

Internalization of Civic Disposition Values Through CIVIC EDUCATION Learning at SMA Negeri 30 Bone

Rismayanti¹, Andi Tabrani Rasyid², Ahmad³, Muhammad Rusdi⁴

^{1,2,3,4}Universitas Muhammadiyah Bone

Email: rismayantii190@gmail.com.

Abstract

This research aims to, (1) determine the process of internalizing civic disposition values through Civic Education learning at SMA Negeri 30 Bone, (2) determine the inhibiting factors in internalizing civic disposition values through Civic Education learning at SMA Negeri 30 Bone. The type of research used is a qualitative descriptive research method. The data processed is the result of interviews with Civic Education teachers and students at SMA Negeri 30 Bone. The data collection methods used in this research are observation, interviews and documentation, where the author directly sees the situation in the field. The results of the research show that: (1) The process of internalizing civic disposition values through Civic Education learning at SMA Negeri 30 Bone is carried out through teaching and learning processes in class which are carried out directly or indirectly by Civic Education teachers which are developed through teaching modules or RPPs which are used in accordance with applicable curriculum. To internalize the values of civic disposition through Civic Education learning is also carried out using various methods, namely the habituation method, conversation method, exemplary method and reward and punishment method. (2) The inhibiting factors in internalizing civic disposition values through Civic Education learning at State High School 30 Bone are the lack of enthusiasm of students in participating in the learning process, the influence of the family environment which has not been maximized in instilling civic disposition values, the influence of the environment around students such as student interactions, which is difficult to control and the influence of peers, and the negative impact of technological developments, such as the use of social media and digital entertainment or online content.

Keywords: *Internalization, Values, Civic Disposition, Civic Education*

INTRODUCTION

Education is one of the crucial aspects that influences the progress of a country. In the 21st century which brings the globalization of information and knowledge, the need for education is very important for the growth of human resources. In accordance with the contents of Law Number 20 of 2003 concerning the National Education System, Article 3 which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aims to develop the potential of students so that they become human beings who believe and have faith in God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens.

Based on the objectives of national education as outlined in Law Number 20 of 2003, it is clear that the objectives of national education are not only to educate society in terms of knowledge, but also to form moral

citizens. In order to be able to develop into a nation that is civilized, dignified and able to become a nation that has certain advantages compared to other nations.

However, problems in modern culture show a moral decline in the younger generation. Indications include student brawls, incidents of bullying, drug use and free sex. Moral decline in the younger generation does not only occur outside the school environment but also often occurs within the school environment, such as lack of discipline, dishonesty, lack of respect for teachers, lack of social awareness and even lack of behavior that reflects the noble values of the nation's culture.

Based on observations made at SMA Negeri 30 Bone, there are still students who skip school, lack respect for fellow students, lack discipline, where there are still students who are late and undisciplined when following the learning process and often do not pay attention to the teacher when explaining the learning material. Apart from that, students lack a responsible attitude, for example students

often ignore the tasks given by the teacher.

One of the things that is needed so that the young generation can develop into citizens who have positive personality traits is that the young generation needs to have a good civic disposition (civic character). The young generation as the nation's next generation needs to be prepared so that in the future they will become citizens as well as citizens who are intelligent, skilled and have good character as guarantors of the sustainability of the nation and state. Civic disposition is closely related to the development of a person's personality or character. This civic disposition plays a role in guiding citizens to become more mature and orderly in social, national and state life. (Rahmatiani & Indriyani, 2020)

Civic Disposition basically refers to the qualities that every citizen needs to have in order to create a competent soul and a citizen who has good character, so that he or she is able to be a good citizen, honest, respecting the rights and obligations of others and obedient to applicable law (Putri et al., 2022). This is related to individual values, whether character, morality or personality of citizens which are formed from the internalization of various policies which are believed to be used as a way of thinking, speaking and acting in everyday life which are used to support the development of social functions. healthy and guarantee the public interest of a democratic system (Siregar & Pratiwi, 2022).

In an effort to instill civic disposition values, schools have an important role in forming national character, so that it can be reflected in student behavior. Internalization and development of students' character is one of the main goals of schools as formal educational institutions in Indonesia. The Government of the Republic of Indonesia has passed Law Number 87 of 2017 concerning Strengthening Character Education which refers to developing the character of students. The regulation explains that formal educational institutions such as schools carry out strengthening character education through intracurricular

activities, co-curricular activities and extracurricular activities.

One of the ways to implement internalization and character strengthening through extracurricular activities is through learning Pancasila and Citizenship Education (PPKn). Apart from instilling a spirit of nationalism and love for the country, Pancasila and citizenship education is also believed to develop students' personalities so that they can grow into democratic and law-abiding citizens. Where at the level of Civics learning, starting from the substance, learning process, and socio-cultural effects are interrelated and deliberately planned and programmed to create democratic education programs that can help in the process of forming the character of the Indonesian nation. (Mulyono, 2017:218).

LITERATURE REVIEW

Internalization

Chaplin, (2017:256) states that internalization is defined as the process of appreciating, deepening, merging or uniting attitudes, standards of behavior, opinions, and so on in a person's personality which can influence attitudes, thought patterns and behavior so as to form a complete personality.

