



# The Effect of Citizenship Education and Family Life Climate Learning on the Responsibility of Students in Distance Learning (Survey of Students at Tasikmalaya 1 Junior High School)

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**Abstract.** The COVID-19 pandemic has provided a fairly heavy experience for the world of education in Indonesia. This is a challenge for the education sector in Indonesia, which of course must implement the distance learning method which is always a fairly new thing for all elements of implementing education at the school level. Due to this, there are many obstacles faced in the implementation of distance learning which are especially related to the attitude of responsibility of students. The purpose of this research in general is to reveal and provide an overview of the effect Citizenship Education and the climate of family life on the attitude of responsibility of students in distance learning. This study uses a quantitative approach with a cross-sectional survey method. The research instrument used was a questionnaire which was measured using a Likert scale. This study describes the results of the analysis of the effect Citizenship Education and the climate of family life on the responsibility of students in distance learning. The results of data analysis showed that Citizenship Education had a strong and positive influence on the attitude of responsibility of students in distance learning as well as for the climate of family life had a strong and positive influence on the attitude of responsibility of students in distance learning. Citizenship Education and the climate of family life have a positive and significant influence on the attitude of responsibility of students in the implementation of distance learning.

**Keywords:** Attitude of Responsibility · Citizenship Education · Distance Learning · Family Life Climate

## 1 Introduction

The young generation is a determining factor for the progress of a nation, of course the younger generation is the next generation of the nation. The education system is a benchmark for the birth of a quality young generation. Education is a key to success in building a human civilization, and superior human resources are one of the keys to realizing an advanced Indonesia.

The year 2020 is a different year from previous years, the COVID-19 pandemic has become a disaster as well as a challenge for all Indonesians, including in the field of

education. Changes must be implemented in order to ensure that all Indonesian citizens receive education. The education process in Indonesia is generally carried out in a classroom with direct interaction between educators and students, but with the COVID-19 pandemic, it has turned into a process that must be carried out online or remotely at all levels of education as an effort to break the chain of the spread of COVID-19.

In its implementation, realizing this policy will depend on various factors, one of the most important of which is the central government through the Ministry of Education and Culture, ensuring the availability of internet connections, increasing digital capacity and minimizing inequality in access in various regions. Distance learning cannot be done if the educational institution or parents do not have adequate access. Learning will not be carried out properly if educators and students both do not have the hardware or quota and an adequate internet network. The presence and continuity of education is very important for a nation, therefore, whatever the circumstances, education must always be carried out even though of course it needs adaptation. So that the government policy was born, namely the distance learning policy.

Based on initial data obtained by researchers from SMP Negeri 1 Tasikmalaya, there are 121 students who have problems in implementing distance learning which are detailed as follows: 38 students for class VII (seven), 48 students for class VIII (eight), and 35 students for class IX (nine). Problems that arise during the implementation of distance learning apart from being constrained by access to technology, students experience a decrease in enthusiasm in the learning process, which is implied in the level of student attendance which has decreased drastically, in addition to working on tasks that are intended by the teacher to students as a means of there are also many learning reinforcements from students who do not work and collect.

Not only that, during the examination, there were some students who were late to take the exam, there were even some students who did not follow the assessment process carried out by the teacher, namely daily tests and assessments carried out by the school. Some of the problems that arise will have an impact on not running well and the effectiveness of the distance learning process. In addition, the problem boils down to the main factor being the attitude of responsibility of students in carrying out the distance learning process, because the education process is the right of a citizen, students as citizens must responsibly carry out the education process as well as possible, which in achieving this attitude of responsibility will be related to the climate of the child's family life.

Furthermore, the success factor in the implementation of distance learning lies in the role of teachers, students, and parents of these students who have the responsibility to be able to supervise and guide their sons and daughters while the distance learning is being implemented. In implementing distance learning, parents have a very deep role, because the creation of effective distance learning depends on the family climate of the student.

So here will be seen how the parenting style of their children while studying at home. In this regard, [1] explained that one of the successes in implementing distance learning was related to 3 factors, namely family support, tutor involvement and flexible additional assignments. Therefore, one of the factors to achieve success in the implementation of distance learning is the support from the family both morally and materially.

