



Citizenship Competence (Civic Disposition) in Developing Student Morals

Fahmi Umam Ramadhani^(✉) and Muhammad Halimi

Universitas Pendidikan Indonesia, Bandung, Indonesia
Fahmiumam42@gmail.com

Abstract. The entry of globalization cannot be avoided and cannot be filtered or selected on only positive aspects, especially among the younger generation. In fact, there are significant negative effects, including not a few young people who forget themselves with their personality or character as Indonesians, including students. Education has a strategic role in developing student morale as the next generation of the nation. Curriculum development from the KTSP curriculum to the 2013 curriculum is one of the government's efforts to address moral issues. Moral formation is one of the targets of the 2013 curriculum. Moral education in the 2013 curriculum is not taught directly, but through a learning process. PKN is one of the subjects that is more significant in transmitting the development of moral values in everyday life. Therefore, PKN teachers in particular really need their role as designer, role model and motivator in the learning process in class. The purpose of this research is to generally know the learning of citizenship character competencies to develop students' morale.

The research approach used is a qualitative case study. Data collection techniques include observation, interviews, and documentation. Observations in the form of observations regarding teacher behavior in the learning process and observing student behavior in the learning process as well as outside the classroom. Interviews were conducted to explore matters related to student morale, obstacles, steps taken in developing student moral values. Documentation is used to obtain information about an event that has occurred, but it is difficult to find and interview the perpetrators directly. Data analysis techniques performed include data reduction, data presentation, and drawing conclusions. In addition, data validity checking techniques will be carried out including credibility, transferability and dependability.

Keywords: Learning civic disposition · developing student morale

1 Introduction

Various cases of moral superficiality color this nation as an indication of human failure in carrying out their lives. This has implications for the view of the failure of education which is unable to make humans like humans. Humans do not only stand intellectually, but need to develop a sense of responsibility, identity values, sensitivity to normative values concerning the meaning of values and values which are called moral teachings.

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Science and the increasingly advanced technology and globalization have changed the order of values related to people's lives, especially among adolescents.

The effect of entertainment in print and electronic media is not in the least towards pornography which causes them to be influenced by promiscuous and materialistic life. They always demand an instant culture of hedonism and practicality. They are only victims of globalization.

The entry of globalization cannot be avoided and cannot be filtered or selected on positive aspects alone, especially among the younger generation. In fact, there are significant negative effects. In the end, the younger generation forgets about their personality or character as Indonesians. This can be seen by the emergence of phenomena in the lives of teenagers today. For example, more and more young people behave rudely, do not respect their parents, and do not care about the social environment. Brawls between students and even students between faculties and between universities. The more widespread or splendid groups of teenagers or young people are joined in "motorcycle gangs" which commit violence that disturbs the comfort of the community.

Seeing these phenomena, it is necessary to make systematic efforts to prevent the negative impacts of the increasingly rapid flow of globalization. One of the things that needs to be done as early as possible is to instill morals that are in accordance with the civilization of the Indonesian nation. Instilling morals in the most effective young generation is through education.

Matters related to discipline, namely: there are still students who are not serious about participating in the flag ceremony, there are still students arriving late, there are still students doing assignments irresponsible and there are still doing assignments not on time.

Related to self-control, namely that the average male student is emotional, most students make noise in class, and many students are always impolite when talking to their peers. With regard to manners, there are still many students who dress immodestly, there are still many students who do not respect the teacher, there is still intimidation between students in the class, mocking each other and mocking the parents of other students.

As stated above, that Civic Education has a moral transmission that is more real in the learning process. This can be seen from one of the components of Civics, namely citizenship character (civic disposition). Information obtained from the school environment among children who are less disciplined and impolite actually understand the concept of civic character. It is assumed that when learning civic character (civic disposition) is only limited to the transfer of knowledge there is no internalization of values. The teacher must design a learning process that includes the inculcation of morals as outlined in the Learning Implementation Plan (RPP) and its implementation in class and the teacher as a role model.

Based on the many cases that occur, researchers will examine more deeply about civic disposition. How does civic character competence (civic disposition) inculcate student morale. The researcher will examine the inculcation of student morals from the Learning Implementation Plan (RPP) and its implementation in class and the teacher as a role model. By observing the RPP and its implementation as well as the teacher's exemplary behavior, civic character competence (civic disposition) will be seen.

