

Reinforcing Civic Dispositions through a Value Analysis Approach on Civics Education Subjects in Schools

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This research aims at producing Civic Dispositions reinforcement strategies through a value analysis approach on Civics Education subjects in schools. The approach of value analysis emphasizes the development of students' analysing abilities concerning social values. If we are to compare this approach with the cognitive approach, the value analysis approach emphasizes discussing social problems which reflect particular moral values. The social problems highlighted in this study include issues on environment, education, poverty, traffic jams, moral degradation, drug abuse, crime, and human rights violations. The student's moral values include: religion, honesty, tolerance, hard-work, creativity, independence, democracy, curiosity, care for the environment and social life, friendliness, responsibility, love of country, peace of mind, and national spirit. This research was conducted at Junior High Schools in Surakarta City, and was designed with qualitative research methods using purposive sample technique. The subjects used in this research were 7th grade Civics teachers and students. The data collection was carried out through document study, interview, attitude assessment, and observation. The data analysis techniques applied data reduction, data presentation, drawing conclusions and verification. The study found that the value analysis approach reinforces students' Civics dispositions. This approach helps students learn decision making through systematic steps. The steps of value analysis approach involves: 1) identifying and explaining the related values; 2) collecting facts of the related issues; 3) testing the truth of facts concerning the issues 4) explaining the relationships between the related facts; 5) formulating temporary moral decisions; and 6) testing the moral principles applied in decision making.

Key words: *Reinforcing, Civics dispositions, value analysis approach, social issues..*

Introduction

The educational process is a process to humanize the humans. In other words, education helps people enhance their identity as a human being and is capable of providing a positive benefit for others in their neighbourhood. Educational processes which emphasizes the creation of humanistic values is quite significant in sustaining a democratic society and global citizenship (Dallmayr, 2013).

In this context, moral education and character are fundamental in developing students' morals (Watson, 2014) and characters (Fallona and Richardson, 2006). Classroom management is a set of procedures used to organize and motivate students (Everston and Weinstein, 2006). Students' moral growth is characterized by a sense of mutual respect and cooperation in school and in an outside environment where students share the opportunity to interact and regulate their behaviour voluntarily (DeVries et al., 2002). Therefore, education should aim as a process for changing tendencies, feelings and desires where both are in harmony with reason.

Educators who incline towards students' moral development commonly realize that they need to create new approaches regarding the classroom management and discipline in order to create communities who uphold the values of caring and justice as their main principles (Watson and Battisch, 2006). Commitment in expressing concern is the basis of human morality, where students can only learn to care if their environment sustains the sense of caring itself (Noddings, 2002). Management and discipline systems should be focused in an effort to foster ideal moral human behaviour in addition to focusing on developing social, emotional and the needed competency skills for building moral actions. This will help students establish their passion and determination in creating a better moral life (Lapsley and Narvez, 2005).

In a number of countries, character education has been applied to the curriculum in schools. For example, in Thailand, the younger generation is educated to be able to adapt to social dynamics. The citizenship character inculcation towards students of 21st century is an important right of today's citizens to achieve successful lives (Ongardwanich et al., 2015).

In Malaysia, the educational system is deliberately designed to enable students to have a mature character of citizenship to prepare them for the 21st century. Research results suggest that having a cooperative nature and attitude of good leadership in working groups is important for students. They should also : (1) be capable of controlling emotions and supporting the feelings of others in social interaction; (2) demonstrate integrity and balance in life; (3) have moral and ethical attitudes; (4) utilize science and technology for sharing information across geography, language and culture (Sukor et al., 2010). Moral education is a compulsory subject for students in Malaysia and is considered as a response to social change in the structure of society.

In South Korea, in the 21st century, there has been much change, and even a shift in values caused by the presence of digital technology. The purpose of education should be able to shape the character of its citizens to: (1) be individuals who are able to maintain and appreciate the values and cultural diversity; (2) have compassion towards others; and (3) collaboratively build values in order to achieve greater prosperity and ultimately can affect them in terms of the better decision making (Ait et al., 2015).

