role of local cultural values in strengthening *civic disposition*.¹²

The focus of previous research is generally still limited to intracurricular learning or Civics Education subjects. Studies that place comprehensive school education programs as a means of strengthening *civic disposition* are still relatively limited. Co-curricular programs and school habits are often not studied as an integral part of civic education. The context of Muhammadiyah schools with Islamic characters and distinctive organizational values has also not been explored in depth. This gap shows the need for research that examines the strengthening of citizenship through educational programs in Muhammadiyah elementary schools.

The novelty of this research lies in the holistic approach in examining the strengthening of *civic disposition* through the educational program at SD Muhammadiyah Darul Falah. This research not only examines formal learning, but also places co-curricular programs as the main strategy for the formation of civic character. The integration of Islamic values, Pancasila, and school culture is the hallmark of this research.¹³ This approach is in line with global studies that emphasize the importance of contextual and social practice-based civic education.¹⁴ This perspective is expected to make a new contribution to the development of civic education in elementary schools.

⁸ Rizka Amelia et al., "Penguatan Karakter Religius Siswa Kelas Iv Berbasis Budaya Sekolah Islami Di Sekolah Dasar Muhammadiyah 9 Ngaban," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 8, no. 1 (2023), <https://doi.org/10.23969/jp.v8i1.7464>.

⁹ Aska Amalia Bachrudin, "Analysis of the Effectiveness of Character Education Through a Multicultural Approach to Civic Education in Jakarta Elementary Schools," *Jurnal Pendidikan Ilmu Sosial* 31, no. 1 (2022), <https://doi.org/10.17509/jpis.v31i1.45407>.

¹⁰ Uswatun Hasanah et al., "Hubungan Pembelajaran Pendidikan Kewarganegaraan Dengan Pembentukan Karakter Peserta Didik," *Jurnal Pendidikan, Sains Dan Teknologi* 1, no. 4 (2022), <https://doi.org/10.47233/jpst.v1i2.419>.

¹¹ Sabar Narimo et al., "Pancasila and Citizens Education (PKN) Learning Based on Local Culture in the Establishment of Student Characters," paper presented at The 3rd Progressive and Fun Education International Seminar, August 7, 2018.

¹² Novitasari Novitasari et al., "Civics Education Learning Based on Local Cultural Values to Strengthen Students' Civic Disposition," *Jurnal Iqra': Kajian Ilmu Pendidikan* 10, no. 3 (2025), <https://doi.org/10.25217/ji.v10i3.6672>.

¹³ Moh. Ferdi Hasan, "Transmitting Ideological Values: Classroom Teacher Strategies in Nahdlatul Ulama and Muhammadiyah Elementary Schools in Indonesia," *Forum for Education Studies* 3, no. 3 (2025), <https://doi.org/10.59400/fes2193>.

¹⁴ Pedro C. Mellado-Moreno and Carmen Burgos, "Didactics in Social Studies for Global Citizenship Education: Dimensions and Technological Contexts," *Frontiers in Education* 10 (May 2025), <https://doi.org/10.3389/educ.2025.1514027>.

SD Muhammadiyah Darul Falah has the characteristics of being a school that integrates Islamic and national values in its educational program. The educational program at this school is not only oriented to academic achievement, but also to the formation of the character and civic attitude of students. The school environment is used as a space for learning values through habituation activities and co-curricular programs. The practice of education is in line with the principles of character education in Muhammadiyah schools. This condition makes SD Muhammadiyah Darul Falah a relevant context to examine the strengthening of *students' civic disposition*.

This study aims to describe the implementation of educational programs in fostering and strengthening the citizenship character of students in SD Muhammadiyah Darul Falah. The analysis focused on the form of co-curricular programs and the role of teachers and schools in internalizing civic values. The results of the study are expected to provide theoretical benefits in the form of enriching the study of civic education, especially related to *civic disposition* in elementary schools. The practical benefits of this research are expected to be a reference for schools in developing educational programs based on civic character. The findings of the research are also expected to be the basis for educational policy making in Muhammadiyah schools.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. The research aims to describe in depth the implementation of educational programs in strengthening the *civic disposition* of students at SD Muhammadiyah Darul Falah. Research data is in the form of qualitative data consisting of primary data and secondary data. Primary data were obtained from co-curricular program activities, school habits, and student interactions that reflected civic attitudes. Secondary data includes relevant curriculum documents, school programs, activity plans, and supporting archives.