Branson in [1] Winarno (2014) that there are three main components in Citizenship Education, namely cognitive or civic knowledge, psychomotor or civic skills, and civic attitudes or character (civic disposition). Civic knowledge relates to content or content known to citizens. Civic skills relate to skills that must be owned by citizens such as complex solving skills, participation, and intellectual skills. Meanwhile, civic disposition relates to private or private or public character in addressing constitutional democracy.

Citizenship character can be defined as a reference or standard in the process of becoming a citizen that helps develop a solid personality or self-confidence to be able to participate in government and understand the rights, roles and responsibilities associated with government, and show open, tolerant and responsible behavior. Responsibility in exercising the rights and responsibilities as citizens. Suryanto (2018) [2] argues that “Citizenship includes the characteristics or characteristics that every citizen, especially young citizens, must possess in order to support the effectiveness of political participation, the running of a healthy political system, and the development of national dignity.” As Murdiono wrote in his research (2014) [3] that: “Identify attitudes and values that must be developed through Civics to build a global outlook for young citizens including self-esteem, empathy, commitment to social justice, respect for diversity, and the belief that there are differences between people.”

In educational purposes, the affective aspect is no less important than the cognitive and psychomotor aspects. These three aspects must be developed in a balanced way. In relation to the context of civic competence, these three aspects must be implemented in every lesson in a balanced manner. Because the three components of citizenship competence are related in forming smart and good citizens. This is because when a student only has citizenship knowledge and skills, he is only a capable citizen, but not yet a smart and good citizen.

According to Quigley et al. (1991) [4], the character of citizenship, namely “Those attitudes and habit of mind of the citizen that are conducive to the healthy functioning and common good of the democratic system” democracy. Conceptually, civic disposition includes a number of personality characteristics, namely “civility (respect and civil discourse), individual responsibility, self-discipline, civic-mindedness, open-mindedness (openness, skepticism, recognition of ambiguity), compromise (conflict of principles, compassion, generosity, and loyalty to the nation and its principles.

All that means is politeness which includes respect and humane interaction, individual responsibility, self-discipline, concern for society, open-mindedness which includes openness, skepticism, recognition of ambiguity, compromise attitude which includes principles of conflict and limits of compromise, tolerance of diversity, patience and regularity, compassion, generosity, and loyalty to the nation and all its principles. This is also Syahroni (2016) suggests that Civic disposition or citizenship character/attitude is an attitude that reflects a decency that includes respect and humane interaction, individual responsibility, self-discipline, community concern, open-mindedness which includes openness, skepticism, recognition of independence., an attitude of compromise that includes principles of conflict and compromise boundaries, tolerance for diversity, patience and constancy, compassion, generosity and loyalty to the nation and all its principles. The citizenship attitudes above are citizenship attitudes that students should have to become good citizens.

Branson (1998) emphasized that civic disposition implies both public and private character which is important for the maintenance and development of constitutional democracy [5]. Citizenship traits as citizenship skills develop slowly as a result of what has been learned and experienced by a person at home, school, community, and civil society organizations. Such experiences should generate an understanding that democracy requires an independent government that is responsible for each individual. Private characters such as moral responsibility, self-discipline and respect for the human dignity of each individual are mandatory. Public character is no less important. Concern as a citizen, politeness, heeding the rules of the game (rule of law), critical thinking, and a willingness to listen, negotiate and compromise are characteristics that are indispensable for a successful democracy.

Albert Bandura's social learning theory is one of the pioneers of social learning theory. One of the assumptions underlying Bandura's social learning theory is that humans have the ability to learn attitudes and behavior. This basic assumption is as stated by Anwar (1999) that Bandura's social theory states "Humans have a brain that can think, reason, compare, evaluate, so that they choose their own direction, not like a robot that has no thoughts and according to the will of its maker. Bandura's learning concept of unexpected experiences is a learning center. Human behavior is more about observing the behavior of others than from learning directly. This means that changes in human behavior are more influenced by modeling or imitating than by direct concepts. Because of this, the main principle of Bandura's social learning theory is modeling or imitation. The term modeling in the context of learning is the pilot method. Through imitation or modeling this becomes feedback or student interaction with their environment (teacher).

As explained above, we will explore issues related to civic disposition by looking at the implementation of growing moral values in civic disposition learning. Observations in the learning process of civic disposition in instilling student morals based on Albert Bandura's social learning and the latter relating to factors that become obstacles in instilling moral values based on the efforts of teachers at school.

2 Methodology of Research

Bogdan and Taylor in Kelvin and Basrowi (2008) reveal that a qualitative approach is expected to be able to produce an in-depth description of observable speech, writing and/or behavior of an individual, group, community and/or a particular organization in a particular context setting which is studied from point of view that is intact, comprehensive, and holistic.