In general, schools in democratic states have certain obligations to educate the younger generation, and develop their knowledge and attitudes of citizenship to foster a more democratic society. This can be done through education in schools (Heath, 2018). The education process is not just the development of quality knowledge, but their responsibility as individuals in caring for the environment, and their civil disposition. As a result, most class management strategies are limited to evaluating the effectiveness of students based on their progress in academic learning (Brophy, 2006).

Civics Education (PKn) teachers in schools are urged to be able to emphasize the values of cooperation, help each other and benefit from each other, be honest and empower creativity that allows all of them to be applied to the learning process. Therefore, human values manifest themselves in students and get more attention to be developed. Herein lies the importance of the learning process to develop the Civics depositions of students applicable through Civics Education (PKn) at schools. Civics Education basically allows students to learn to be smart and good citizens in the life of a democratic society, nation and country. However, Civics Education is strongly influenced by the dynamics of changing societies and the development of science and technology. Civics Education should encourage young citizens to be able to take advantage of the positive influence that is the development of science and technology to build a nation-state. Civics Education also needs to intervene against the negative attitudes of young citizens who tend to stray. Therefore, the Civics Education curriculum should be developed and adapted to kept up with developments and challenges.

The challenge for Civics Education now covers the development of communities that are moving forward and changing faster. Thus, societal changes are generally interspersed with various issues of citizenship. A number of cases and events that took place in the lives of the Indonesian people include the problems of environmental, education, poverty, traffic jams, moral degradation, drug use, crime, and human rights violations. In case the occurring problems are not managed properly, this can reduce our identity as an Indonesian nation. The low level of understanding and the decline in the citizens' consciousness of upholding the noble values of Pancasila in personal and state life is like being in the stage of disintegration because there is no longer a common grip. This happens even though the Indonesian people practice the noble values as guidelines in society, nation and state lives.

Teachers should have certain considerations if they want to teach students to analyse controversial issues in the classroom. It is important for teachers to engage students in class meetings to solve the problem (Watson and Ecken, 2003). However, the teacher should be able to choose issues which reflect certain moral values; thus, the educational process does not seem to only develop cognitive quality, but also develops students' affective qualities.

One applicable strategy to cope with this problem is through a value analysis approach in Civics learning at schools to strengthen the students' Civics disposition. This analytical approach begins with the development of students' analytical ability as related to the social values that are eventually expected to strengthen students' Civic disposition. This is reinforced by the results of a study by Suryanto, Widodo and Nursalim, who identified a learning approach or model that offers a process of rational thinking in conceptualizing and relating values in dealing with controversial moral issues that can strengthen student Civic disposition (Suryanto et al., 2018).

Considering this very broad target, this study limits its scope to strengthening Civic disposition of students through a value analysis approach in Civics Education (PKn) subjects to students of junior high school of seventh grade with the consideration that the education process for junior high school age children has much been focused on developing students' affective qualities. This is interesting to examine, in line with Lašek and Loudová's opinion (Lašek and Loudová, 2013), that the affective quality of young people of twelve to seventeen ages took precedence over demanding them to change their attitudes, such as the adults' civil attitudes in various aspects of their state lives.

Review of Related Literature

The Concept of Humanistic Learning

Humanistic education comes into existence as a point of disagreement against both psychoanalytic and behaviouristic perspectives. This disagreement was based on a number of reasons, including that psychoanalysis is considered an overly pessimistic view prone to despair, while behaviourism is considered too rigid (mechanistic), passive, static and slavish (Ait et al., 2015). Related to this view, humans are only portrayed as a person who lives and acts like a robot.

Psychologists of education suggest that humanistic education is not a learning strategy, but a learning philosophy that respects students' affective domain, in addition to the cognitive and psychomotor domains. There is an educational model that emphasizes the humanizing classroom. Such humanizing classrooms involve encouraging students to: (1) realize themselves as a growth process that is undergoing constant and perpetual change; (2) looking

for concepts and identity; and (3) integrating awareness between heart and mind (Miller, 1996).