The research data source consists of human and non-human data sources. Human data sources include classroom teachers and students involved in school education programs. Nonhuman data sources include written documents, activity schedules, documentation photos, and school administrative records. Data collection techniques are carried out through observation, in-depth interviews, and documentation studies to obtain comprehensive and complementary data.

The validity of the data is maintained through source triangulation and triangulation techniques. Data analysis was carried out using the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn. Data reduction is carried out by sorting and focusing data according to the research objectives. The presentation of data is arranged in the form of narrative descriptions to facilitate understanding of the research findings. Conclusions are drawn

on an ongoing basis until a complete picture is obtained of the strengthening of civic character through the educational program at SD Muhammadiyah Darul Falah.

RESULTS AND DISCUSSION

A. Implementation of Co-Curricular-Based Education Programs in Strengthening Civic Disposition

The implementation of co-curricular-based education programs at SD Muhammadiyah Darul Falah is designed to strengthen intracurricular learning. The results of the observation show that the co-curricular program is a vehicle for strengthening civic values that are applied in a structured and sustainable manner. The program does not stand alone, but is integrated with the school's vision in forming students with character and morals. The school program document shows the planning of co-curricular activities that contain the goal of strengthening responsibility, social concern, and cooperation. This condition shows that the co-curricular program has a clear planning foundation in strengthening civic disposition.

The implementation of co-curricular programs is carried out through collaborative and contextual activities. The results of the observation noted that there were cross-class group work activities in the theme of school environmental concern. Students were involved in joint picket activities, community service work to clean the school area, and classroom park management. The activity encourages students to understand shared responsibility and compliance with the rules. This practice shows the internalization of citizenship values through direct experience.

Co-curricular activities are also manifested in the form of social activities based on empathy and care. Based on the results of interviews with teachers, schools routinely carry out sharing and caring for others. An example of activities carried out is in the form of social fundraising to help local residents in need. Students are involved in planning, implementing, and evaluating these activities. This process trains attitudes of solidarity, empathy, and active participation as part of civic disposition.

The co-curricular program at SD Muhammadiyah Darul Falah also integrates the values of discipline and compliance with school rules. The results of the observation show that there is a habituation of queues, punctuality, and consistent implementation of school rules. Teachers play a role model in enforcing the rules without a repressive approach. Students are guided to understand the reasons and benefits of each rule applied. This approach encourages students' internal awareness of the importance of social order.

The implementation of co-curricular activities is also directed to foster tolerance and mutual respect. Group discussion activities and educational games are used as a medium for learning the value of diversity. Students are accustomed to expressing opinions politely and respecting the

differences of opinion of friends. The teacher facilitates the discussion process by emphasizing the importance of mutual respect. The results of the observation show that there is an increase in positive interaction between students.

The role of teachers in co-curricular programs can be seen at the planning and implementation stages of activities. Teachers prepare activity designs that are tailored to the characteristics of students and the school context. The results of the interviews show that teachers play the role of facilitators who direct students to be active and responsible. Teachers also provide reinforcement of values through reflection after the activity. This role strengthens the process of internalizing citizenship values in a sustainable manner.

Schools play a role as a reinforcement of civic culture through policy support and a learning environment. The results of the documentation show that there are school rules that support the implementation of co-curricular programs. The school environment is arranged to reflect the values of togetherness and care, such as the provision of moral message boards and character literacy corners. The school also provides a space for learners to participate in simple decision-making. This practice fosters a sense of belonging and responsibility as a school citizen.

