The Engagement of Learning Management on Civic Education for Civic Disposition Building in Senior High School

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Abstract

The implementation of the curriculum in Indonesia has an impact on the engagement of learning management in civic education in senior high school. Adjustment of the learning process is made by civic education teachers to build civic disposition in students. The purpose of this study is to describe the learning management in civic education to be achieved more effectively, efficiently, and productively. This study uses a qualitative method. Data was collected by interviews with 14 civic education teachers, 10 senior high school students, and two senior high school principals in Jakarta. Interviews were conducted for 120 minutes 3 times before and after the learning process took place. To present display data in qualitative research with narrative-evoking texts. The results of this study indicate that to be able to build civic disposition, civic education teachers should apply learning plans, learning implementations, and learning evaluations. Therefore, students can be responsive and proactive to the material taught. Civic disposition helped students understanding the material of human rights and the obligations of citizens in the life of the nation and state. To improve students in civic disposition building, teachers must start learning by using management. Based on theoretical practice, the teacher can improve learning innovation to build civic disposition with learning media and good learning strategies. On the other side, students able to show the attitude of civic disposition in the community.

Keywords: management learning; civic education; civic disposition; senior high school

Introduction

Civic education is the right tool to internalize the character values (Zurqoni, Retnawati, Arlinwibowo, & Apino, 2018). Therefore, civic education is a course of learning that has a mission to shape the nation's personality, namely, conscious effort in the nation and character-building (Roldão, 2003). According to Yuen (2016), civic education aims to foster student knowledge about the country and instill a sense of nationalism. The development of civic education is needed for a strong state as a transmitter in maintaining democracy and preparing citizens in the future (Tolstenko, Baltovskij, & Radikov, 2019). In America, school is a place to form a unity of citizens through civic education (Campbell, 2007). On the other side, civic education in Indonesia is a

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compulsory subject in accordance with constitution No. 20 of 2003, about National Education Standards. The role of civic education becomes important as a basis for students to understand civic disposition (Nogueira & Moreira, 2012). That is in line with Wheeler-Bell (2014) research that civic dispositions such as support for justice and equality and a sense of personal responsibility. To show this sense, civic education are curricular designed as learning subjects, which include spiritual and social attitudes (Hahn, 2015). In addition, civic education is to develop the potential of individuals to become Indonesian citizens who have morality, intelligent, participatory, and responsible (Galston, 2004).

According to Branson (Turner, 1997), there are three main components in civic education, namely civic knowledge, civic skills, and civic disposition. The main purpose of civic disposition is to foster the character of citizens, both private characters (Wheeler-Bell, 2014). The civic education learning process is natural for students to show an attitude of moral responsibility, self-discipline, and respect for the dignity and human dignity of each individual, as well as the public character (Japar, 2018). Fives (2013) explained that civic disposition becomes important because it relates to caring as a citizen, politeness, and heeding the rules of law. Students must have the ability to think critically, and the willingness to listen, negotiate and compromise as a civic disposition (Turner, 1990). Civic education, develop several educational programs and models for their implementation in preparing students to become mature adults with a character through educational institutions (Komarudin, Alkhudri, Ubedilah, Syaifudin, & Casmana, 2019). Besides that, civic disposition has connected with the socio-cultural of civic education to implement the learning process to the community to become a good citizen (Manning & Edwards, 2014). Moral education is one of civic disposition dimension in civic education. There are mission to shape good citizenship and following the values (Alshammari, 2015). One of the implementations through a critical element of good citizens to own and develop characters by a national culture. Students will be able to take a role in carrying out community development (Payne et al., 2019).

Civic education building can connected with learning management in the classroom as one aspect of education management (H. M. Lin & Tsai, 2008). According to Anderson et al. (2018), there are three essential dimensions in school management, namely the organizational aspect, the educational component dimension, and the process dimension. As a management process, learning in the classroom must be built from all stages that are comprehensively (Albert & Grzeda, 2015). Learning activities naturally begin from planning, organizing, coordinating, implementing, and

evaluation through assessment (Dejarnette & Sudeck, 2016). The teacher is supposed to do the simultaneous interventions on learning management. As a tool, learning management made for the teacher to organize the learning process.