Emotional intelligence plays an important role in ensuring one's successful life. This ability refers to a person's ability to control, organize and use their emotions toward learning activities that bring optimal results (Lapsley and Narvez, 2005). The human mind is a typical mind with an open system. Education is not an indoctrination process that has a closed system. develops minds narrowly and rigidly.

Based on the explanation above, conclusions can be drawn that the concept of humanistic learning is a learning concept that respects affective development to shape human emotional intelligence through learning to humanize human beings.

Value Analysis Approach

The value analysis approach is pioneered by L.Metcalf, D. Oliver and J.P Shavers (Metcalf, 1971), who define it as a way to express logical and systematic thinking skills in solving a value issue such as issues related to lay police such as state safety, individual rights and the surrounding environment. The value analysis approach is part of the Value Clarification Technique that helps students find / realize the values underlying their behaviour, feelings, ideas, and important choices that have been made Students concerned continue to act based on their chosen values, which can lead to changes in student attitudes and behaviour.

There are six essential steps and value analysis need to be considered in the educational process according to this value approach as described in the table below:

The steps of value analysis	Problem resolution tasks
<i>1. Identifying and explaining related values</i>	<i>1. Reducing differences in interpreting of related values</i>
<i>2. Collecting related facts</i>	<i>2. Reducing differences about the related facts</i>
<i>3. Examining truth of the related facts</i>	<i>3. Reducing the difference on truth about the related facts</i>
<i>4. Explaining the relationship between the explored facts</i>	<i>4. Reducing differences regarding the relationship between facts</i>
<i>5. Establishing a temporary relationship between moral decisions</i>	<i>5. Reducing differences in formulating temporary decision</i>
<i>6. examining the moral principles used for decision making</i>	<i>6. Reducing differences in examining the accepted moral principles</i>

On the basis of the steps above, previously it was not enough for students to learn Civics



Education by recognizing a number of social phenomena, and the sharpness of analysis of values reflected in social issues raised in the learning process. In implementing this value analysis approach, students were given the task of analysing events or cases that reflect certain moral values. These problems can be found by students through investigating various mass and electronic media, class discussions or through film screenings accompanied by the teacher(s). From the analysis, students will get positive and negative scores related to the problems they discussed in class.

This analytical approach is significantly applied considering that these various problems are nothing but a challenge for the current Civics Education. Relevant problems are used as a source of learning reference for students in analysing the moral values manifested in them. It is possible for students to be able to analyse a number of cases and events that occur in the life of the Indonesian nation such as environmental problems, education, poverty, traffic jams, moral degradation, drug use, crime and human rights violations.

In the context of efforts made in strengthening students' Civics disposition, teachers should be able to direct the process of value analysis of a case related to moral principles through the study of interpretations in addition to studying the noble values of Pancasila that relate to the social and historical context. This reinforcement is an effort to provide insight and understanding to students about the large scope of Civics education. By this strategy, students are expected to have and show religious attitudes, honesty, tolerance, hard work, creativity, independence, democracy, curiosity, care for the environment, social care, friendship, responsibility, love for the land, peace of mind, and a national spirit.

With regard to the above, the conclusion can be drawn that the value analysis approach emphasizes the development of students' ability to analyse the actions of individuals and groups connected to their social values. If it is compared with the cognitive approach, the value analysis approach emphasis the discussion of social issues as it reflects certain moral values. This approach helps students cultivate wisdom in making decisions through systematic steps. The step value analysis approach in this study includes: (1) identifying and explaining the related values; (2) collecting facts relevant to the issue; (3) examining the truth of facts related to the issue; (4) explaining the relationship between the facts; (5) formulating temporary moral decisions; and (6) examining the moral principles used in decision making.

Civics Education

In each country, the objectives of Civics education are formulated differently, according to the national situation, traditions, cultural heritage and curriculum used (Navarro and Fernandez, 2015). Civics Education is not only based on the constitution of the country concerned, but also must consider the demands of the times and future developments. The scope of the nation's

future studies covers various issues of citizenship, e.g. Human rights issues, the implementation of democratic life, and environmental issues. Being the young citizens in their country, students need to be trained to have understanding, awareness and responsiveness and participatory attitudes towards social phenomena and symptoms in their environment.