The integration of co-curricular programs with daily habituation is an important feature of the implementation of educational programs in schools. Greeting, smiling, and greeting activities are carried out consistently as a form of habituating social attitudes. Students are trained to be polite and respectful of others in every interaction. Teachers monitor and provide reinforcement to positive behaviors that arise. This integration strengthens the continuity between values and daily practices.

Evaluation of the implementation of co-curricular programs is carried out periodically through reflection with teachers. The results of the interviews showed that the teacher conducted a discussion to assess the effectiveness of the activities and the students' responses. The findings of the evaluation are used as the basis for further program improvements. This evaluation process ensures the sustainability of educational programs that are oriented towards strengthening civic disposition. Evaluation also helps schools adapt activities to the needs of students.

The implementation of co-curricular-based education programs shows that strengthening civic character does not only occur through formal learning. The results of observations, interviews, and documentation show that direct experience is the main factor in internalizing citizenship values. Co-curricular programs provide space for students to practice the values of responsibility, social care, and tolerance in real terms. The role of teachers and school support are the keys to the successful implementation of the program. This finding confirms that the co-curricular program has a significant contribution in strengthening the *civic disposition* of students at SD Muhammadiyah Darul Falah. The following is presented a table of the form of implementation of the co-curricular

education program at SD Muhammadiyah Darul Falah as a means of strengthening *the civic disposition* of students.

Table 1. Implementation of Co-Curricular Education Program in Strengthening *Civic Disposition at SD Muhammadiyah Darul Falah*

No	Form of Co-Curricular Programs	Activities	Developed Civic Disposition Values
1	Concern for the school environment	Community service work cleaning the environment and classroom garden management	Responsibility, social care, cooperation
2	Habituation of shared responsibility	Class picketing and division of cleaning tasks	Discipline, responsibility, rule compliance
3	School social activities	Social fundraising for local residents	Empathy, solidarity, social participation
4	Collaborative activities of students	Cross-class group work in thematic activities	Cooperation, tolerance, mutual respect
5	Habituation of social attitudes	Greetings, smiles, and greetings in everyday interactions	Manners, caring, social attitudes
6	Discussion of values and diversity	Group discussions and educational games	Tolerance, democratic, respect for differences
7	Reflection on the value of citizenship	Reflection with teachers after extracurricular activities	Value awareness, moral responsibility

The table shows that the co-curricular education program at SD Muhammadiyah Darul Falah is carried out through various real activities that directly internalize the values of *civic disposition*. Each form of activity is designed to give students hands-on experience in practicing responsibility, social care, tolerance, and active participation.

Strengthening Students' Civic Character through Internalization of Values

The strengthening of the citizenship character of students at SD Muhammadiyah Darul Falah can be seen from the changes in attitudes that arise during the implementation of educational programs. The results of the observation show that there is a development of a responsible attitude in the daily activities of students. Students begin to show awareness to complete group tasks without coercion. This change in attitude can be seen in the active involvement of students when participating in extracurricular activities. This condition indicates the gradual internalization of citizenship values.

The attitude of responsibility of students is also reflected in compliance with school rules. The results of the observations showed an increase in discipline in attendance and punctuality of participating in activities. Students carry out class picket duties according to the agreed schedule. Violations of school rules show a decrease compared to before the program was implemented. This change reflects students' awareness of their roles and obligations as school citizens.

Changes in students' social concern attitudes can be seen in interactions between friends. The results of the observation noted that students began to help each other in learning activities and school activities. A real example can be seen when students help friends who are having difficulty completing group assignments. An empathetic attitude also appears in school social activities such as fundraising. Strengthening the value of care is an important part of *civic disposition*.

Students' tolerance develops through collaborative activities and group discussions. The results of the observations showed that students began to appreciate differences of opinion in class discussions. Students were given the opportunity to express their views in turn and politely. Mocking or dominating discussion behavior is increasingly rare. This change shows a growing awareness of the importance of mutual respect.

The active participation of students in school activities shows the strengthening of civic commitment. The results of the observation noted an increase in the involvement of students in extracurricular activities and school habituation. Students voluntarily participate in community service activities and social activities. The participation shows a sense of belonging to the school environment. This participatory attitude is an indicator of the development of *civic disposition*.