The issue of civic education needs to get attention and better handling regarding the importance of the management of learning. Empirical evidence of the weakness of the old pattern in national education control and the roll-out of regional autonomy has encouraged the adjustment—the old pattern of management of future education, which is more nuanced of autonomy and more democratic. Civic disposition as a form of good citizens needs to be instilled in students. Based on the identification of problems and previous research, the formulation of the problem-focused on this research is how the planning of civic education teacher learning management in high schools in civic disposition building.

Literature Review

Civic Education

Civic education also becomes the basis of knowledge for students in maintaining unity and integrity (Isin & Turner, 2002). Students need the process of receiving consciously and the reasoning to feel compatible with it (Comer & Schwartz, 2020). Then, the student responding process that provides study further, when the values are perceived to be needed (Donovan, 2017). Valuing process becomes important as a stage of evaluating studied to obtain consideration and become a characterizing student (Shrivastava, Mitroff, & Alpaslan, 2013). Civic disposition develops as a result of what has been learned and experienced by someone in their environment (Galston, 2004). Therefore, the complexity of investing in all aspects of students makes the learning process in the classroom requires proper management (Davis, 2014; Kilinc & Tarman, 2018). Private characters such as moral responsibility, self-discipline, and respect for the dignity and human dignity of each individual are mandatory (Engelen, Thomas, Archer, & van de Ven, 2018; Woofter, 2019) whereas public character is related to students' concern as citizens (Klien, 2005). In addition, politeness and compliance with applicable regulations students needed (Percival & Pulford, 2019). A teacher is a manager who must manage existing resources in the school environment for the benefit of the learning process.

Based on previous research on learning management, civic education teacher is must be able to manage and empower potential in schools to achieve learning goals (Sarkadi & Rudi Casmana,

2018; Tarman, 2018). Then, social studies teachers have a responsibility and a duty to refocus their classrooms on teaching (Ajaps & Obiagu, 2020; Hawkman, 2020). Therefore, the management of civic education must be adjusted to the process of planning, organizing, and controlling as an effort to realize civic disposition (Iasha, Sumantri, Sarkadi, & Rachmadtullah, 2018).

Learning Management of Civic Education

According to Wong et al. (2017), learning management on civic education helped the teacher to determine the goals or framework of action needed to achieve specific goals. This is done by examining the strengths and weaknesses of learning strategies, determining learning media, and adjusting the assessment process (Murphy, 2007; White, 2020). The learning process can be carried out effectively and efficiently; it requires the learning program management activities (Somers, Passerini, Parhankangas, & Casal, 2014). Civic education learning management, which conducts discussions related to civic disposition (Isac, Maslowski, & van der Werf, 2011). Therefore, learning management is needed by the teacher as a strategy in the classroom to give concepts and principles of civic disposition in political, legal, and moral civic education (Rahmadi et al., 2020; Somers et al., 2014). Moreover, the involvement of learning management in civic education is carried out to prepare students in the democratic process towards efforts to protect and defend the country (Haigh, Murcia, & Norris, 2014). For this reason, civic disposition plays a role in developing confidence to be able to participate in civic life (Osanloo, 2009).

Civic Disposition in Indonesia

Civic disposition is aim to prepare students to become global citizens (Karliani, Kartadinata, Winataputra, & Komalasari, 2019). It is shown as global citizenship to covers various dimensions such as political, moral, social, critical, environmental, and spiritual (Warren, Jaafar, & Sulaiman, 2016). According to Lukitoaji (2017), in conducting civic disposition training, it is usually through learning models such as project citizens. In line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 37 of 2018 in the senior high school, the curriculum must include civic education subject relate to civic skills and civic disposition. Based on Winataputra (Karliani et al., 2019), explained that civic disposition must appear in the material. Students are trained to have responsibility for the assignments given, to accept suggestions from friends, and to show a democratic attitude.