The attitude of responsibility of students in carrying out the distance learning process regarding character education carried out by parents in the environment where students live. In line with that [2] stated that the civic education program is the formation of character but in the formation of the character contains another component, namely the role of the family. Therefore, the first education given to a child is education from parents or education provided by the family.

Apart from that, a child's achievement will be indirectly influenced by the growing climate of the child's family. Parental concern for children's success in learning is very important to note, as expressed by [3] parental personality such as patience, intelligence, attitude and maturity are parental characteristics which are factors that influence parenting patterns. So that with a well-controlled parenting style that is encouraged by the personality of parents who can reflect good behavior, it will certainly form a good character of a child, and the results can be seen with the high motivation of the child to be able to excel.

Regarding the problems that arise during distance learning, Citizenship Education teachers have an important role to foster an attitude of responsibility for students in each lesson. Citizenship Education Teachers must always give a positive attitude by always teaching values and morals and always giving encouragement to a better direction.

According to [4] states that teachers must always internalize values in every lesson which of course the teacher must be able to act as a motivator, facilitate student needs, participate in learning and provide feedback in learning. In terms of the problems that arise, the distance learning process for Citizenship Education teachers must always be present in every lesson to motivate all students, by providing motivation, of course, being a separate encouragement for students as a sign of concern from a teacher.

To overcome problems related to the attitude of responsibility of students in the distance learning process, of course, synergy between schools, teachers, and parents is needed, because in such a difficult situation, collaboration and communication are fundamental things that must always be done.

## **2 Literature Review**

A category that states a good citizen is a citizen who lives in accordance with the view of life and values that have grown in society, therefore Civics is always tied to these life values. In Indonesia, the values of life that are believed by all Indonesians are values that are in harmony with Pancasila as the nation's way of life. As according to [5] states that Civics has an orientation in forming democratic citizens, one of which is by forming an attitude of responsibility from students in learning Civics.

Based on the above opinion, it can be assumed that civic education is closely related to the formation of the character of citizens which of course leads to the creation of good and intelligent citizens. The opinion above explains that the three objectives of Civics learning are to form democratic citizens, good and intelligent, and responsible. PPKn has an important role in forming responsible citizens, especially during the COVID-19 pandemic. With the implementation of distance learning, Civics should be able to foster the attitude of responsibility of students in implementing distance learning.

In his opinion [6] explains that Citizenship Education has an important role to prepare students to live their daily lives which emphasizes good character and patriotism above critical thinking so that they can be directly involved in life in society.

Thus, Citizenship Education plays a role in forming students who can contribute directly to society, of course, by being equipped with good character and patriotic attitudes so that they can always be responsible in carrying out every process in their lives, including in carrying out learning.

Furthermore, according to Lickona [7] explains that character is a trait that arises naturally when in a state to respond to situations morally. Therefore, in an effort to build character, PPKn teachers must have a strategy. As according to [4] suggests that the development of the nation's character is carried out through the education process as a planned effort. This is intended to be able to build a unique personal character as a citizen, and it is expected to be able to make an optimal contribution to realizing a true Pancasila society.

Based on the opinion above, the strategy must be prepared as well as possible in an effort to create students who have character in accordance with the basic values that apply in the community, nation and state. Civics teachers must also set an example in their personality that is characterized by values and morals. In character building, this must be applied in the learning process as well as regarding discipline, courtesy, honesty, and responsibility in carrying out the distance learning process, especially during the covid-19 pandemic.

## 2.1 Family Life Climate

The climate of family life is the existence of something that is felt and lived in inhaling a certain atmosphere of life in the family that contains a certain kind of content, nuance and color of life in the family concerned. The climate contained in the family environment is often we can live it without being able to explain it rationally. In the family there is an area or climate called the climate zone which is for the members of the family concerned. This climate creates a kind of condition for the birth of certain actions that invite someone as if to say or do something. In detail [8] explains that in the atmosphere of family life, it is felt that there is a certain climate that invites the birth of certain expressions. Family climate is not born by itself but is created and it is humans who capture and live it.

In terms of educating a child, character must be able to get the highest portion in the family. Family education is certainly not structured and systematic as in formal education. Family climate is a determinant of the success of character education for children in the family environment. As stated by [9] one of the moral education is by implicit and selective conversations between parents and children about the culture and environment around them. Therefore, good and never-ending communication between parents and children will present an educational concept for children about how good culture needs to be applied in everyday life.