The attitude of mutual cooperation of students can be seen in the implementation of group activities. The observation results showed that students worked together to complete tasks without prioritizing personal interests. A real example can be seen in the activity of cleaning the school environment together. Students share roles according to group agreement. This experience reinforces the value of togetherness and social solidarity.

The internalization of civic values is also reflected in the ability of students to resolve conflicts peacefully. The results of the observation showed that students began to resolve differences of opinion through simple deliberation. Teachers facilitate dialogue and reinforce the value of tolerance. Students show a willingness to listen and accept the opinions of friends. This change reflects the development of democratic attitudes.

The role of teachers as role models also strengthens changes in students' attitudes. The results of the interviews showed that teachers consistently provided examples of responsible attitudes and social concerns. Teachers provide positive reinforcement to students' behavior that reflects civic values. The exemplary approach accelerates the process of internalizing values. The teacher's attitude is the main reference for student behavior.

The school environment plays a role as a support system for strengthening civic character. The results of the documentation show that there are rules and school culture that consistently support the formation of civic attitudes. The school's physical and social environment is designed to encourage positive interactions. Students feel safe and valued in the school environment. This condition strengthens the sustainability of changes in students' attitudes.

The evaluation of students' citizenship attitudes is carried out through continuous observation. The results of the teacher's reflection showed that there was an improvement in the quality of students' behavior over time. Behavioral records are used as evaluation materials for educational programs. The findings of the evaluation are the basis for strengthening the next activity. This evaluation process ensures that the strengthening of *civic disposition* takes place consistently.

The change in the citizenship attitude of students shows that educational programs have a significant positive impact. The results of observations, interviews, and documentation show the development of attitudes of responsibility, social concern, tolerance, and active participation. The process of internalizing value takes place through direct experience and continuous habituation. The role of teachers and the support of the school environment are key factors in strengthening civic character. This finding confirms that the education program is able to strengthen *the civic disposition* of students at SD Muhammadiyah Darul Falaḥ effectively.

To clarify the change in students' attitudes as a result of the internalization of civic values, a supporting table is presented that summarizes the indicators of strengthening *civic disposition* that arise during the implementation of educational programs. The presentation of the table aims to provide a systematic overview of the form of developing citizenship attitudes and the context of activities that support the internalization of these values.

Table 2. Strengthening Students' Civic Character through Internalization of Values

No	Civic Disposition Aspect	Indicators of Changes in Students' Attitudes	Examples of Real Behavior
1	Responsibilities	Complete tasks without coercion	Actively completing group assignments and class picketing
2	Discipline	Compliance with school rules	Be on time and follow rules
3	Social care	An empathetic and mutually helpful attitude	Help friends who are struggling and engage in social activities
4	Tolerance	Respect differences of opinion	Group discussions in a polite manner without dominating
5	Active participation	Involvement in school activities	Participate in community service and co-curricular activities voluntarily
6	Gotong Royong	Cooperation in groups	Share roles during school cleaning activities
7	Democratic attitude	Deliberative conflict resolution	Resolving disagreements through dialogue

The table above shows that the internalization of civic values through educational programs at SD Muhammadiyah Darul Falaḥ has an impact on changing the attitudes of students in real terms. The development of attitudes of responsibility, social concern, tolerance, active participation, and

democratic attitudes can be seen in various daily activities of students. These findings confirm that strengthening *civic disposition* takes place through a process of habituation and direct experience supported by the example of teachers and a conducive school environment.

The implementation of the co-curricular education program at SD Muhammadiyah Darul Falah shows that strengthening *civic disposition* is not only effective through formal learning, but also through contextual and participatory learning experiences. This finding is in line with the view of Mulyono who affirms that civic disposition develops through habituation of repetitive social attitudes and practices.¹⁵ Co-curricular programs that are designed in a structured manner allow students to experience firsthand the value of social responsibility and concern. This approach strengthens the affective dimension that has been poorly accommodated in intracurricular learning. Co-curricular programs function as a concrete vehicle for the formation of civic character.