Liem, and Chua (2013) explained civic dispositions are strictly related to the character of students in their lives as members of the citizens. To form students' understanding of the equality of human rights, it has become imperative for students to advance the common good by caring about social problems of the surrounding environment. That way, research Pantic and Wubbels (2012) also explained popularized educational goals to grow smart and good citizens who were influenced by the teacher's role. The teacher's task is to teach virtue through trials and direct communication in facilitating students to carry out the dimensions of civic disposition by giving them reinforcement. These civic disposition criteria provide opportunities for students to participate in shared problems in an open manner. In connection with that matter, the conception by Village and Francis (2016) guides what is truly worth following and implementing by students in their environment on civic disposition. Thus, on civic education subjects, the teachers instill social, cultural, and moral values to overcome a value education approach using a value clarification approach (Msila, 2015).

In other words, through Sorenson (2013) civic disposition offered focus on moral behavior based on ethical reasoning and developing the ability to make decisions and solve problems. The need for civic disposition felt urgent to be done optimally because the formation of good and intelligent citizens must carefully consider the moral development of each citizen. Therefore, Beerthuizen and Brugman (2016) explained there is a correlation between moral value evaluation with externalizing behaviour across value areas in adolescents students. The reason is that after all, a person's education process to become an adult citizen is influenced by his own moral development (Nasir, 2020; Swalwell & Payne, 2019). To shape the morals included in civic disposition need to be built with civic education. So, there is innovation in the learning process on developing civic disposition through action civic education (Blevins, LeCompte, & Wells, 2016).

Method

Research Design

This research used qualitative approach (Creswell, 2017). The qualitative approach is carried out as a research procedure that produces descriptive data in the form of oral data from the teachers and observed behavior (Blalock, 2018). The intended behavior is when the teacher is in charge of compiling a teaching system. This qualitative research was conducted looking at the conditions

and data requirements. To be able to describe the implementation of learning management in the civic education learning process, interviews and observations are conducted.

Participants

The main participant of this study was 14 civic education from 7 high schools in Jakarta who had been selected, from the age of 27 to 50 years, and had teaching experience from 2-25 years. As we know, the teacher has experience in dealing with students and mastering the principles and techniques of teaching. The substance of the learning development process begins with identifying problems, continues with developing strategies and learning materials, and ends with evaluating their effectiveness and efficiency. In this research, the author collaborated with ten students. This research was conducted in Jakarta, Indonesia. The choice of research sites is due to the proximity to the authors' work environment. Ease of access related to participants makes the authors choose SMA 1 Cengkareng, SMA 36 Jakarta, SMA 52 Jakarta, SMA 12 Jakarta, SMA 34 Jakarta, SMA Garuda Cendekia, and SMA Perguruan Cikini as a research setting. This research was conducted in the classroom and the teacher's room. That is because participants often do activities at the place. The seven schools have different learning qualities. All teachers in the school have the same teacher qualifications, namely bachelor's degree qualified teachers. Data from civic education teachers, students, other teachers, and headmasters are needed. So, it requires an in-depth search of the management techniques used by the teacher.

Data Collection

The main instrument in this study is the researcher himself. Researchers as instruments can deal directly with respondents and are able to understand and assess various forms of interaction in the field. To help researchers as the main instrument, the researchers make supporting instruments. Thus, researchers chose to conduct data collection in senior high school. Researchers conducted a preliminary survey that is by looking for the subject as a resource. During the survey process, the researchers conducted a field study of the research setting, looking for data and information about the civic education learning process in SMA 1 Cengkareng, SMA 36 Jakarta, SMA 52 Jakarta, SMA 12 Jakarta, SMA 34 Jakarta, SMA Garuda Cendekia, and SMA Perguruan Cikini. The second instrument in this study is the interview method. In general, the preparation of data collection instruments in the form of interview guidelines.

