

Internalization of Character Education during the Covid-19 Pandemic through Entrepreneurship Education: Systematic Literature Review (SLR)

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Abstract.

This study aims to look at the process of internalizing character education during the COVID-19 pandemic through entrepreneurship education as a general subject of higher education in Indonesia. The method used in this research is Systematic Literature Review (SLR) by collecting and analyzing journals related to keywords. During the COVID-19 pandemic, universities implemented distance learning so that learning could continue, this made the process of internalizing character education through entrepreneurship education continue, through three stages, carried out in stages and continuously, namely 1) The value transformation stage, with presentations, discussions, and questions and answers through the digital platform Zoom or Google Meet. 2) The value transaction stage, carried out by field observations and virtual interviews with entrepreneurs. 3) The internalization stage, carried out in virtual practice by participating in the entrepreneurship program organized by the Directorate General of Higher Education in Independent Learning-Independent Campus (MBKM). Students at the end have the values of character education and entrepreneurial character, namely having high responsibility, hardworking, creative, independent, democratic traits and attitudes, love for the motherland, national spirit, achievement, socializing, peace-loving, fond of reading, and cares about the social environment, and has the characteristics of courage, wisdom, confidence, and foresight in seeing opportunities. Students with it will behave well, have sympathy, empathy, and know what is good and what is bad.

Keywords : *Internalization of Entrepreneurship education, Higher Education, Pandemic Covid-19*

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Abstrak.

Penelitian ini bertujuan untuk melihat proses internalisasi pendidikan karakter di masa pandemi COVID-19 melalui pendidikan kewirausahaan sebagai mata kuliah umum perguruan tinggi di Indonesia. Metode yang digunakan dalam penelitian ini adalah Systematic Literature Review (SLR) dengan mengumpulkan dan menganalisis jurnal yang berkaitan dengan kata kunci. Selama pandemi COVID-19 perguruan tinggi menerapkan pembelajaran jarak jauh sehingga pembelajaran tetap dapat berlangsung, hal ini membuat proses internalisasi pendidikan karakter melalui pendidikan kewirausahaan tetap terlaksana, melalui tiga tahapan, dilakukan secara bertahap dan berkesinambungan yaitu 1) Tahap transformasi nilai, dengan presentasi, diskusi, dan tanya jawab melalui platform digital Zoom atau Google Meet. 2) Tahap transaksi nilai, dilakukan dengan observasi lapangan dan wawancara dengan wirausahawan secara virtual. 3) Tahapan internalisasi, dilakukan dengan praktek secara virtual dengan mengikuti program kewirausahaan yang diselenggarakan Direktorat Jenderal Pendidikan Tinggi dalam Merdeka Belajar-Kampus Merdeka (MBKM). Mahasiswa di akhir memiliki nilai-nilai pendidikan karakter dan karakter kewirausahaan yaitu memiliki tanggung jawab yang tinggi, pekerja keras, kreatif, mandiri, sifat dan sikap demokratis, cinta tanah air, semangat kebangsaan, berprestasi, bersosialisasi, cinta damai, gemar membaca, dan peduli lingkungan sosial, serta memiliki sifat keberanian, kebijaksanaan, keyakinan, dan kejelian dalam melihat peluang. Mahasiswa dengan itu akan berperilaku baik, memiliki simpati, empati, dan mengetahui mana yang baik dan mana yang buruk.

Kata kunci: Internalisasi pendidikan Kewirausahaan, Perguruan Tinggi, Pandemic Covid-19

BACKGROUND

The COVID-19 pandemic requires implementing online learning, where there are several effects on student learning, such as students learning less in online learning, grades will be lower, there is less student-teacher interaction, there is a personalized level between students and teachers, student discussions in online learning will seem impersonal, there is no way for teachers to know whether students are reading in online learning classes, and online learning technology is difficult to manage (Moralista & Oducado, 2020). Online education also has an impact on higher education, especially for teachers who are more burdened in terms of work and responsibility, to foster student ethics, morals, obligations and character, because students cannot mingle directly and can only learn through virtual (Eka, 2020).

