



## ACTUALIZATION OF CIVIC DISPOSITION TO INCREASE STUDENT TRAFFIC LAW AWARENESS THROUGH CIVICS LEARNING

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**Abstract--**This study aims to find out how to actualize the values of Civic Disposition to increase traffic law awareness among students. This type of research is qualitative research with a descriptive approach, namely data analysis in the form of words, sentences, or paragraphs expressed in descriptive form with three stages, namely data reduction, data exposure, and conclusion drawing so that it can provide an overview of the problem being studied. The source of the data is the Civics Teacher of SMA Negeri 1 Kota Pinang, and the data collection techniques are observation, interviews, and documentation. Thus it can be concluded that the actualization of Civic Disposition can increase awareness of traffic law among students so that the values in Civic Disposition can be embedded in students and in traffic, students are able to understand the rules that have been set so that students become aware of the rights and obligations as citizens.

*keywords: civic disposition, legal awareness, civics learning*

### INTRODUCTION

In Indonesia, education is prioritized to be able to participate in advancing the life of the nation. Education is one of the most important factors in national development. According to M.J. Langeveld (2006), education is an effort, influence, protection, and assistance given to individuals so that they are directed to maturity, or rather help individuals to have sufficient self-efficacy in carrying out their own life tasks. Education is also a series of processes of forming fundamental skills intellectually, emotionally towards nature and fellow human beings for their success (Dewey, 1950).

In the world of education, Citizenship Education is one of the educations that have a very important role. Where Citizenship Education plays a role in making and producing human beings who are capable of being citizens properly and correctly who are aware of their rights and obligations. Udin Winataputra (2008) examines that the formulation of these goals is in line with the aspects of expertise to be developed in Civics learning. These aspects of competence include civic knowledge, civic skills, and civic dispositions.

Nuryadi and Tolib (2017) say that in Civic Education learning, basic competencies or what is called minimum competencies, which will be transformed and transmitted consist of three types: first, civic knowledge competence, namely the ability and skills of citizens to become civil society. ; Second, the competence of citizenship attitude (civic disposition), namely abilities and skills related to the awareness and commitment of citizens to care and be involved in solving citizen problems.

The character of citizenship (civic disposition) implies a public and private character that is important for the maintenance and development of constitutional democracy. (Winataputra, 2012) The characteristics of citizens, as well as citizenship skills, develop slowly as a result of what they have learned and experienced by someone at home, school, community, and in civil society organizations as well as in people's lives. Civic disposition is defined as the character,



attitude, or character of citizenship. There is also a mention of the value of citizenship (civic value) (Winarno, 2013). Therefore Civic disposition is a private and public character. Where public characters are characters that have been owned by individuals by way of learning and public characters arise because an individual interacts with other individuals.

We can categorize the characteristics of citizenship, including politeness, respecting the individual rights of others, obeying the law, being honest, open-minded, thinking critically, negotiating and compromising, persistent, compassionate, patriotic, courageous, and tolerant. In its implementation in today's society, there are still many motorcyclists who do not complete the requirements specified in the law. Empirically, traffic violations are actually more committed by children whose age is not yet legally competent, especially in school children, many of whom use motorbikes but do not have a driver's license.

In this case, the problem is the increasing number of accidents where there are many students who violate traffic by riding motorbikes without driving safety requirements. Based on data obtained one year ago, there were nearly 120 traffic accidents involving students. With traffic violations that occur, this legal awareness is very important for students so that later they do not have to deal with law enforcement. From the observations I made at SMA Negeri I Kota Pinang, there are still many students aged 16-17 years who bring motorbikes but do not have a driver's license without parental supervision. From the explanations given by these students, they also said that bringing a vehicle makes it easier for them to get to school quickly and using a motorbike can reduce transportation costs without having to miss public transportation and some of them are not old enough to get a motorized driver's license but ride a motorbike. Therefore, there is also a lack of traffic discipline among these students so that there are many events that can cause traffic violations.

Legal awareness, which is still categorized as very low and undisciplined by these students, requires a re-actualization to increase legal awareness through Civics subjects in order to achieve the educational goal of traffic law awareness. Based on the description of the data above, the researcher is interested in carrying out research entitled "Reactualization of Civic Disposition To Increase Student Traffic Law Awareness Through Civics Learning"

## RESEARCH METHODS

The approach chosen in this research is a qualitative approach, with a descriptive-analytic method. There is also what is meant by qualitative research, namely research that intends to understand the phenomena experienced by the subject directly in field, this research has a characteristic that lies in its purpose, namely describing special needs by understanding the meaning and symptoms, or constructing the data obtained into an easy-to-understand layout. So the method used in this study is qualitative (Sugiyono, 2019). The qualitative approach focuses more on the attention of the study on general principles and the manifestation of units of symptoms that exist in human/society life. In this approach, social reality is seen as holistic/comprehensive, complex, dynamic, and full of meaning (Creswell et al., 2007). According to Creswell, J. W. (2010) qualitative research, namely: methods for exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems.

In line with this explanation, Sugiyono (2010) also explains that: Qualitative research methods are research methods used to examine natural object conditions where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalizations. The location of this research was conducted at SMA Negeri 1 Pinang, Jl. Begadai no. 25 Pinang City, Regency. South Labuhan Batu, North Sumatra Province. Data collection techniques in this study were observation, interviews, and documentation. And the researcher analyzed the data by systematically searching and compiling the data obtained from the results of



observations, interviews, field notes, and documentation by organizing the data into a descriptive form and carried out with several components, namely: reducing data, presenting data, and withdrawing data. (Creswell, 2010).