Table 1

Civic Disposition Instrument

Research Question	Component	Sub-Component
	• Formulation of purpose	• Formulation of learning objectives is included attitude competencies, knowledge, and skills.
	• Learning material	• Arrange learning material that is relevant to the content standards and standards competence.
	• Learning Media	• Use of sources and media learning that is relevant to competency standards.
	• Method	• The use of learning methods is based on problem-solving.
How does the Civic Education learning management on civic disposition building?	• Learning source	• Determination of steps principle-based on learning scientific approach.
		• Assessment techniques and instruments using authentic judgment and comprehensive includes assessment

Source: Private Document (2020)

The interview process for each informant was carried out for three meetings with 40 minutes after the learning process. With regard to the focus of research related to civic disposition, civic education material that is appropriate in the data collection process is a violation of the rights and denial of the obligations of citizens in the life of the nation and state. Observations were made while the learning process lasted for 2 x 60 minutes. The selection of interview subjects is based on the experience of civic education teachers who have used the 2013 curriculum in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 37 of 2018. Besides that, interviews were also carried out on 35 minutes for students. The students became as a source in collecting research data because the researchers were very hopeful of obtaining data and information from them about various matters regarding improving student civic disposition through learning management conducted by civic education teachers. This research also works with the school principal to find out the obstacles faced by civic education teachers in arranging learning management.

This study conducted observations and interviews as a collection of data describing the management of civic education learning in public senior high school (SMA 1 Cengkareng, SMA 36 Jakarta, SMA 52 Jakarta, SMA 12 Jakarta, SMA 34 Jakarta), and private school (SMA Garuda

Cendekia, and SMA Perguruan Cikini). The observation process was carried out when the Civic education teacher was conducting the learning process. Then, the question component at the time of the interview relates to the civic education learning planning variable, teacher's understanding is related to basic competencies and learning plans, and how the teacher's learning management process is in conducting civic education learning innovations. In addition, this interview was also conducted to students to find out how their understanding of the material violations of rights and denial of the obligations of citizens in the life of the nation and state. And how they respect differences in the context of respecting human rights through civic education learning. However, before learning begins, the teacher has prepared to learn management, which is done through learning plans, learning implementation, and learning evaluation (Buchs, Filippou, Pulfrey, & Volpé, 2017). As an effort to build civic disposition, this study seeks to describe the learning management of civic education teachers in grade 3 of senior high schools. Researchers followed the learning process carried out by the teacher on material violations of rights and denial of the obligations of citizens in the life of the nation and state for four meetings. Each meeting begins with a review of the issues that are around students. The learning process is carried out for 90 minutes. The data reduction process this study continues after the fieldwork until the final report is thoroughly arranged. In the triangulation stage, researchers compare the observational data with the interview data. And, compare the results of the interview with the contents of a document related.

Data Analysis

After the data is collected, then analyzed using data management techniques. Analysis of the data used by the authors in this study aims to answer the questions listed in the identification of problems. Data analysis techniques used by Miles and Huberman model (1994) in (Miles, Huberman, & Saldana, 2014) such as research include interview transcript, data reduction, analysis, data interpretation, and triangulation. The reduction is made since the collection of data, starting with making gains related to the collection of existing data. Then, discuss themes, write memos, and set aside data or information that is not relevant, then the data is announced. The presentation of qualitative data is presented in the form of narrative text, with the aim of being designed to facilitate information arranged in a coherent and easily understood form.