Civics education as a school subject is part of Civics education in the curriculum, especially in the context of formal education taught in schools. Civics education (PKn) develops all aspects of human personality, which includes knowledge, values, attitudes and skills to become good citizens. Civics Education is an educational program oriented to foster and develop the citizens' personalities perfectly. The essence of a citizen's personality is Civic virtues. The development of citizenship virtues is guaranteed to be successful when all the developing elements take part in supporting it, including Civics knowledge, Civics disposition, Civics skills, Civics commitment state commitment, Civics confidence, and Civics competence. Overall, the Civic virtue is needed by everyone who is willing and able to realize Civics participation intelligently and responsibly.

Based on the above explanation, it was concluded that Civics Education in the context of formal education in schools is an educational program that develops all aspects of human personality, which includes knowledge, values, attitudes and skills to become good citizenship.

Civics Disposition

Civic Dispositions are actually the most substantive and essential dimensions in Civics Education subjects. The dimension of Civics character is illustrated as an "intermediary" between the development of the two previous dimensions. By paying attention to the vision, mission, and purpose of the subjects of Civics Education, the characteristics of these subjects can be seen to emphasise the dimension of the character, traits, attitudes and other affective potentials (Suryanto et al., 2018).

Citizenship attitude can be simplified as common acts of thinking by citizens who willingly sustain the healthy function and excellence of the democratic system (Quigley et al., 1991). The thinking attitude of citizens actively helps social functions to work well and guarantees the general interests of the democratic system. Civic disposition in a number of cases of public and private characters are important for the maintenance and development of constitutional democracy (Branson, 1999).

The character of a nation describes unique and specific elements of their own country. The Indonesian people's characters were inspired by the state principle of values called Pancasila. These character values were then developed into 18 values as mentioned above. These values include religious values, honesty, tolerance, discipline, hard work, creativity, independence,

democracy, curiosity, national spirit, love for the country, respect for achievement, friendship / communicative, peace of mind, love of reading, care for the environment, social care and responsibility (The Ministry of National Education, 2010).

The explanation above concludes that Civic disposition is an intermediary between the development of the Civics knowledge and Civics skills dimensions. This component of the Civic disposition refers to the character, attitudes or habits of daily living that reflect good citizens, e.g. religiousness, honesty, tolerance, hard work, creative, independence, democracy, curiosity, care for the environment, care for society, friendliness, responsibility, love of country, love of peace, and national spirit

Methods

This research was conducted in a junior high school (SMP) in the City Surakarta, Central Java on the second semester of 2018/2019 academic year. This study was designed under the qualitative research methodology. The researchers use data sources in the form of informants, events or activities and document archives related to the problem of this research. The research subject retrieval technique used in this study was purposive sampling technique which aims to obtain depth of data relating to the objectives or problems being researched. The data collection technique used in obtaining and compiling the data of this study were the interviews, observation, document analysis studies and attitude assessment. The interviews and attitude assessments in this study were conducted on students of grade VII on Civics subject and teachers that engaged 30 students. This observation is done by observing the process of teaching and learning in the classroom. Documents analysed in this study include Syllabus, Learning Implementation Plan (RPP) and student cognitive learning outcomes assessment instruments compiled by Civics subject teachers in the second semester. The data validity covers data triangulation and methods. The application of these two types of triangulation is intended to anticipate the consequences of a possible lack of data from sources or methods, which will be supplemented by data from other sources or methods. In this way, the data obtained from the informants' answers is assumed to be valid for the data to be analysed in the study.