Rinjani, (2019:427) states that internalization is the learning of values or ethics that have become part of every individual. The internalization process is a method that involves recognizing values and incorporating values that originally came from outside into a person's ideas and behavior so that in the end these values become his own and become part of his personality.

The process of internalizing values occurs and is carried out through several stages, namely 1) Value transformation stage, at this stage only verbal communication occurs between teachers and students. 2) Value transaction stage, this stage is the stage where values are internalized through a process of reciprocal communication interaction between teachers and students and 3) Trans-internalization stage, the process of

internalizing values through the trans-internalization stage does not only include verbal communication between teachers and students but also includes personality communication taught and displayed by the teacher through conditioning, example and the process of getting used to behaving in accordance with the expected values (Hakam & Nurdin, 2016:14).

2.1 Mark

Value (English) or *valere* (Latin) is a word that means powerful, useful, applicable, capable and strong. Adisusilo, (2017:37) states that values show the views and beliefs of a person or group as something that is considered good, useful and most correct. Values are characteristics that make something pursued, liked, desired, appreciated and useful which have the potential to make every individual or group that lives it provide positive benefits.

Steeman in Sjarkawi, (2015:29) states that values are something that is appreciated, guarded and upheld because they can give flavor and soul to human behavior patterns. Furthermore Fraenkel, (2012:6) states that value is an idea, a concept about what a person considers important in life. Value is a theoretical idea about a value that someone considers important in life. Values function as the foundation underlying a person's behavior and actions.

Civic Disposition
Branson in Mulyono, (2017:222) emphasizes that Civic disposition is one of the civic competencies apart from civic knowledge and civic skills that must be possessed by every citizen. Civic Disposition is a character or trait that a citizen must have that supports his civic knowledge and skills.

Lestari, (2016:136) states that civic disposition is an important component of civic competence, playing a role in helping and directing citizens to

become more mature and orderly in social, national and state life. Civic character is an internal quality that influences and shapes all a person's thoughts and actions regarding his character and behavior by paying attention to morality and ethics.

Education of Pancasila and Citizenship

Darmadi, (2010:12) states that Pancasila and citizenship education are subjects that are used as a means to foster, develop and preserve the noble and moral values that are part of Indonesian culture. This aims to ensure that these noble and moral values can be realized in everyday life, both individually and as members of society, as well as as creatures created by God Almighty.

RESEARCH METHOD

3.1 Research Types and Designs

The type of research used in this research is descriptive research using a qualitative approach. Descriptive research is research that aims to explain systematically, factually and accurately the facts and characteristics of a certain population (Trianto, 2010:164).

This research uses a qualitative approach. Moleong, (2016:6) states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc., holistically, and in a descriptive way in the form of words and language, in a special natural context and by utilizing various natural methods.

3.2 Data source

Data sources in this research are grouped into two, namely primary data sources and secondary data sources. Primary data sources are data sources that directly provide data to data collectors. Meanwhile, secondary data sources are data sources that do not directly provide data to data collectors, for example through other

people or through documents (Sugiyono, 2018:456). Primary data was obtained from informants, namely Civic Education teachers and students at SMA Negeri 30 Bone. Secondary data comes from library books, journals and documents related to this research.

3.3 Research Instrument

In this research, the researcher acts as an instrument as well as a data collector himself by asking, listening, observing and collecting research data. The presence of the researcher in qualitative research is absolute, because the researcher must interact with humans and others in the research process. Apart from researchers, other instruments used in this research are interview guides, interview recording tools, image taking tools for documentation and document formats.

3.4 Data collection technique

Data collection techniques in this research used observation, interviews and documentation.

3.5 Data analysis technique

The data analysis technique used in this research is the Miles and Huberman model data analysis technique, namely through the stages of data reduction, data presentation (data display) and drawing conclusions (Sugiyono, 2018:247).

RESEARCH RESULTS AND DISCUSSION

4.1 Process of Internalizing Civic Disposition Values through Civics Learning at SMA Negeri 30 Bone

The process of internalizing civic disposition values through Civics learning at SMA Negeri 30 Bone is an effort made by teachers to help students adopt and appreciate civic disposition values so that these values become an inseparable part of the student's self and are integrated with the student's personality. Civic disposition values are very important to internalize or instill in students so that they can shape students' character, both private and public character.

The process of internalizing civic disposition values through Civics learning is carried out through the teaching and learning process in the classroom. Civic disposition values that are internalized in Civics learning include religion, responsibility, politeness, honesty, discipline, tolerance, democracy, critical and open thinking and love of the country. These values are internalized directly or indirectly during the teaching and learning process in the classroom.

The process of internalizing civic disposition values has been designed by the teacher before starting the teaching and learning process in the classroom. Civic disposition values that will be instilled through Civic Education learning are developed through teaching modules or lesson plans which are used in accordance with the applicable curriculum as an effort to develop student character or disposition. The process of internalizing civic disposition values through Civics learning is emphasized in the learning stages in the classroom. The learning process starting from the preliminary, core and closing activities stages is carried out so that students can practice and instill in themselves the previously targeted values.