According to the opinion [10] explains that family education does not only function as a process of identifying problems that occur in a child but will function in the climate of family life in this case the relationship between all family members. Thus family education is very important in its presence as a first educational process for a child, this

is because family education will determine the climate of family life and can identify problems that occur in children so that relationships between family members will be well maintained.

In addition to the above [11] explains that in family life, parents who have a high educational background will tend to give more positive encouragement to their children, especially in developing children's interest in science. Therefore, there are aspects that link between parental education and aspects of children's learning interests, parents who have a high level of education tend to encourage their children to be able to excel by encouraging children to continue learning, so that children's achievements will depend on parents' concern for children's development the.

## **2.2 Value of Responsibility Character**

Responsibility is one of several attitudes that become values in character education. Responsibility is the attitude and behavior of a person to carry out his duties and obligations.

Furthermore, responsibility is an attitude of being ready to choose a choice that you want to make in life, and being ready to face the consequences of the choices that have been made. So that in actual action, deep and unhurried consideration is needed because irresponsible people are people who have low self-control, in a hurry to choose an option [12].

According to [13] there are several indicators attached to the value of the character of responsibility, including always submitting assignments on time, then carrying out their duties and obligations by following the instructions and directions that have been given, and finally carrying out their duties and obligations purely from the results. His own thoughts.

In line with this [14] explains that there are several indicators in the attitude of responsibility attached to each individual between carrying out duties and work with good standards and carried out correctly, then being brave and ready to take responsibility for all actions and actions. Have been selected and carried out, then carry out their duties and obligations according to a predetermined schedule, and can work responsibly as a team.

Thus, based on the above opinion, it can be concluded that the indicators attached to each individual's attitude of responsibility are firstly related to carrying out properly and appropriately in carrying out their duties and obligations, as well as in the implementation of distance learning, each task of the learning that is carried out should be done well and submitted on time, secondly in carrying out the task always follow directions and instructions and with good standards, even in distance learning each student is always required to be able to do the task in accordance with what has been taught. Assigned by each teacher, and finally every task and work is purely done from the results of his own thoughts and can work together in a team.

### 3 Method

In this study, a quantitative approach was used. According to [15] argues that the approach used to test a theory that departs from the researcher's hypothesis in the form of clear variables, by testing variables which can then be measured using instruments and then calculated using statistical tests is a quantitative research.

Furthermore, Fraengkel and Wallen [16] reveal that one of the quantitative approaches is survey research, namely is a method for collecting information from a sample by asking through a questionnaire to describe attitudes, opinions, behaviors, or special characteristics of the population. In this research, the researcher focuses on whether there is an influence between Civics learning and family life climate on the attitude of responsibility of students in distance learning. These three things are things that in this study are referred to as variables. Therefore referring to the characteristics of the research approach described earlier, a quantitative approach with survey methods will be used to explore the information included in the title variable.

Part of the population which is then studied by a researcher is a sample. In the opinion of Sugiyono [17] argues that in the sample there are characteristics and the number of the so-called research population. The sampling technique used in this study is a sample cluster, in this technique, the members of the population are divided into several groups (clusters) based on grade level. The number of samples in this study was 291 which were contained in three grade levels from grade 7 to grade 9 students of SMP Negeri 1 Tasikmalaya.

In this study, the instrument used was a questionnaire or questionnaire. Arikunto (2010) explains that in compiling an instrument or questionnaire, the following steps must be taken into account:

1. Formulate the goals to be achieved with a questionnaire.
2. Determining the respondents, namely in this study students of class VII, VIII, IX SMP Negeri 1 Tasikmalaya were used as research samples.
3. Arrange the questionnaire grid.
4. Prepare statements and alternative answers to be filled out by respondents.
5. Increase the number of questionnaires to be distributed to respondents.
6. Distribute questionnaires to respondents.
7. Processing and analyzing the results of the questionnaire.

In this study, the instrument was measured using a Likert scale [18]. Explains that the Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group about an event or social phenomenon. The data analysis technique in this study used SPSS 25.0 to determine the validation, reliability, and regression analysis test to determine the significance of the effect in this study (Table 1).