The results of the study show that co-curricular program planning that is integrated with the school's vision contributes to the success of strengthening *civic disposition*. This finding supports the opinion of Komalasari and Saripudin who stated that education programs that are systematically designed can be a means of internalizing civic values.¹⁶ Clarity of objectives and attitude indicators in school program documents helps teachers direct activities on the formation of civic character. Careful planning also ensures continuity between the values instilled and the activities carried out. This condition shows the importance of managerial aspects in co-curricular-based civic education.

Collaborative activities such as community service and school environment management have been proven to encourage the development of students' attitudes of responsibility and cooperation. These findings are in line with Setiawan and Wahyudi (2020) who emphasized that a direct experience-based approach strengthens the relationship between values and real actions. Students not only understand the concept of responsibility, but also practice it in real situations. The learning process through direct involvement strengthens the internalization of civic disposition more deeply. This kind of learning shows the advantages of co-curricular programs over mere theoretical approaches.

Social activities in the form of fundraising and caring for others are effective means of fostering empathy and social concern among students. These findings support the research results of Amelia et al. who stated that Islamic school culture contributes to strengthening the social character of students.¹⁷ The involvement of students in all stages of social activities strengthens the

¹⁵ Mulyono, "Reorientasi Civic Disposition Dalam Kurikulum Pendidikan Kewarganegaraan Sebagai Upaya Membentuk Warga Negara Yang Ideal."

¹⁶ Komalasari and Saripudin, "The Influence of Living Values Education-Based Civic Education Textbook on Student's Character Formation."

¹⁷ Amelia et al., "Penguatan Karakter Religius Siswa Kelas Iv Berbasis Budaya Sekolah Islami Di Sekolah Dasar Muhammadiyah 9 Ngaban."

sense of solidarity and active participation. The value of caring is not only taught, but experienced directly by students. This practice reinforces the moral and social dimensions of *civic disposition*.

The habituation of discipline and adherence to school rules also showed an increase during the implementation of co-curricular programs. This result is in line with the concept of *civic disposition* put forward by Riyanti, which includes discipline and compliance with social norms. The teacher's exemplary approach in enforcing the rules without coercion helps students understand the meaning of the rules as a common need.¹⁸ The internal awareness that is formed indicates the success of the process of internalizing values. This confirms that educational disciplines are more effective in shaping civic disposition.

Strengthening students' tolerance attitudes through group discussions and educational games supports the findings of Bachrudin on the effectiveness of multicultural approaches in civic education.¹⁹ Students learn to respect differences of opinion and backgrounds through direct interaction. This process fosters an attitude of mutual respect as part of civic disposition. A conducive learning environment allows students to express opinions without fear. Thus, co-curricular programs play a role in instilling the value of tolerance contextually.

The role of teachers as facilitators and role models is a key factor in the success of co-curricular programs. These findings corroborate the opinion of Lahagu et al. (2024) who affirm that teachers have a central role in creating a learning environment that supports the formation of civic attitudes. The teacher not only directs the activity, but also provides reflection on the values after the activity takes place. This reflective process helps students understand the meaning of the attitudes that have been practiced. The role of the teacher accelerates the internalization of civic disposition.

Schools play a strategic role in building a culture of citizenship through policies and learning environments. The findings of this study are in line with Rachmadtullah et al. who affirm that civic education integrated with school culture is more effective than a partial approach.²⁰ School policy support ensures the sustainability of co-curricular programs and increases student

¹⁸ Riyanti, "An Analysis of the Suitability of Students' Civic Knowledge and Disposition in the Topic of Citizen's Rights and Obligations."

¹⁹ Bachrudin, "Analysis of the Effectiveness of Character Education Through a Multicultural Approach to Civic Education in Jakarta Elementary Schools."