Results

Implementation of Civic Education Learning Management on Civic Disposition Building

To answer research questions, the privacy of informants in accordance with the code of ethics of the study, we disguise participant data. Following is the biography of the interviewee:

Table 2
Biography interviewee's

No	Interviewee	School of Origin	Age	Education Background	Teaching Experiences
1	SD	SMA N 1 Cengkareng	27	Bachelor Degree	3 years
2	DK	SMA N 36 Jakarta	29	Bachelor Degree	5 years
3	AM	SMA N 52 Jakarta	32	Bachelor Degree	9 years
4	SR	SMA N 12 Jakarta	28	Bachelor Degree	4 years
5	MR	SMA N 34 Jakarta	40	Master Degree	17 years
6	FA	SMA PerguruanCikini	42	Bachelor Degree	20 years
7	MJ	SMA Garuda Cendekia	37	Bachelor Degree	15 years
8	MP	SMA N 1 Cengkareng	48	Master Degree	25 years
9	PH	SMA N 36 Jakarta	46	Bachelor Degree	23 years
10	RD	SMA N 52 Jakarta	33	Bachelor Degree	8 years
11	DS	SMA N 12 Jakarta	27	Bachelor Degree	2 years
12	NT	SMA N 34 Jakarta	28	Bachelor Degree	2 years
13	LK	SMA PerguruanCikini	37	Bachelor Degree	12 years
14	AJ	SMA Garuda Cendekia	45	Master Degree	20 years

Source: finding data (2020)

All teachers use learning management in civic education. Some of their comments illustrate this learning plan:

> "*Learning planning is important in management education. Therefore, I feel that there is a standard of competency to be achieved to help teachers understand the limits of learning* "(DK)
> "*The importance of learning management is the key for me to understand the material that will be delivered. By planning to learn, I can determine what learning strategies to use.* " (MR)
> "*Making a learning plan is included in the management of learning to guide teachers. For me, the teacher must have a learning plan to find out what media is in accordance with the material.* " (PH)

Based on the understanding of the three teachers about learning management and the objectives of the learning plan. However, management of learning on material rights violations and denial of citizens' obligations in the life of the nation and state. To initiate learning, elementary, DK, AM, SR, MR, and FA open the material by inviting students to analyze cases of rights violations and denial of citizens' obligations regarding the 2019 presidential election participation. On the other hand, MJ, MP, PH, RD, and DS open material by inviting students to identify images about violations of citizens' obligations. NT, LK, and AJ opened the material by showing a video related

to the 2019 general election. How do you build a civic disposition through material that will be studied by students?

> *"Pictures are media that make students interesting to give real examples of violations of rights and obligations. When students know the consequences of violations, they will respect differences as a gift. "* (MJ)
>
> *"To see students' responsive and proactive attitudes, it is important to provide cases for analysis. Students are trained to read, then analyze and respond. With good learning management, I find it helpful to find learning innovations*" (FA)
>
> *"The characteristics of students are different, and I feel challenged in innovating learning. For this reason, it is important to implement learning management in Civic education. Moreover, videos can help students identify the nature of citizens' rights and obligations. "* (AJ)

Learning is the assistance given by educators so that the process of acquiring knowledge and transformation character skills, as well as the formation of attitudes and beliefs in students (Martins, Detmer, & Rubery, 2005). In other words, learning strategy is a process to help students to improve academic performance (Lee, Wang, & Ren, 2019). Based on interviews MJ, FA, and AJ on learning strategies required interesting learning media. Good management determines the pros and cons of learning, how instructors use the right methods, provide the right learning tools and create conditions that are conducive to teaching and learning in progress (Alexander-Shea, 2011). During the learning process, LK provides a video related to citizens who decide not to vote in the general election of students interested in watching it.

> *"A teacher in implementing the learning process in education will need certain learning methods in order to achieve his goals easily. Students can build civic disposition in the community. "* (PH)
>
> *"Human resource management in carrying out interaction activities between teaching staff and students and learning resources becomes the learning objective to be achieved. Moreover, civic education material trains students to implement civic disposition*"(NT)

Learning management is carried out as a collaborative process to achieve common goals. To develop civic education management, the principal plays a role by sending teacher representatives to attend training activities.