The COVID-19 pandemic has made students irresponsible because many have neglected assignments and materials provided by lecturers or educators, more open to copying or copying assignments from other students because there is no direct supervision from lecturers or parents, this certainly does not reflect the values the value of honesty,

when learning via Zoom or Google Meet students are more likely to ignore the teacher by not turning on the camera so that students are not directly monitored and can leave the forum unnoticed, apart from the impact it has had on student learning, the COVID-19 pandemic has also changed the character of students where this also the result of increasingly high technological advances, easy access to technology, and the desire to get everything instantly. Online learning makes students confused, stressed, less creative and less productive and causes less interest in reading due to no direct monitoring from teachers or parents. (Suriadi et al., 2021).

The changing character is that students tend to be more individualistic and more self-limiting than social interaction, students socialize less with peers because of limited direct contact, so that character education is needed so that the character possessed by students does not fade, facing current challenges with advances in digital technology, strengthening and the inculcation of character is very vital and important, the development of individualism, hedonism and materialism is a negative impact of globalization and the pandemic.

Many students copy the results of their friends' work, online learning makes student behavior dishonest, irresponsible for assignments given, not paying attention to online lectures is bad behavior, lack of communication between students and teachers, the need for internalization or instilling this character is enforced in all universities (Suriadi et al., 2021). Students or students have an important role, namely as agents of change, are drivers towards change in a better direction, namely through ideas, knowledge, and skills that must be possessed, students or students are able to become movers and promoters of progress. Students have a role as a social control, that is, students become social controls in the life of society, the state and the nation, for example when there is an event that deviates from the values of virtue students will provide solutions, criticism and suggestions, it is hoped that students will be able to become the vanguard against deviating policies, and finally students have the role of iron stock, which is relied upon to become tough individuals who have the capacity and noble character (Cahyono, 2019).

The existing system in Indonesian tertiary education needs to emphasize character education, because many families do not carry out character education properly, because during the pandemic it is hoped that parents will play an important role in character

building, because during the COVID-19 pandemic students will interact more often with other people. parents so that parents are used as role models for students in behaving, but many parents do not understand the importance of character education for children, then higher education forms intelligent students and forms the right attitude or character, intelligence will be more appreciated if accompanied by good ethics, and forming students to be responsible and resilient is an obligation for teachers (Eka, 2020). Character education is important for students to have so that they are more respected in society and to balance student intelligence.

Internalization of character education needs to be done, because online learning makes character education a little neglected, because previously character education was carried out under direct supervision by educators. Activities that encourage character education can also be carried out in depth and success is measured, because during online learning there is only a transfer of knowledge and nothing ensures that students receive character education from their parents. The importance of strategies to maintain character education for students even during the COVID-19 pandemic through entrepreneurship education, because entrepreneurship learning is a knowledge of values, attitudes, and skills that are useful for facing life's challenges, entrepreneurship education in tertiary institutions has a system for students to have skills and entrepreneurial attitude as a means to foster an entrepreneurial spirit and reduce unemployment. Online learning is becoming an instructive shift from conventional techniques to modern education, classrooms are turning digital, individual to virtual, and from seminars to webinars. The COVID-19 pandemic created higher education institutions to change the pedagogy of learning, which was originally face-to-face in class, to virtual through digital platforms, namely Zoom, Google Meet, and other digital platforms. This has also become an obstacle for entrepreneurship education in Indonesia.