### 4 Result of Research

From the results of the data analysis, it can be explained that the influence of the learning variables of Pancasila and citizenship education (X1) on the responsible attitude of students (Y) is indicated by a correlation coefficient of 0.648 where the correlation

**Table 1.** Correlation between Variables.

	<b>Citizenship education</b>	<b>Family life climate</b>	<b>Responsibility character</b>
<b>Citizenship education Pearson Correlation</b>	1	.684 <sup>**</sup>	.648 <sup>**</sup>
<b>Family life climate Pearson Correlation</b>	.684 <sup>**</sup>	1	.777 <sup>**</sup>
<b>Responsibility character Pearson Correlation</b>	.648 <sup>**</sup>	.777 <sup>**</sup>	1

coefficient is included in the strong category. In addition, the influence of the civic education learning variable (X1) on the responsibility attitude of students (Y) reached 42.0%, meaning that the variation in the student’s responsibility attitude variable (Y) was determined at 42.0% by the civics education learning variable (X1) and 58,0% is determined by other variables besides the civic education learning variable (X1).

Furthermore, regarding the climate of family life, from the results of data analysis, it can be seen that the relationship between the variables of family life climate (X2) and the attitude of responsibility of students (Y) is indicated by a correlation coefficient of 0.777 where the correlation coefficient is included in the strong category. In addition, the influence of the family life climate variable (X2) on the responsibility attitude of students (Y) reaches 60.4%, meaning that the student’s responsibility attitude variable (Y) is determined by 60.4% by the family life climate variable (X2) and by 39, 6% is determined by variables other than the climate variable of family life (X2) (Table 2).

Thus, the acquisition of a correlation coefficient of 0.793 and included in the high category means that the learning variables of civic education (X1) and family life climate (X2) affect the attitude of responsibility of students (Y). From the value of the coefficient of determination obtained by 62.4%, it means that the variation of the civic education learning variable (X1) and the climate of family life (X2) affects the attitude of responsibility of students (Y) by 62.4%, while the remaining 37.6% is determined by other variables besides civic education learning (X1) and family life climate (X2).

The strong influence of civic education learning on the responsible attitude of students can be explained that civic education learning has an influence in developing

**Table 2.** Correlation between Variables

<b>Mode I</b>	<b>R</b>	<b>R.Square</b>	<b>Adjusted R Square</b>	<b>Std.Error of the Estimate</b>	<b>Change Statistics</b>				
					<b>RSquare Change</b>	<b>FChange</b>	<b>df1</b>	<b>df2</b>	<b>Sig.F Change</b>
<b>1</b>	.793	.629	.624	6.15632	.629	116.187	2	137	.000

students' responsible attitudes and can form students to have identity and basic social values and aims to form good and responsible citizens in life daily. This is in line with (Cogan, 1999). OPINION that Citizenship education has been described as 'the contribution of education to the development of those characteristics of being a citizen'. This means that citizenship education has an educational contribution to the development of the characteristics of citizens. The character development of these students, according to [18], is respect, and responsibility. These values of respect and responsibility are necessary for healthy personal development, caring interpersonal relationship, a humane and democratic society, a just and peaceful world. The meaning is that the values of respect and responsibility are the need to develop personal health, maintain interpersonal relationships, be friendly and become a democratic, just society and create world peace.

Furthermore, the strong influence of the family life climate on the attitude of responsibility of students can be explained that the family is the smallest environment in society and is the closest and main environment for a child to prepare for life. In the family the child first gets education and captures, responds, processes and welcomes a set of behavior patterns as well as a system of rules and values that apply in the environment. This is in line with [19] opinion that a child will live and be raised in a family environment, presenting him with a set of behavior patterns, habits and rules, value systems, views, standards of life, while the child captures and responds, processes and welcomes it. Thus the character of the child will be formed in the family environment.

## 5 Conclusion

There is a positive influence of learning civics education on the attitude of responsibility of students in distance learning, especially in the dimensions of learning material development. In addition, there is a positive influence of family life climate on the attitude of responsibility of students in distance learning, especially in the dimension of family integrity. Furthermore, there are other factors outside the learning factor of Pancasila and citizenship education and the climate of family life on the attitude of responsibility of students in distance learning.

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