> *"Every activity that has the effect of increasing HR expertise, we try to always follow it. Because we continue to need it for the advancement of quality schools and graduates* "(JK, Principal 1)
>
> *"Learning management is very important for teachers to do. Especially in Civic education because the material is more on theoretical concepts. For this reason, teachers must have learning innovation. "* (OP, Principal 3)

Interviews of principals were conducted separately at the fifth meeting. From the results of the interview, JK and OP explained that learning management is important to be implemented, and to improve the expertise of teachers is allowed to participate in training activities.

> *"By the regulations of the Minister of Education and Culture in the management of learning, teachers must have planning, implementation, and evaluation of learning. Especially in Civic education that has indicators of achievement for students to be able to build civic disposition. "*(RD)

Human rights are the basic obligations of everyone (Hamelink, 1998). In other words, human rights are irrespective of the citizenship status held by that person (Bromley, 2011). Meanwhile, the obligations of citizens are limited by one's citizenship status (Japar & Nur Fadhillah, 2018). However, the concept of civic obligation has a broader scope because it also covers human rights obligations (Leung, 2008). SR conveyed the competencies to be achieved and their benefits in everyday life. Then PH delivered an outline of the scope of material and activities to be carried out. The teacher has a role as one of the elements of education management in an educational institution that is seen directly in transferring knowledge to students (Farrow, Wetzel, Farrow, & Wetzel, 2020). Besides that, the teacher manages his class and formulates learning objectives in an operational manner (Jalloh, Collins, Lafleur, Reimer, & Morrow, 2020). Determine learning material, establish methods appropriate to the learning objectives, and carry out learning activities (S. Lin et al., 2020). After that, evaluating the learning outcomes and other professional abilities of the teacher so that the learning process can run according to the objectives to be achieved (Erikson & Erikson, 2019).

In the process of implementing student learning in AM, SR, MR, and MJ classes are divided into several groups with 4-5 people each group. Students are given themes related to violations of citizens' rights and obligations. Students in accordance with their group assignments looking for further information by reading various other relevant sources both from the internet; the web, as well as other social media, to answer questions contained in the discourse of cases of violation of rights and denial of citizens' obligations. Students are given the opportunity by the teacher to present the results of their analysis.

> *"Civic education learning strategies in building civic disposition are by training students' literacy, collaboration, and critical thinking. It can show a responsive and proactive attitude of students "*(AM)
> *"The rights and obligations of citizens are also inseparable because after all those obligations arise rights and vice versa. For this, it is important for students to build*

civic disposition. So students have a responsible attitude towards their rights and obligations "(SR)

"Through the evaluation given by the teacher, students understand that every citizen is required to attend primary education, and the government is obliged to finance it. This can build civic disposition for students. They understand their purpose of learning is a right that is obtained from the state "(MJ)

Based on the interview of AM, SR, and MJ, the student carries out what is their duty and fight for what is rightfully through civic education. The teacher must try to make things clear to students and skilled in solving problems. For this reason, researchers also conducted interviews with students in understanding civic disposition. The following are the results of the interview of researchers and students:

Table 3
Student Interviews

Name	School of Origin	Age	Finding
Student 1	SMA Garuda Cendekia	15	There is a change compared to when I was in class 2 yesterday; the teacher gives more orders now. I feel happy with the group learning system.
Student 2	SMA N 1 Cengkareng	16	The current learning process for teachers is very varied. When identifying video cases of violations of citizens' rights and obligations, I become more respectful of differences.
Student 3	SMA N 36 Jakarta	15	... before the lesson begins, the teacher provides information on the learning objectives. This makes it easier for us to adjust to learning.
Student 4	SMA N 52 Jakarta	16	Through interesting learning media, I can identify examples of behaviors to prevent violations of citizens' rights and obligations
Student 5	SMA N 12 Jakarta	16	With the discussion group, I can respect the differences of opinion of other students and be able to analyze cases of violations of rights and obligations.
Student 6	SMA N 34 Jakarta	16	The current civic education learning process is different. The teacher allowed students to find information related to violations of rights and denial of civic obligations in the life of the nation and state through internet sources or books; these activities train us to be responsible for obligations; that is the task.
Student 7	SMA Perguruan Cikini	16	Through learning Civic education in the material rights and obligations, I was trained to be honest when doing the task by not copy and paste. My group is committed to doing the task well. In my opinion, these activities make me more respectful of the rights received, especially education.
Student 8	SMA Garuda Cendekia	16	As a student, I realize that being a good citizen must have an attitude of tolerance. The group assignments given by the teacher make me respect the opinions of friends and do a good collaboration.
Student 9	SMA N 1 Cengkareng	15	The learning process carried out by the teacher is well structured. So, I dare to be responsive to violations of rights and obligations
Student 10	SMA N 36 Jakarta	15	Through civic education, I understand cases where the implementation of rights and obligations. So, caring attitude towards others is necessary. The teacher explains material that is easy to understand.