Sugiyono (2013) who describes the qualitative research method as a research method based on the philosophy of post positivism, is used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization.

This research was carried out through a qualitative approach, with the case study method, this study aims to emphasize the importance of Civics learning in the context of instilling moral values among students because it has a real impact on strengthening the competence of students' civic character, the source of focus lies in the journal as the main

source, because it has validity high, then books and documentation as secondary sources, to minimize kesalahan penelitian yang ada berkaitan dengan hal konseptual dan praktis. Analisa data dalam penelitian ini optimizing qualitative analysis techniques, namely reduction, data presentation, and verification or conclusions.

3 Research Result

3.1 Implementation of Moral Planting in Civic Disposition Learning

Based on the Learning Implementation Plan (RPP) prepared by the Class VII PPKn teacher, it contains K1-1 and KD-1 and KD-2. Furthermore, from K1 and KD, PPKn teachers develop goals for social attitudes and spiritual attitudes through learning objectives. The formulation of the learning objectives illustrates that the learning activities planned by Civics teachers are not only oriented towards knowledge and skills, but also civic character (attitude). The expected behavior in the civics character learning objectives carried out by Civics teachers is “accepting..., obeying..., and implementing...”. Furthermore, at the end of the learning objectives the PPKn teacher formulates a focus on strengthening character, namely piety, honesty, courtesy, discipline, and responsibility. Seeing the design or formulation of goals and the focus on strengthening character, Civics teachers automatically plan the development and cultivation of student morals. This is because attitudes such as respecting norms in social life, obeying norms, implementing norms, piety, honesty, courtesy, discipline, responsibility, and self-confidence. Is a strategy for forming student behavior, in which these attitudes serve as the initial basis for creating students who have moral values or noble character. Therefore, the learning objectives and the focus on strengthening. The character contained in the lesson plans, Civics teachers plan to significantly develop the moral values of the core competencies (KI and spiritual KD and social KD).

Thus, based on the documentation and civic disposition learning interviews conducted by Civics teachers, they develop moral values from K1-1 and (KD-1) as well as spiritual KD and social KD. This can be seen from the formulation of learning objectives and the focus on strengthening character, including the values of complying with the norms..., carrying out the norms..., obeying the norms..., piety, honesty, courtesy, discipline, and responsibility which are the formulation of these goals as the initial foundation so that students have noble morals or morals.

The rubric of civic disposition in the lesson plans is in the form of journals and self-assessments. The follow-up of the assessment is not just improving the learning process, but the teacher designs follow-up by providing coaching for students who behave less well and giving appreciation for students who behave well. Through coaching can encourage student morale towards a better attitude while through appreciation to students can maintain positive attitudes even more enhanced.

3.2 Implementation of Learning

The implementation of civic disposition learning in instilling moral values in students is as follows. Preliminary activities Civics teachers do these things. Based on observations, there are a number of ways that Civics teachers introduce values, understand the

importance of values, and facilitate the implementation of moral values at that learning stage. Methods used by Civics teachers in developing moral values.

Based on the observations above, the researcher found several things that Civics teachers did in instilling morale in students. Moral cultivation is developed through the values of attitudes (citizenship traits) such as discipline, caring, responsibility and religion. In terms of developing these values into the moral education of Civics teachers using a special approach, namely the exemplary approach, habituation of behavior, clarification of values and indoctrination. The exemplary approach looks like the teacher arrives on time, the teacher knocks on the door first and says *assalamualaikum* in a friendly manner and prays for students who are absent due to illness or other obstacles. Habituation of behavior is seen as before opening the lesson, the Civics teacher invites students to pray and ensures that each student arrives on time. The indoctrination approach looks like the teacher admonishes students who are late and reprimands students who are not polite and the teacher tells them to study with discipline. Meanwhile, the value clarification approach is seen when the teacher suggests group names with the names of ethical values. Naming the group with the names of moral values. It can be seen that students discuss with their group members in determining group student in school with teacher names so that students express values in their own way and the teacher does not directly convey to students about values and students are invited to express why the values are good and the reasons for naming the name of the group.

First, the teacher must be a model in behavior. From the beginning to the end of the lesson, the teacher's words, attitudes, and actions reflect the moral values he wants to instill. Second, giving rewards to students who show the desired moral values (ethics) and giving special attention and sanctions to those who behave unwantedly. Rewards and attention in question can be in the form of verbal and non-verbal expressions or notes on the development of character, and so on. Third, the teacher does not make fun of students when they arrive late or answer questions or think that they are not appropriate or relevant. Fifth, the teacher does not discriminate between students.