Results and Discussion

The results of the study indicate that Civics Education learning is realized in 2 ways, namely direct learning (direct instructional) and indirect learning (indirect instructional). Direct instructional involves developing Civics knowledge and Civics skills, while indirect instructional involves developing Civic disposition competencies. Through this direct instructional mode, knowledge and skills are produced, both of which are categorized as the impact of learning by paying attention to the relevance of Basic Competencies divided into the

Core Knowledge Competencies (KI-3) and Core Skills Competencies (KI-4). Whereas indirect instructional mode with regard to the development of values and attitudes is reflected in Core Competence -1 and Core Competence -2.

This instructional mode produces only indirect impact companion. This happened due to the core competencies Spiritual Attitude (KI-1) and Core Competence of Social Attitudes (KI-2) being charged and moral values not being taught directly. This reflects the inconsistency of the Civics Education's holy mission and the initial commitment through which the Civics Education subject in Indonesia was purposed, which primarily claimed to be an education program which focuses on the development and personal development of perfected citizens.

On the basis of the pre-test attitude assessment to students of grade VII, it was revealed that more than 50% of students out of the 30 respondents being surveyed were found lack social values. This was because the learning process was solely directed at developing cognitive qualities instead of developing affective qualities. There were a number of students who showed a lack of honesty (44%), hardworking attitudes (33%), care for the environment (44%), and were irresponsible (33%). This happens because there are weaknesses in the aspects of students' Civic Dispositions that influence their characters and personalities.

The findings reveal the significant role of schools as a place of moral education. This is, of course, reinforced by other reasons, i.e., when students taught are little moral education from their parents, and when the meaning of values instilled through the places of worship became slowly meaningless. Civics education teachers, therefore, play a very significant role. These teachers are expected to be able to both teach and exemplify excellent character education to create a better students. Therefore, the Civics education subject teachers need to be able to reorient the Civic disposition in Civics education by learning to purify the aim of establishing good character of citizens.

The aspect of attitudes should be the focus of Civics Education subject. The learning process should not instead develop students' cognitive qualities. The teachers of the Civics Education subject certainly need to be able to develop students' personalities into the perfect citizens. A citizen needs to properly understand good citizenship, and more importantly have knowledge in political, legal, and moral fields in the context of their national life. Therefore, a good citizen should be intellectually skilled to actively participate in national and state life. In the end, it is their knowledge and skills which then can establish better characters, which turn into their everyday habits, attitudes and lifestyles.

The results of the study show that Civics Education subject teachers need to follow up on Civic disposition reinforcement, which can be applied through applying value analysis approach. The value analysis approach is part of the Value Clarification Technique that helps students find /

realize the values underlying their behaviour, feelings, ideas, and the important choices they have made. Students concerned continue to act based on their chosen values, which can lead to changes in the students' attitudes and behaviours. The results of this study are based on implementing the approach to analyse values in the Civics Education subject to reinforce students of grade VII's Civic Dispositions in a junior high school in Surakarta City, Central Java on a topic of "Mutual Cooperation in Various Fields of Life". The reason for the proposed topic is that it is multidimensional for it can be reviewed through various scientific perspectives, as well as through social, political, economic, and military frameworks. Additionally, students can analyse a number of issues which reflect certain moral values in those various fields.

This value analysis approach consists of six systematic steps, including; identifying and explaining related values, collecting facts related to issues, testing the truth of facts concerning the issues, explaining the relationship between the related facts, formulating temporary moral decisions and testing the moral principles used in decision making. Instilling the moral values in turn will produce an ideal society. Such a society will be an effective place for the development of students' personal values. Thus, in the framework of the Civics Education process, it requires teachers to be creative in instilling students' moral values, one of which is through applying the value analysis approach in Civics Education learning. This approach has six systematic steps, namely: (1) identifying and explaining related values; (2) collecting facts related to the issues; (3) testing the truth of the facts concerning the issues; (4) explaining the relationship between the related facts; (5) formulating temporary moral decisions; and (6) testing the moral principles used in decision making (Metcalf, 1971). First, identifying and explaining related values. This is important as an effort to accommodate students' perceptions related to topics that reflect the targeted values. The target values as well as the citizenship character achieved through Civics Education in the school in this study are religion, honesty, tolerance, hard-work, creativity, independence, democracy, curiosity, care for the environment and social life, friendliness, responsibility, love of country, peace of mind, and national spirit. The Civic disposition implies that both public and private characters are significant for the maintenance and development of constitutional democracy (Branson, 1999).