²⁰ Rachmadtullah et al., "The Role of Civic Education Teachers in Implementing Multicultural Education in Elementary School Students."

involvement.²¹ The school environment is a space for consistent internalization of values, including through strengthening local wisdom that contributes to the formation of *civic disposition*.²²

The integration of co-curricular programs with daily habituation shows a continuity between values and practices. These findings support the view of Suhimo that integrated education programs are able to encourage the deeper internalization of civic values.²³ The habituation of politeness, mutual respect, and social concern strengthens the character of students. The value of citizenship does not stop at certain activities, but becomes part of daily life. This process demonstrates a holistic approach in civics education.

The evaluation of co-curricular programs through teachers' reflections shows the importance of continuous monitoring in strengthening civic disposition. This finding is in line with Judijanto who emphasizes that character formation requires a continuous evaluative process.²⁴ Reflection helps teachers identify the strengths and weaknesses of the program. The results of the evaluation are used as the basis for further improvement of the next activity. This process ensures the effectiveness and relevance of educational programs.

The strengthening *of the civic disposition* of students in elementary schools is greatly influenced by the role of teachers and contextual civic learning designs. Teachers play the role of facilitators and role models in instilling the values of responsibility, social concern, and tolerance through participatory learning activities.²⁵ Experience- and project-based learning approaches, such as *Project Citizen*, have been shown to encourage active involvement and students' critical thinking skills in understanding the role of citizenship.²⁶ Civic learning that is integrated with character values has a more meaningful impact than a purely theoretical approach.²⁷

²¹ Fadila Husna, "Citizenship Education (PKn) Group Study to Increase Students' Interest in Learning," *International Journal of Students Education*, April 29, 2024, <https://doi.org/10.62966/ijose.vi.783>.

²² Jamaludin Jamaludin, "Pendekatan Nilai-Nilai Kearifan Lokal Dalam Pembelajaran Pendidikan Kewarganegaraan Sebagai Penguatan Karakter," *Journal of Education, Humaniora and Social Sciences (JEHSS)* 4, no. 4 (2022), <https://doi.org/10.34007/jehss.v4i4.1102>.

²³ Suhimo, "Implementation of Citizenship Education Learning and Habituation Towards Civic Disposition Cultivation in Elementary Schools."

²⁴ Judijanto, "Building Civic Engagement and National Character Through Citizenship Education."

²⁵ Asli Sadar Hati Lahagu et al., "Peran Guru Pendidikan Pancasila Dan Kewarganegaraan Dalam Menanamkan Civic Disposition Bagi Peserta Didik"; Yayuk Hidayah, "Preparing Primary Education Teachers to Teach Civic Education in the Indonesian Elementary Schools," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023), <https://doi.org/10.35445/alishlah.v15i1.1208>.

²⁶ Mella Indra Handayani et al., "Project Citizen Model in Citizenship Education and Its Impact on Critical Thinking Skills for Elementary School Teacher Education Students," *International Journal of Elementary Education* 6, no. 2 (2022), <https://doi.org/10.23887/ijee.v6i2.46763>.

²⁷ Komalasari and Saripudin, "The Influence of Living Values Education-Based Civic Education Textbook on Student's Character Formation."

Co-curricular programs and school habituation are strategic means of internalizing the value of citizenship in real terms. Experience-based activities, such as *market days* and group work, have been proven to foster students' attitudes of responsibility, cooperation, and independence.²⁸ The integration of Islamic and national values in the context of Muhammadiyah schools strengthens the formation of religious and social character of students.²⁹ Multicultural approaches and the use of interactive learning media also contribute to fostering tolerance and appreciation for diversity.³⁰

From a broader perspective, strengthening *civic disposition* requires the support of a values-based school culture and leadership. Visionary school leadership is able to create a learning environment conducive to the internalization of civic values.³¹ Civic education integrated with social practices and school education programs contributes to shaping responsible and adaptive citizens to social challenges.³² These findings confirm that the synergy between learning, co-curricular programs, and school culture is the key to strengthening students' civic disposition in a sustainable manner

The results of the study also show that the co-curricular education program is able to foster students' democratic attitudes through the practice of deliberation and peaceful conflict resolution. These findings support Rachmawaty who states that civic disposition is an important foundation for active participation in community life. The experience of deliberating trains students to respect the opinions of others. The democratic attitude that is formed is an important provision for the life of citizens in the future.