The COVID-19 pandemic has made many students in tertiary institutions behave badly or lose national character, such as the lack of student participation when online learning takes place, in some cases students deliberately post recorded videos to make it appear as if they are following the learning process, and during exams or teacher tests unable to ascertain whether the exam or test was done alone or imitating answers from friends or the internet (Midgley, 2020). Internalization of character education needs to be carried out through entrepreneurship education because students find the same character

and goals to be realized, the importance of internalizing character education during the COVID-19 pandemic in higher education, because higher education is an education system to provide further education focused on the interests national character setting. Higher education teaching staff have the main task of transforming, creating, and participating in spreading knowledge, work, and digital innovation through education, training, and community service, with this commitment teachers can create the cognitive, psychomotor, and emotional parts of students, so that it becomes This is a way of character education training to be carried out at the tertiary level through various appropriate courses, one of which is entrepreneurship education (Dhiu & Bate, 2018). Strengthening character education in tertiary institutions is the main thing so that students have appropriate character and can implement these characters in their daily lives.

Online learning makes students experience difficulties, namely students do not have readiness to learn entrepreneurship education online, students feel bored when learning entrepreneurship education online, there are difficulties when practicing entrepreneurship online, because there are restrictions or the enactment of PPKM so that students have difficulty finding materials or places to entrepreneurial learning practices (Novitasari et al., 2021). The unstable internet network in Indonesia exacerbates the condition of online education, because students are disturbed during the online learning process, online learning makes students lazy because there is no direct supervision from teachers or parents, online learning is also still confusing for students because it requires adaptation and effort to run smoothly (Argaheni, 2020). Several policies related to limiting activities outside the home, namely social distancing policies, then continuing physical distancing, some time imposing large-scale social restrictions (PSBB), and what is currently being enforced is limiting micro-scale community activities (PPKM) (S. Rahayu, H. Aliyah, 2020), making universities affected by the PPKM policy unable to carry out direct practice.

The COVID-19 pandemic has made entrepreneurship education have the opportunity to reuse existing teaching methods to include digital technology in assisting teaching, and this will have the possibility of more knowledge being used in digital formats that allow faster and more practical access (Ratten & Jones, 2020). Entrepreneurship education is directed at start-up commodities to create opportunities during the COVID-19 pandemic which is currently ongoing as Indonesia enters the New

Normal era. Shifting entrepreneurship education in tertiary institutions which previously relied on practical training towards changes based on digital transformation. The COVID-19 pandemic has fostered many new creative entrepreneurs who prioritize social values and attitudes in implementing entrepreneurship education. This means that entrepreneurs must have entrepreneurial attitudes and values that support entrepreneurship education (Rauf et al., 2021).

This research article aims to find out the process of internalizing character education, this is vital to shape the character or attitude of students during the COVID-19 pandemic, students cannot interact directly with teachers and socialize directly with peers, so the right intermediaries are needed to create or character building, namely through entrepreneurship education, as well as the character that students must have. Internalization of character education through entrepreneurship education can be carried out even during the COVID-19 pandemic. The values that will grow in students are having high responsibility, working hard, being creative, independent, having democratic traits and attitudes, feeling love for the motherland, has the spirit of nationalism, achieves, can socialize, loves peace, likes to read, and cares for the environment and socially and has the qualities of courage, wisdom in life, has beliefs and principles, is careful in seeing opportunities, because these values are embodied in character education and entrepreneurship education. This article also finds the same value correlation to be applied to students.

The novelty of this article is regarding the assessment of character education through entrepreneurship education during the COVID-19 pandemic carried out with online learning. The lack of previous research examining social norms in the process of internalizing character education through entrepreneurship education in tertiary institutions during the COVID-19 pandemic.

THEORETICAL STUDY

Overview theories Which outlined in this research originate from a number of previous studies Which relevant , as base framework theory, stipulation, and analysis study. Furthermore, on this part exposed consecutive discussion about :

Character Education during the COVID-19 Pandemic

As a result of the spread of the corona virus, most universities have moved teaching and all educational activities to an online format, the impact of COVID-19 on the education system in Indonesia is enormous and affects all fields of teaching, research and service (Liguori & Winkler, 2020). COVID-19 has had an impact on the world of education, which is marked by higher education using new methods of teaching, using online formats to support all teaching activities in tertiary institutions. Online learning is education that uses learning methods that require the existence of teachers and students to be in one place and time, where it is as if the teacher and students are in the same class, it is hoped that students can adapt independently, in this way students will be held accountable on oneself in learning, and acquiring knowledge, so students will look for techniques that suit their abilities and identify their potential (A Banani, J Maeizuzi, 2020).