Source: finding data (2020)

Based on table 2 regarding the results of interviews with students, almost all participants gave positive responses to civic education. Student 1 explains the comparison of the learning process before grade 1. AJ, as Student 1 teacher, shows the progress of teaching using good learning management and building positive perceptions and attitudes towards civic education subjects. This is indicated by the learning media used by the teacher. SD, DK, AM, SR, MR, and FA open the material by inviting students to analyze cases of violation of rights and denial of citizens' obligations. MJ, MP, PH, RD, and DS begin the material by inviting students to identify images. On the other hand, NT, LK, and AJ opened the material by presenting videos related to the 2019 general election. In the context of global life, civic education must equip students to live in the global arena as global citizenship(Japar, Fadhillah, & Syarifa, 2019). Therefore, the substance and learning of civic education are oriented to equip Indonesian citizens to be able to live and contribute optimally to the dynamics of 21st-century life. The manifestation of these skills is explained by Student 6.

Evaluation management conducted verbally and in writing. Daily assessments are carried out more flexibly according to the fundamental competencies discussed(Lam, 2019). One teacher revealed that after the process of implementing learning with competency standards of violation of rights and denial of the obligations of citizens in the life of the nation and state, students were asked to describe orally(Meijer, Hoekstra, Brouwer, & Strijbos, 2020). Besides that, students are also given an attitude assessment questionnaire. The results of attitude assessment during the period of one semester are written in the form of descriptions that describe the behavior of students(Jopp & Cohen, 2020).

Discussion

Based on the findings show that the implementation of civic disposition through good learning management can increase student motivation. This is in line with Syahruddin (2017) who conducted research related to the management of civic education learning through lightening the learning climate. Guided discovery learning has a positive impact in improving student achievement. This can be seen from the increasingly solid understanding of students towards the material presented by the teacher. According to students 9. the learning process carried out by the teacher is well structured. So, he dares to be responsive to violations of rights and obligations. The findings show that in learning, students are encouraged to find out for themselves and transform

complex information and develop their abilities to the environment and the era in which they live (Sarkadi & Rudi Casmana, 2018). Because, on learning process must be related to the opportunities given to students to construct knowledge in their cognitive processes (Roldão, 2003). For this reason, building good civic disposition requires good learning management students need to be encouraged to work to solve problems, find everything for themselves, and strive to realize their ideas (Dejarnette & Sudeck, 2016).

The teacher develops a learning atmosphere that allows students to discover, apply their own ideas, become aware, and consciously use their own strategies for learning. This was shown by students 4 and 6 that learning management helps teachers develop learning processes that make students understand and become more independent (Albert & Grzeda, 2015). As explained by Campbell (2007) or students, learning must shift from being given "know" to "actively finding out." Thus, the research is in accordance with the results of interview student 7, which shows that indeed in learning management, a good learning plan must be available. This is because civic disposition is related to the quality of human resources in the present and the future(Iasha et al., 2018). Whereas the activities of the teacher during the learning process have carried out the steps of the Learning method in accordance with the process of transformation during which the teacher creates ideas based on the problems and interests of the content of the lesson itself (Somers et al., 2014). For that, learning management in civic education can be considered as a process of transformation where the teacher creates ideas for learning (Isac et al., 2011).