²⁸ Ermanovida et al., "Optimizing Student's Character Values in HOTS-Based Citizenship Education Learning," paper presented at 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020), *Proceedings of the 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)*, 2020, <https://doi.org/10.2991/assehr.k.201230.100>; Akhmad Hanama et al., "Program Market Day Sebagai Stimulus Untuk Mengembangkan Karakter Kewirausahaan Murid Sekolah Dasar," *MURABBI* 3, no. 2 (2024), <https://doi.org/10.69630/jm.v3i2.39>.

²⁹ Safana Fauziyah and Istanto, "The Implementation of the ISMUBA Curriculum in Al-Islam and Muhammadiyah Studies: A Qualitative Case Study at SMA Muhammadiyah PK Kottabarat Surakarta," *AJIS: Academic Journal of Islamic Studies* 9, no. 2 (2025), <https://doi.org/10.29240/ajis.v9i2.13934>; Dahuri Dahuri and Wantini Wantini, "Learning Islamic Religious Education Based on Ta'dib Perspective of Islamic Education Psychology at Muhammadiyah Pakel Elementary School," *Journal of Islamic Education and Ethics* 1, no. 2 (2023), <https://doi.org/10.18196/jiee.v1i2.9>.

³⁰ Nadia Fadillah Azhas and Regita Octaviani, "Implementasi Media Pembelajaran Interaktif Diorama Untuk Mengajarkan Keberagaman Dalam Pembelajaran PKN Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 4 (2025), <https://doi.org/10.47134/pgsd.v2i4.1628>; Bachrudin, "Analysis of the Effectiveness of Character Education Through a Multicultural Approach to Civic Education in Jakarta Elementary Schools."

³¹ Mohammad Zalmi Kahardani et al., "Leadership of Millennial Women in Muhammadiyah Elementary Schools: A Multi-Specific Study of Elementary Schools in Yogyakarta City, Indonesia," *Journal of Posthumanism* 5, no. 1 (2025), <https://doi.org/10.63332/joph.v5i1.618>.

³² Surajo Aminu and Clement C. Okam, "Emergent Tools and Strategies Intrinsic in Civic Education in Attaining Quality Assurance Perspectives for Effective Citizenship in the Economic Crises in Nigeria," *UMYU Journal of Educational Research* 12, no. 2 (2024), <https://doi.org/10.70886/ujer.24124.008>; Mellado-Moreno and Burgos, "Didactics in Social Studies for Global Citizenship Education."

The findings of this study reinforce the research results of Narimo et al. and Novitasari et al. which emphasize the importance of school context and culture in strengthening civic disposition.³³ The co-curricular education program at SD Muhammadiyah Darul Falah shows that strengthening citizenship can be done effectively through a holistic approach. The integration of Islamic values, Pancasila, and school culture gives distinctiveness to the civic education process. These findings enrich the study of civic education in elementary schools, especially in the context of Muhammadiyah schools.

CONCLUSION

This research shows that strengthening *the civic disposition* of students at SD Muhammadiyah Darul Falah can be carried out effectively through co-curricular education programs that are integrated with school culture. The co-curricular program provides direct experience to students in practicing the values of responsibility, social concern, tolerance, and active participation, so that the process of internalizing civic values takes place in a contextual and sustainable manner. These findings confirm that the formation of civic character requires an educational approach that goes beyond intracurricular learning and emphasizes the real involvement of learners in school life.

The change in the citizenship attitude of students is strengthened by the role of teachers as role models and facilitators as well as consistent support of the school environment. The synergy between programs, educational practices, and school culture is the main factor in the success of strengthening *civic disposition*. Schools are advised to develop co-curricular programs systematically and continuously as a strategic part of character education policies. Further research can expand the study on the long-term impact of co-curricular programs or examine their implementation in different elementary school contexts.

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