Online learning is the main learning modality that is most appropriate in the COVID-19 pandemic, this modality offers education of course flexible, accessible anywhere, cost-effective, and offers a customized learning experience which can accommodate students' learning styles and speeds (Agaton & Cueto, 2021). Online learning is the only option to continue teaching during the COVID-19 pandemic, besides that learning has a positive impact where it provides many new ways of learning and changing old patterns of learning, students can also dig deeper into their potential.

Online learning makes teachers unable to see firsthand the development of students in learning, educational development includes cognitive, psychomotor, and affective aspects, one of the right materials to run is character education, where the implementation of practice in lectures contains cognitive, psychomotor and affective aspects, work attitudes, skills and knowledge of students are assessed. Online learning is also able to make students' character decrease where there is no direct supervision from teachers and parents, because parents work or do not really understand the concept of character education. If character education is neglected, it is the students themselves and the nation who are disadvantaged, because these students will later have the task of advancing the nation and state, becoming the leaders of the nation, and becoming supervisors of the performance of the nation's leaders to stay on track. The importance of character education is instilled in students to become good individuals and become the right successors to the nation.

Online learning has a significant impact on higher education, namely providing extra task and responsibility challenges for teachers to have the choice of creating a learning space in an effort to develop morals, obligations, ethics, and attitudes or character of students, because students cannot socialize socially. directly and can only learn through virtual. The COVID-19 pandemic makes students irresponsible because many ignore assignments and materials provided by lecturers or educators, they are more open to copying or copying assignments from other students because there is no direct supervision from lecturers or parents, this is certainly not reflects the values of honesty, when learning via Zoom or Google Meet students are more likely to ignore teachers and students by not turning on the camera so that students are not directly monitored and can leave the forum without being caught, apart from the impact it has had on student learning, the COVID-19 pandemic Learning also changes the character of students where this is also a result of increasingly high technological advances, easier access to technology, and the desire to get everything instantly. Online learning makes students disoriented, stressed, uncreative and unproductive and causes reduced interest in reading, as a result there is no direct monitoring from teachers or parents, many of the students ignore online learning which causes a decrease in character or a change in the student's character themselves, and the worst is that many students play online games while learning is in progress (Suriadi et al., 2021).

Konch & Panda (2019) argues that character is more often interpreted as morality, which is a way of behaving and thinking where it is characteristic of each individual in judging everything good or bad, so that character will appear to be a tendency or habit, which is shown in behavior or attitude consistently achieves something good continuously in all life, because character is identical with the side of truth and goodness, character education is work done gradually to instill tendencies or habits, so that people in general can act, think, and behave based on the side of truth and goodness, so that character education is always associated with value education. Achievement of goals in character education can be seen from knowledge, or good behavior, especially virtues that are widespread as qualities that are recognized in all social environments, while habits are defined as acquired tendencies or patterns of behavior that are often repeated where this is formed by experience. alone or by self-study.

Character is defined as a characteristic of an individual where this means that character is a form of behavior that is characteristic of an individual or an individual's moral condition. The right character is understanding the right thing (knowing the good), loving the good (loving the good), and acting good (Sudrajat, 2011). Social behavior norms that have been set to be followed and expected in certain social situations where this is maintained by threats or punishments and have gone through an internalization process (Gavrilets, 2020). Good character is an individual who knows between good and bad, has empathy and sympathy, and acts or behaves well. To realize this, all norms of social behavior are maintained with threats and punishment for violators. Character education is required to involve all stakeholders in the learning environment and learning curriculum. In this case, character education includes various concepts such as positive educational culture, moral and ethical education, a just environment, a caring environment, emotional-social learning, good student development, civics education, and service education, these approaches are all for promoting intellectual, emotional, social, and ethical development in order to develop individual qualities that understand perseverance, fairness, compassion, courage, and respect and to understand how important these are for life (Singh, 2019).