Second, collecting facts related to the issues. Students explore and collect information (facts) through reading from various relevant, valid and accurate sources (books, magazines, internet, and other sources) about issues that reflect the aforementioned target values. Among the issues that students can choose are those related environment, education, poverty, traffic jams, moral degradation, drug abuse, crime and human rights violations. These issues are important as study sources in stimulating students' emotions and thoughts in analysing existing problems. The following is a list of a number of issues that students were asked to analyse in this research:

Table 1: Social problems with specific moral values

No.	Topics	Social Problems that Students Analysed
1.	<i>Environment</i>	<p>Marine pollution caused by plastic waste. Many marine biota are affected by pollution, i.e., dead sea turtles choked due to plastic waste in the sea.</p> <p>Questions:</p> <p>a. <i>Do you think being often using plastic will be good for your health and the environment around you?</i></p> <p>b. <i>What are the consequences if our sea is polluted by plastic waste?</i></p> <p>c. <i>How do we keep the environment healthy and sustainable? Etc</i></p>
2.	<i>Education</i>	<p>Middle school students' attitudes of persecution against an honorary teacher at school.</p> <p>Questions:</p> <p>a. <i>In your opinion, is that student's attitude worth exemplifying?</i></p> <p>b. <i>Why do we have to respect teachers and the elderly?</i></p> <p>c. <i>How are students' good attitudes toward teachers and older people? etc</i></p>
3.	<i>Poverty</i>	<p>Victims of natural disasters suffering from poverty. Most natural disasters affect society with a low or poor economic level. Some of the impacts of natural disasters are crop failure, loss of production assets, and the disruption of daily life.</p> <p>Questions:</p> <p>a. <i>What do you feel if your brother is hit by a natural disaster?</i></p> <p>b. <i>Who are the ones who should help victims of natural disasters?</i></p> <p>c. <i>How do we help victims of natural disasters?</i></p>
4.	<i>Traffic jams</i>	<p>Reducing of private vehicle use to reduce traffic jams on the highway.</p> <p>Questions:</p> <p>a. <i>What do you know about the traffic jams?</i></p> <p>b. <i>Who do you think cause the traffic jam?</i></p> <p>c. <i>Who should we protest if traffic jams occur?</i></p> <p>d. <i>How do we avoid and reduce traffic jams?</i></p>
5.	<i>Moral degradation</i>	<p>There are many cases of bullying to sexual abuse at school.</p> <p>Questions:</p> <p>a. <i>What will you do if a friend commits a non-commendable act as above?</i></p> <p>b. <i>What should we do to avoid committing this action?</i></p> <p>c. <i>How do we establish good relationships with friends? etc</i></p>

6.	<i>Drug abuse</i>	Both artists and celebrities who were caught in drug abuse cases, including those who play a role of either as users or dealers.. Questions: a. <i>Do you know about the dangers of drugs?</i> b. <i>How to choose a good friend?</i> c. <i>Do you know how to avoid drugs? etc</i>
7.	<i>Crime</i>	Hoax news dissemination on social media among the millennials. Questions: a. <i>Do you know what is the so called hoax news?</i> b. <i>Where do you often get information? Is it from family, teachers, friends, social media, tv, radio newspapers?</i> c. <i>How do you speak well in spreading messages or news? etc</i>
8.	<i>Human rights violations</i>	Human rights violations and war crimes against citizens in a country afflicting with war. Questions: a. <i>Do you know about human rights?</i> b. <i>Why do we have to respect others?</i> c. <i>How do we respect the rights of others? etc</i>

Third, testing the truth on facts related to the issues. This phase is the stage where students participate in training to become a scientist. After the data was being collected from the results of the second stage, students were guided by the teacher to sharpen, classify, direct, and differentiate the unnecessary data and organize them. Therefore, students present data that they consider easier for them to make decisions. Then students are given the opportunity to draw conclusions in answering the formulated problem statement. After that, students verify and test the validity of facts concerning the issues they are analysing. At this stage the teacher has formulated the student's answers / responses in addition to the concept or subject matter. This learning process has considered the level of development of the age, with the level of thinking ability, which is considered reasonable for students of grade VII to accept. Thus, they can reflect on further meanings.