The process of internalizing civic disposition values in introductory activities begins with opening greetings, praying before starting learning, and checking students' attendance. Teachers also check students' readiness before starting the teaching and learning process. This is done so that students have a disciplined attitude and are ready to receive lessons. The process of internalizing civic disposition values in preliminary activities is carried out through motivation and advice given to students. The motivation provided by the teacher is encouragement and enthusiasm so that students can understand the values of civic disposition and apply the values received in their daily behavior.

The process of internalizing civic disposition values through core activities is carried out by dividing students into several groups. This is done to encourage students to have the ability to think critically and have the ability to solve problems so that students are more active in the learning process and provide a more meaningful learning experience for students. In the closing activity in the Civic Education learning process, teachers and students conclude the material studied. Teachers also give appreciation to students when students are able to carry out their duties well and can apply the expected values.

The process of internalizing civic disposition values through Civics learning is carried out by teachers using several methods such as the habituation method, conversation method, exemplary method and reward and punishment method. These methods are used by Civics teachers with the aim that students can recognize and accept values as their own through the stages of recognizing choices, determining their stance and applying values in accordance with their self-confidence and being responsible for the decisions they make.

The habituation method referred to is activities that students are accustomed to doing, from these activities there will be encouragement for students who do them and then it will become a habit that is embedded in the students' behavior because it is done repeatedly. Conversation method through learning methods used in the learning process. The methods in question include discussion and question and answer methods. With this method, students are invited to discuss, talk and interact with teachers and fellow students regarding various issues related to learning material and civic disposition values.

The exemplary method is that the teacher provides a good role model and becomes a role model for students in their

daily attitudes and behavior. By providing good exemplary examples, teachers can provide students with an idea of always applying civic disposition values such as obeying rules, politeness and discipline, so that these values can be internalized and reflected in students' personalities and behavior in everyday life. -days both in the family environment, school and in the community. Internalizing the values of civic disposition through Civics learning is also done by giving rewards and punishments to students. The teacher provides rewards and punishments so that they can provide motivation and encouragement to students so that they can implement the civic disposition values that have been instilled so that these values are reflected in the attitudes and behavior displayed in daily life so that they can be integrated with the student's personality.

4.2 Inhibiting factors in internalizing civic disposition values through Civics Learning at SMA Negeri 30 Bone

1) Students' lack of enthusiasm in participating in the learning process

Students' enthusiasm and concern for learning also plays a role in accepting civic disposition values, students are less enthusiastic and care less about participating in the Civics learning process so that students do not pay attention to the teacher's habits and examples of good behavior and do not listen to and ignore the teacher's advice.

2) The family environment is not optimal in instilling civic disposition values

This factor is related to the not yet optimal role of parents in instilling civic disposition values in their children due to a lack of attention and affection from parents. The role model a parent has for a child greatly influences the child's personality or character.

3) Influence of the environment around students

Student relationships that are

difficult to control and the influence of peers can be inhibiting factors that can influence the process of instilling civic disposition values. The better the student's social or friendship environment, the better the influence on the student's character or personality. Likewise, if a student's friendship environment is not good then this will also have a negative effect on the student's character.

4) Technological development

The challenges faced in the process of cultivating character values are becoming increasingly difficult. Technological developments certainly have positive and negative impacts on the formation of student character. Students' lack of awareness in using technology wisely certainly influences the application of civic disposition values in everyday life.

CONCLUSION

Based on the results of data analysis and discussions that have been carried out, it can be concluded that:

- 1) The process of internalizing civic disposition values through Civics learning at SMA Negeri 30 Bone is carried out through the teaching and learning process in class directly or indirectly by Civics teachers. Civic disposition values that will be instilled through Civic Education learning are developed through teaching modules or lesson plans which are used in accordance with the applicable curriculum as an effort to develop student character or disposition. To internalize values-The value of civic disposition through Civic Education learning is also carried out using various methods, namely the habituation method, conversation method, exemplary method and reward and punishment method. This process is carried out continuously so that students can instill these values in themselves so that they can be reflected in

the attitudes and behavior displayed in their daily lives.

- 2) The inhibiting factors in internalizing civic disposition values through Civic Education learning at SMA Negeri 30 Bone are influenced by the lack of enthusiasm of students in participating in the learning process, family factors that have not been optimal in instilling civic disposition values in their children, this can be caused by a lack of attention and love from parents, as well as the lack of parental role models for children. Environmental factors around students such as students' social interactions that are difficult to control and the influence of peers as well as the influence of the use of social media and digital entertainment can influence the way students see and understand these values.

SUGGESTION

Teachers should remain enthusiastic in providing guidance to students so that they increasingly know the importance of instilling civic disposition values so that students can have full awareness in instilling and practicing these values in everyday life. Schools need to make improvements in efforts to support the internalization of civic disposition values in students and increase cooperation with all school members (principals, teachers, staff and employees) in instilling civic disposition values. For students to be able to implement the civic disposition values that have been instilled not only at school but also at home and in the community.

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