Civic education teacher can be able to experience obstacles in the learning process (Haigh et al., 2014). In the statement of teacher MJ learning management can build civic disposition for students. They understand their purpose of learning is a right that is obtained from the state. In line with Shrivastava et al. (2013) that building civic disposition requires learning plans because planning is a learning guide. In the context of a civic education learning plan, a teacher must understand that the characteristics of civic education subjects are different from the characteristics of other subjects (Davis, 2014) because students realize that being a good citizen must have an attitude of tolerance. This attitude of tolerance goes into the characteristic of mutual respect for civic disposition. Even though Percival and Pulford (2019) state that civic education is related to civic knowledge. However, based on the findings, it is important to build students' civic disposition as a form of implementation of attitudes and ethics following existing norms in the community where they live (Engelen et al., 2018).

The process of implementing civic education learning must be carried out with a holistic approach in a learning system. That can help teachers for civic disposition building in the form of general guidelines and a framework of activities. A teacher must pay attention to two things, namely the variation of learning and the steps of learning. Variations in learning will make the classroom lively and more interesting, while the steps of learning are more time management. The management of learning gives birth to more active and creative learning methods, where the method is a tool to achieve school learning goals. So, the of this study indicate that the involvement of learning management makes it easier for teachers to innovate Civic education learning. In addition, students are able to be responsive and proactive to violations of rights and denial of citizens' obligations in daily life. This study indicates that to be able to build civic disposition, the teacher implements learning management in civic education. Civic education teachers apply learning plans, learning implementations, and learning evaluations. So, students can be responsive and proactive to the material taught; one of them is the material violations of rights and denial of the obligations of citizens in the life of the nation and state.

Building civic disposition is not easy for high school students. For this reason, through this research, it is explained how important is good learning management in civic education. Teachers cannot teach without good preparation. Because, in the process of building a civic disposition required variable learning planning, teacher's understanding is related to basic competencies and learning plans, and how the teacher's learning management process is in conducting civic education learning innovations. As explained by Buchs, et al. (2017) that the teacher must start learning by using management. Theoretical implications, students are able to show an attitude of respect for human rights and obey their rights and obligations as citizens. In practice, the teacher can improve learning innovation to build civic disposition with learning media and good learning strategies. On the other side, students able to show the attitude of civic disposition in the community.

Conclusion

Implementation of learning management on civic education in students at SMA 1 Cengkareng, SMA 36 Jakarta, SMA 52 Jakarta, SMA 12 Jakarta, SMA 34 Jakarta, and private school SMA Garuda Cendekia, and SMA Perguruan Cikini can build civic disposition. They can be responsive and proactive to the material taught; one of them is the material violations of rights and denial of the obligations of citizens in the life of the nation and state. This is shown by the response of

students who realize that understanding related to human rights and the ability to behave is important to build. So that the goal of Civics to be good and smart citizens can be achieved well. Civic disposition can be interpreted as features or signs that indicate something different from others. Civic education as a crucial subject for students has characteristics that are quite different from other branches of knowledge. Civic disposition can be seen from the object, the scope of the material, learning strategies, to the final goal of this education. Civic education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and characterized. Learning management helped the teacher to civic disposition building. Students show their values of kindness, togetherness, sacrifice, respect other people, and keep unity in the learning process. Therefore, they really need improvement in their civic disposition. For this reason, it is important to involve learning management in civic education to build civic disposition in the younger generation, especially high school students. Therefore, in the future, it is needed for the development of media and learning strategies to be more varied. Researchers appeal to observers (lecturers, teachers, researchers, government, community) to support civic education scholarship. In addition, in order to improve student learning achievement, teachers should train students more often with discovery activities, even at a simple level, where students can later discover new knowledge, gain concepts and skills so students succeed or are able to solve the problems they face.

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