Fourth, explaining the relationship between the related facts. The student learning process does not only reach the phase where they were only able to analyse the issue. Students are at least be able to analyse values reflected in the issue. The related issues were obtained in this study, among others:

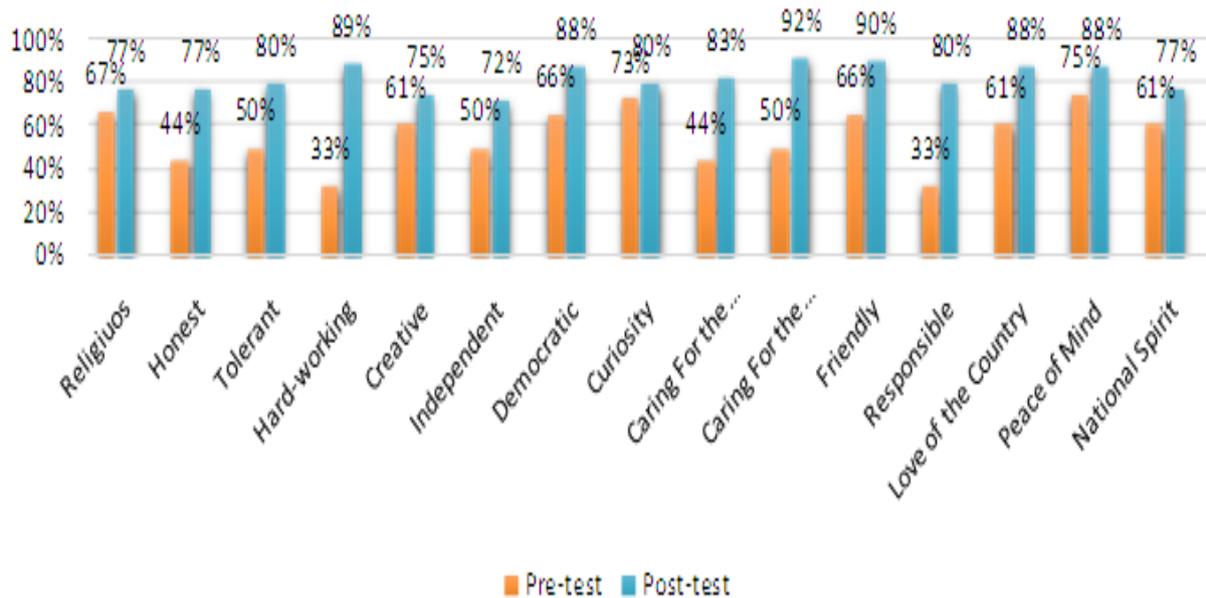
- a. Students who examined the issues regarding the environment were able to explain that everyone should have a caring attitude towards the environment. Students' attitudes and actions should always strive to prevent damage to the surrounding natural environment and develop efforts to revitalize natural damage that occurs.

- b. Students who study issues related to education were able to explain that everyone should have an attitude of respecting the achievement, responsibility, creativity, hard work, and love to read.
- c. Students who study issues related to poverty were able to explain that everyone must have a social caring attitude. Students' enthusiasm and future actions are expected to always be willing to help others and the people in need.
- d. Students, who study issues related to traffic jams, were able to explain that everyone should have discipline in attitude. Students are expected to act in an orderly and compliant manner with various existing rules and regulations.
- e. Students who study issues related to moral degradation were subsequently able to explain that everyone should act religiously, honestly, tolerantly, independently, and possess a national spirit, a love for the country, peace, and society, etc.
- f. Students who study issues related to drug abuse are able to explain that everyone should have a religious attitude, be responsible and be obedient to the law.
- g. Students, who study issues related to human rights violations, indicated that they were able to explain critically where everyone should be religious, tolerant, democratic, having the spirit of nationality, love for the country, love of peace, care for society, and be responsible for their actions.