In addition, every time the teacher gives feedback and or assessments to students, the teacher starts from the positive aspects or sides that have been strong or good in the opinions, works and or attitudes of students. The teacher begins by rewarding good things with verbal and or non-verbal expressions and only then shows those who have not or are just starting to grow. With 'heart'. In this way the attitudes of mutual respect and respect and so on are seen to thrive.

According to the Ministry of Education and Culture Directorate General of Elementary and Secondary Education Directorate of Junior High School Development (2016) that the learning process that fosters character needs to be carefully designed, carried out in earnest, and continuously evaluated as a whole. Syllabus and Learning Implementation Plan (RPP) must be deliberately designed for learning that not only enables students to acquire knowledge and skills, but also fosters character.

3.3 Media Used in Civic Disposition Learning

Consideration of the selection of instructional media by PPKn teachers is appropriate in this regard as Sanjaya (2009) put forward the following media selection criteria. The media that will be used by the teacher is appropriate and directed to the learning

objectives [6]. The media is selected based on the educational objectives set. The media to be used must be in accordance with the learning material. The media used supports the subject matter.

1. The media to be used, according to the interests, needs and conditions of the class. The media used can increase and maintain students' interest in the material presented. The different characteristics of students are also taken into consideration in choosing learning media. Students who have poor hearing ability have difficulty understanding lessons when auditory media is used. On the other hand, students who have less visual ability will find it difficult to understand the learning material presented through visual media.
2. The media to be used must pay attention to effectiveness and efficiency. Media effectiveness is a consideration in selecting media. This means that teachers must pay attention to the effectiveness of the media in improving student learning outcomes. Expensive media does not necessarily improve student learning outcomes.
3. The media to be used must be in accordance with the teacher's ability to operate it. Whatever learning media is needed, the main requirement is that the teacher can use it in the learning process. The expected value and benefits are not in the learning media, but the impact of using learning media for the meaningfulness of the students.

Utilization of exemplary videos, moral message videos, inspirational story videos, and biographical videos not only develop cognitive learning objectives and skills learning objectives, but affective learning objectives which can affect students' attitudes and emotions. As stated by the PPKn teacher, moral inculcation is the development of civic disposition learning in which learning is carried out indirectly, but integrated with cognitive aspects and skills. The main key is that exemplary videos, moral message videos, inspirational story videos, and biographical videos can develop cognitive learning objectives. And the objectives of learning skills, and the objectives of affective learning are the teacher's ability to organize learning components such as learning objectives, learning media, learning materials, and learning methods.

3.4 Learning Citizenship (Civic Disposition) in Instilling Moral Values in Students Based on Albert Bandura

Moral inculcation by Civics teachers in civic education learning is integrated with other aspects. PPKn teachers do not contain a moral inculcation approach in lesson plans, but in their implementation there are specific approaches such as values clarification, behavior habituation, and exemplary approaches. The concept of instilling morals applied by Civics teachers uses habituation and imitation of behavior methods. Habituation seen the presence of reward and punishment. Meanwhile, the imitation method in which PPKn teachers design the environment (both teachers and students) to be used as a model so that their students imitate model behaviors.

Such steps are in line with Bandura's theory in Laila (2017) that "students are educational subjects who always pay attention to models (more likely to be observers)". Another view, Bandura in Laila (2017) that "There are two methods in moral education, namely conditioning (habituation to respond) and imitation (imitation)" [7]. PPKn teachers familiarize students with behavior by showing which behavior gets rewards

(prizes) and which gets punishment (punishment). Demonstrating the model carried out by PPKn teachers based on observations and interviews, including conveying or announcing students' good behavior periodically (once a week) in front of other students. The orientation of delivering outstanding students is not just strengthening students who excel, but is designed to be a role model so that other students imitate behaviors in accordance with the desired morals. In addition, the demonstration of the student model is also carried out by the teacher. Every PPKn teacher's actions reflect behavior that can be used as an example by their students. This was stated by several students who said that the Civics teacher was an authoritative figure, valued and respected because of his behavior so that students motivated students to behave like Civics teachers. In line with Bandura's opinion in Laila (2017) suggests that if observers see behavior that results in punishment, it is less likely that the behavior will be imitated than if they see behavior that is rewarded. Therefore, students should be taught about the prohibitions that must be obeyed by showing negative consequences if the prohibition is violated.