The values in character education that must exist during the COVID-19 pandemic are:

1. Religious: where a person has faith and obeys the religion that is practiced.
2. Honest: the behavior of someone who can be trusted in his words and deeds.
3. Discipline: actions reflect obedient, orderly behavior and comply with provisions or rules.
4. Tolerance: appreciating and respecting others
5. Responsibility: in the form of attitude in the form of individual behavior in carrying out work and obligations.
6. Hard work: earnest effort in carrying out the task as well as possible.
7. Creative: behaving or thinking to create something new or innovate.
8. Independent: the attitude of not depending on others.
9. Democracy: how to act, behave, and behave according to rights and obligations.
10. Curiosity: behavior or attitude that keeps trying to know more intensely about everything.

11. The spirit of nationalism: more concerned with the nation above personal interests.
12. Love of the motherland: a sense of loyalty and concern for the nation.
13. Appreciate achievement: attitude to encourage individuals to produce something.
14. Friendly: actions that show affection when socializing.
15. Peace-loving: behavior that makes other people feel comfortable and like their presence.
16. Passion for reading: an activity to set aside time to read various literature.
17. Caring for the environment: efforts to prevent damage to the surrounding environment.
18. Social care: actions that are involved in the social and community environment (Farhurohman, 2017).

The values above are the values of character education that will be realized during the COVID-19 pandemic in universities. The learning framework for higher education throughout Indonesia emphasizes character education, because many families do not carry out character education well, because during the pandemic, parents play an important role in character building, students will interact more often with their parents so that parents become role models for participants. students in behavior, but many parents do not understand the importance of character education for children, then higher education creates intelligent students but also creates good character, intelligence will be more appreciated if accompanied by good ethics, and forms students to being able to be responsible and tough is an obligation for teachers (Eka, 2020) .

Internalization of Character Education during the COVID-19 Pandemic

Internalization is an activity in implementing values within the individual, the process of internalizing values is the process of instilling values and norms that already exist in a society, where the process adapts to situations and conditions, circumstances that exist in the surrounding environment, respectively. Individuals have traits that are shown or appear from birth, where these traits are consistent and consistent through their behavior and behavior (Wardani, 2019). (Laurin & Joussemet, 2017) states that the process of instilling internalization in the form of values or norms through a learning process is then understood, internalized, also adjusted in the implementation of an appropriate social behavior with actions and attitudes in society. The process is carried out with gradual efforts on an ongoing basis starting from the time the individual is born

until the end of his life. Internalizing a pandemic allows students to understand and adapt to situations and conditions at a time like this.

Internalization is an activity or process that is intentional to instill social values that already exist or are embraced by the wider community in individuals which are then understood, internalized, and adjusted in carrying them out. Internalization that is applied to rules will have an impact on socially expected behavior suppressing things that are prohibited, for example facilitating internalization to behave according to rules (Laurin & Joussemet, 2017). Human behavior is a mixture of emotions, habits, patterns, and instincts (Konch & Panda, 2019). Internalization that is implemented as a rule will have more impact on individual behavior, where this behavior is in the form of a mixture of several things such as emotions, habits that are carried out, individual instincts, and patterns that have been formed. Internalization itself is an effort to accept values and culture, where the process is carried out throughout life or is done repeatedly so that it becomes a pattern and form of social action that is carried out in everyday life (Sorkun, 2018). The internalization process triggered by social norms will give direction to individuals to acquire knowledge of the tasks to be performed, which these individuals must feel comfortable doing. Students when they feel comfortable in the learning process will have a good impact on the acceptance of the material being taught, such as the internalization process caused by social norms will make individuals understand the tasks that must be carried out without coercion.