Fifth, formulating temporary moral decisions. There were no found any significant differences on students of grade VII's temporary moral decisions at school.

Sixth, testing the moral principles used in decision making. The benefits of learning more reinforcing attitudes as follow; religious (77%); honest (77%); tolerance (80%); hard work (89%); creative (75%); independent (72%); democratic (88%); curiosity (80%); caring for the environment (83%); caring for the social life (92%); friendly (90%); responsibility (80%); love of the country (88%); peace of mind (88%); national spirit (77%). Attitudes are based on testing the students' moral principles regarding certain moral values reflected in the issues they analyse. Comparison between the results of the pre-test and post-test on the test of the students' moral principles used in decision making is illustrated as follows:

Figure 1. The Comparison between Pre-test and Post-test Results on Students' Moral Principle Tests used in Decision Making



The data above shows that internalizing the value analysis approach in Civics Education subject at schools is a significant strategy in improving students' Civics disposition. This is in line with Suryanto's (2018) suggestion that approaches and models that offer a process of rational thinking in conceptualizing and connecting values to deal with controversial moral issues play an important role in strengthening students' Civics disposition. An important thing to consider for Civics Education teachers in schools is that they need to involve students in the discussions about morals, which are integrated with how learning objectives can be achieved. Through this step, teachers can help students develop through their learning, foster a sense of responsibility to nurture, protect, respect everything in their lives (Lickona, 2012). Teenagers in junior high school urgently need moral discussions simultaneously to be able to influence their lives and their own ethical problems.

Applying the value analysis approach as part of moral education is the basis on which democracy is manifested in an effort to achieve a successful democratic life. This can be logically understood. Democracy is government by the people, thus, people are also responsible for shaping a life in the context of their own freedom. This means that people should at least have a virtuous attitude. They should understand and have the commitment that moral education as the basis of democracy involves respecting every individual's rights, obeying the law, being concerned and volunteering to be involved in the life of society, nation and state. This noble attitude or character of citizenship should begin to be instilled early and continue to be developed during students' learning period at schools.

It should be noted that through the implementation of a value analysis approach, it can sustain the situation of the humanizing classroom as the learning process does not merely develop cognitive intelligence, but also students' emotional intelligence. The human mind is a mind with an open system. Education should provide space for the development of thoughts, feelings, and souls of individuals. Success does not need to be measured only by academic achievement; otherwise this will create clinical depression for some people who have difficulty achieving it. The success of the educational process through striving to find, develop and realize students' humanity is what should be inspired. Each approach or learning model implies strengths and weaknesses. The results show that the strength of this approach includes being easily to apply in classrooms. This is because of its the emphasis on developing students' cognitive abilities in addition to offering systematic steps in their moral learning process. Meanwhile, the weakness lies in the model of this approach itself which is only focused on the process instead of the essential value.

Conclusion

This study has successfully found that strategically reinforcing students' Civics disposition is measurable by implementing a value analysis approach on the Civics Education subject in schools. This is done by first identifying and explaining related values. The identified values among others include: religion, honesty, tolerance, hard-work, creativity, independence, democracy, curiosity, care for the environment and social life, friendliness, responsibility, love of country, peace of mind, and national spirit. The next stage involves gathering facts related to the issue. Some issues related to those collected include issues on environment, education, poverty, traffic jams, moral degradation, drug abuse, crime and human rights violations. The stage of testing the facts related to the issue is next. The students reduce, present, conclude and verify the data. Fourth is the stage where students explain the relationship between the facts related. The learning process in this phase does not only analyse the issue, but students are required to be able to analyse the values manifested by the issue. The stage of formulating temporary moral decisions follows. The results of the study show that in moral decisions students have no significant differences. The final stage of tests the moral principles used in decision making. The benefits of learning will further strengthen students' Civics disposition.

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