Based on the description above, it can be concluded that the model of inculcating student morale in civic education learning on the civic position aspect is in line with Bandura's theory. Bandura's thoughts in Laila (2017) that "There are two methods in moral education, namely conditioning (habituation to respond) and imitation (imitation)". Getting used to a student behavior that is carried out by the PPKn teacher by way of reward or punishment will be imitated by the students. In other words, a child imitates an action taken by someone around him, whether the behavior is rewarded or punished. Another of Bandura's thoughts is that "educators are good models or role models because students always imitate what the model does. Meanwhile, students are educational subjects who always pay attention to models (more likely to be observers). The PPKn teacher plays himself as a model to be emulated who always maintains behaviors that are not in accordance with unwanted morals.

3.5 Factors that Obstacle the Moral Planting of Students

Family environmental factors such as parents' households are not conducive, parents pay less attention to children, and in an environment that pays little attention to morals, the average student behavior is not good. Community environment, students who come from a community environment that pays attention to moral values on average have good morals or are desired. Conversely, students who live in an environment that does not pay attention to the moral values of the average student lack good morals.

In the journal *Psychology of Adolescent Development* that the Environment is a factor that has a big influence on the development of values, morals and individual attitudes. Environmental factors that influence the development of values, morals and individual attitudes include psychological, social, cultural and physical material aspects, both those found in the family, school and community environment. Adolescents who grow and develop in a family, school and community environment that is full of psychological safety, democratic interaction patterns, compassionate and religious parenting patterns can be expected to develop into adolescents who have nobility, high morality, and commendable attitudes and behavior.

3.6 Efforts to Overcome Obstacles in Moral Learning

In addition to coordinating with parents, Civic Education teachers educate parents whenever possible. This is because not all parents have adequate human resources in instilling moral values in their children. For example, instilling fear in students of parental punishment may not necessarily support student morale; on the contrary, it will be worse; his parents expected his son to have good morals, but his parents were not role models. Things like this need to provide understanding to parents especially teachers who already understand the characteristics of their students. In overcoming obstacles from the environment, PPKn teachers also carry out dissemination in the form of interaction. Dissemination is very important both monitoring children's development, discussions about inculcating morals, and monitoring children's interactions.

The steps taken by PPKn teachers in dealing with obstacles in instilling student morale from environmental factors have a positive impact on changes in student behavior such as the appearance of students who previously did not show school children, but there were significant changes. Other behaviors such as coming home prematurely, bullying, disrespect for others, and even taking other people's things changed significantly.

4 Discussion

Adaptations of learning activities with the components of objectives, input, teacher's role, activities and settings, in civic disposition learning can shape the formation of instilling moral values in students. Activities or learning activities have the potential to foster students' moral character. Learning media, PPKn teachers not only develop cognitive aspects and skills, but affective aspects. Besides that, yang digunakan media yang digunakan mengarah pada tujuan pembelajaran mendorong minat, kebutuhan, dan kondisi kelas.

The implementation of civic disposition learning in Civics subjects in instilling student morals using habituation and imitation methods. Habituation is shown by applying rewards and punishments. Meanwhile, imitation can be seen by Civics teachers designing themselves as models in behavior and playing students as models.

The dominant factor that hinders the inculcation of morals in learning civic disposition in Civics lessons is the environment. The role of parents, the role of teachers, and the role of religious institutions are the most important elements in instilling students' moral values.

5 Conclusions

Learning civic disposition is very effective in developing student morale among students. This can be seen from the teacher's ability to organize learning components and apply approaches to develop or instill moral values in students.

The use of exemplary video media, inspirational stories, and biographical videos of figures is very effective in instilling moral values in learning civic disposition. This can be proven based on interviews and observations of the use of the media to make it

easier for students to understand the material presented, influencing students' attitudes and emotions to behave in accordance with moral values.

The implementation of civic disposition learning in the eyes of Civics in instilling morals is in line with the moral learning model according to Bandura. This is based on interviews and observations of Civics teachers using habituation and imitation methods. Habituation is shown by applying rewards and punishments. Meanwhile, imitation can be seen by Civics teachers designing themselves as models in behavior and playing students as models.

The factor that hinders the inculcation of morals in civic disposition learning in Civics lessons is the environment. This is based on student interviews where the family environment and community environment are not conducive, not positive towards moral values that have an impact on student behavior that is not good. Communication and coordination with moral development actors such as schools, parents of students, and religious institutions as well as education and dissemination in the form of interactions with parents are efforts to overcome obstacles in instilling the desired morals in students.

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