RESEARCH METHODS

In this research using literature systematically (*Systematic Literature Review / SLR*) which discusses problems in the internalization of entrepreneurship in tertiary institutions . Literature study research is a process or activity of collecting data from various literature such as books and journals to compare the results of one study with another (Nowell et al, 2014).

The purpose of this literature study research is to obtain a theoretical basis that can support solving the problem being researched and reveal various theories that are relevant to the case, more specifically in this research the researcher examines problems in the internalization of entrepreneurship at the tertiary level . This literature study is a comprehensive summary of several research studies that are determined based on a

particular theme. The data used in this research is secondary data obtained not from direct observation, but obtained from the results of research that has been conducted by previous researchers.

The secondary data source obtained is in the form of articles from reputable journals with predetermined themes. The literature search in this literature study uses the Emerald Insight and Scintdirect databases. Searching for published articles on the search engines (Search Engines) above uses keywords, namely: " Internalization of entrepreneurship and Higher Education ". The search process or search process is used to obtain relevant sources to answer the research question (RQ) and other related references using Search Engine Dimensions (<https://www.emerald.com/insight/>). From the identification results, it was obtained more than 143 0 articles from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 6 5 article titles were obtained. From the title of the article, then filtered based on the feasibility of the topic of digital transformation through abstract analysis, the results obtained were 5 articles. In detail, it looks like in the following image:

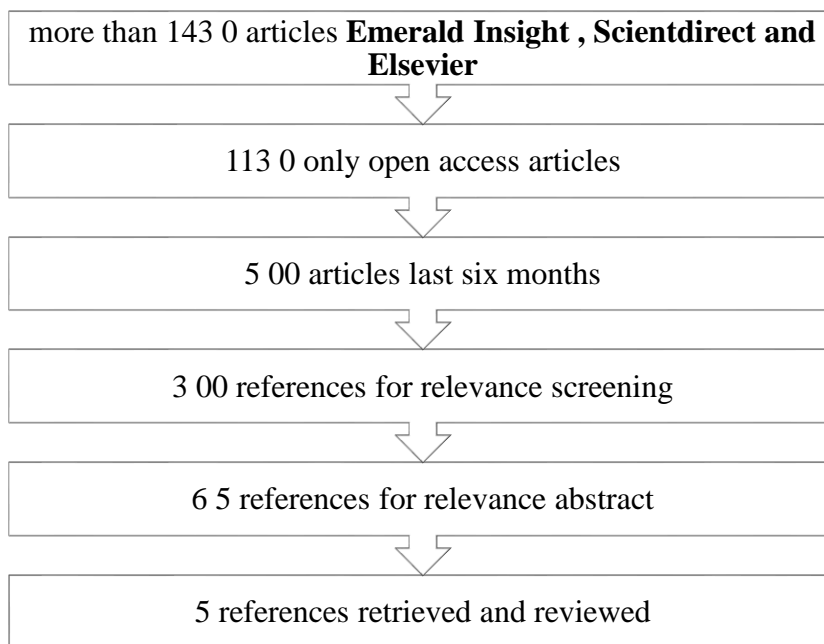


Figure 1. Article Screening Flowchart

RESULTS AND DISCUSSION

Results

The results of the review of selected articles answer the formulation of the problem regarding the distribution of journals that discuss Entrepreneurial Literacy in Higher Education , as follows:

Table 1. Distribution of journals about digital transformation in SMEs

No	Journal Name	Journal Links	Indexation	Amount
1	Journal of Asian Business and Economics Studies	Journal of Asian Business and Economic Studies Emerald Insights	Emerald Insights	4
2	The International Journal of Management Education Elsevier	The International Journal of Management Education Elsevier	Elsevier	2
3	Journal of Enterprising Communities: People and Places in the Global Economy	Journal of Enterprising Communities: People and Places in the Global Economy Emerald Insights	Emerald Insights	3
4	Journal of Open Innovation: Technology, Market, and Complexity	Journal of Open Innovation: Technology, Market, and Complexity ScienceDirect.com by Elsevier	Scientdirect	2
5	International Journal of Educational Development	International Journal of Educational Development Elsevier	Elsevier	3

Source: processed by researchers, 2023

Discussion

The process of instilling social values is the main thing in character education, where this is important for changing the patterns and behavior of students so that they act according to the norms adopted. Students are instilled or indoctrinated to believe and practice some things that are considered good and leave something that is considered contradictory. This planting process lasts a lifetime and is carried out in stages, so that planting is not only the task of the teacher but also the parents and the social environment of students. Students will more easily implement the social values that have been instilled if there is a role model or someone who is used as a role model. Higher education is the most important teaching with a humanistic obligation to plan Indonesian individuals to have potential and character, supported by sociological mastery of science and technological innovation, all of this potential is coordinated to help community service

and educate the nation and nation, in addition to advances in technological innovation as it is today, recognition of the noble goals of higher education is increasingly important to achieve, relevant to all campus members, because now they have entered the field of transformation 4.0 (Karim, 2020). The principles of higher education are truth, honesty, reasoning, benefits, fairness, virtue, responsibility, affordability, and diversity. Some of these principles have faded from students during the pandemic, due to a lack of supervision and direct examples from teachers. Realizing the principles of higher education is very much needed by internalizing or instilling appropriate character education for students through entrepreneurship education, which has the same entrepreneurial character to be realized even during the COVID-19 pandemic.

Education during the COVID-19 pandemic continued as it should, entrepreneurship education which initially relied on processes and training outside the classroom has changed to online learning or online training courses. Entrepreneurship education is one of the appropriate subjects to use for the internalization of character education because it has the same goal, namely the formation of the right character to be grown in students, in entrepreneurship education there is also an entrepreneurial character which is the same as character education.

The values of character education that want to be instilled through the entrepreneurship education path are having a religious nature towards the religion they adhere to, behaving honestly, being disciplined in various ways, being tolerant or appreciating differences, having high responsibility, always working hard, having a mindset creative, independent in acting, has democratic characteristics and attitudes, loves the motherland, has a high national spirit, achieves, can socialize well, loves peace, likes to read, and cares for the environment and social.

Entrepreneurship education contains various noble values or good values that can be used as a forum for cultivating the character of students, namely courage, wisdom in life, honesty in ethics, having beliefs and principles, foresight in seeing opportunities, where this entrepreneurship education is carried out by creating These entrepreneurial values, in the end, entrepreneurship education will provide the inculcation of character education values which then shape the nation's character, in accordance with the direction

of character education, namely to form the whole individual, as an individual who has the skills, character, understanding as an entrepreneur.

The correlation between the internalization of character education and entrepreneurship education, where the two materials aim to shape the personality and attitudes of students so that they are better able to apply them in everyday life. This formation process is carried out gradually and every day. Each material provides an overview of correct social values to be applied in everyday life. Teachers must understand that character education can be included or merged into entrepreneurship education so that students have the same character as social norms.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The COVID-19 pandemic makes students tend to be more individualistic and limit themselves from the outside world, so that character education is needed so that the character that students have does not fade. Facing current challenges with advances in digital technology, strengthening character is very urgent, the development of individualism, hedonism, materialism and so on is an adverse effect of globalization and pandemics, hence the need for character education. Internalization of character education is implemented in tertiary institutions because students or students have an important role, namely as agents of change, namely as drivers of change in a better direction, namely through the knowledge, skills and ideas they have, students are able to become drivers of progress, students also have the role of social control, namely students who have social control over life in society, nation and state, when there are events that deviate from the values of virtue so that students will submit solutions, criticisms, and suggestions so that students are expected to be able to become the vanguard to oppose policies that deviate, and finally students have the role of iron stock, namely being required to become superior human beings who have the ability and noble behavior which are expected to replace the previous generation.

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