The target of this research is the prevailing and striking patterns based on the manifestations and symptoms that are directly observed in the community. So this approach is a research procedure that produces descriptive data in the form of written or spoken words from young people who want to get married also by interviewing the bride's family and local indigenous people.

## RESEARCH RESULTS AND DISCUSSION

Civics subjects are one of the subjects that aim to be democratic and multidimensional education which plays a very important role because Civics lessons play a role in making and producing humans who can be good citizens and are aware of their rights and obligations. With Civics lessons, you can actualize the Civic Disposition again to make students who have the characteristics and behavior that support the upholding of democratic values.

Cogan (in Somantri, 2001) states that civic education learning is a complete and comprehensive educational process towards the formation of individual characters as smart and good citizens. In relation to civic education in Indonesia, Kosasih Djahiri (2006) stated that civic education learning is an educational program that programmatically procedurally seeks to humanize (humanize) and cultivate (culturing) and empower (empowering) humans/students (self and their environment) to become citizens. in the Unitary State of the Republic of Indonesia. Kerr (in Winataputra & Budimansyah, 2007) states that: Citizenship or civics education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching, and learning) in that preparatory process.

From this definition, it can be explained that Citizenship Education is broadly formulated to cover the process of preparing the younger generation to take on their roles and responsibilities as citizens and in particular, the role of education including schooling, teaching, and learning, in the process of preparing these citizens.

In actualizing this civic disposition, it refers to its private character which establishes the nature of responsibility and self-discipline so that students can apply the character as citizens, where many students use motorbikes as transportation to school. The research was conducted by this researcher by observing, describing, and writing down the actual facts in the field where the researcher conducted the research, namely SMA Negeri 1 Kota Pinang, observations and interviews were conducted based on the objectives to be achieved by the researcher, namely to find out how to revitalize the nature of the community. citizenship (civic disposition) of traffic law awareness among students. The interview was conducted simply by asking a few questions to the Civics Teacher which resulted in answers covering the entire problem formulation. The questions used are unstructured questions so that it becomes a relaxed and straightforward interaction between the researcher and the respondent. So that researchers can describe and describe the conclusions from the results of interviews that have been carried out using language that has been well prepared by the researchers.

The questions given are questions related to the Re-actualization of Civic Disposition to Increase Traffic Law Awareness Among Students Through Civics Subjects, namely, the efforts made to increase traffic law awareness among students, the obstacles experienced in revitalizing the nature of citizenship (civic disposition) in students. , and how to cultivate civic disposition in students.

### a. Development of Civic Disposition in Civics

There are many ways to integrate character values into learning materials, including; express the values that exist in learning materials, integrating character values into an integrated



part of learning materials, using parables and making comparisons with similar events in the lives of students, turn negative things into positive values, express values through discussion and brainstorming, using stories to generate values, telling the life stories of great people, using songs and music to integrate values, using drama to depict values-filled events, using a variety of values activities such as service activities, field practice through clubs or activity groups to bring out human values (Daryanto & Darmiatun, 2013).

Based on the results of direct observations in the field, the researchers found that there was a match between the lesson plans made by the teacher and the process of implementing learning in the classroom. The lesson plans made by teachers are used as benchmarks or guidelines for teachers in carrying out the process of fostering legal discipline for students at SMA Negeri 1 Kota Pinang. Civics teachers also in fostering legal discipline in the classroom using several learning methods that are selected and used in a variety of ways by considering the learning objectives. As stated by one Civics teacher that the method used to support the development of tolerance and social care.

Based on the description of the research results, it was revealed that actualizing legal discipline to students through teaching and learning activities in the classroom by (1) Integrating character values into all subjects, especially Civics. (2) Teachers teach legal discipline and legal education from an early age by providing actual issues and concrete examples that occur in people's lives so that students better understand how to apply these values in everyday life. (3) the teacher uses several methods that support the development of tolerance and social care including (a) the lecture method to insert actual examples. (b) question and answer method to instill curiosity; communicative; responsibility; and social care, and shape the character of democratic learners; pluralist; respect differences of opinion; open; and high humanity. (c) group learning method (cooperative learning) so that the material is studied. (d) and evaluation with field practice and evaluation reporting.

#### **b. The Realization of Civic Disposition Values Can Grow Traffic Law Awareness among Students**

Realizing civic disposition values can encourage the formation of student citizenship traits, these values are respected for diversity, awareness of rights and obligations, responsibility, independence, logical thinking, compliance with other social rules. Now in this case the value taken in the Civic Disposition is to be able to grow awareness of traffic law with awareness of rights and obligations and be responsible.

From the results of interviews conducted with Civics Teachers, it shows that as educators they are the first to set a good example, then provide education about the rules, values in citizenship and explain to students about Obligations and Rights in traffic, as well as the rules for students can be disciplined in traffic, and provide an overview of the risks or consequences of violating traffic laws so that students can be responsible for what they do.

The lack of awareness of traffic law in students at SMA Negeri 1 Kota Pinang is still in the process of being revitalized so that all efforts made by schools and teachers can change the paradigm of students to be able to increase awareness of traffic law. Several other efforts were made, such as the school collaborating with the police to disseminate information about the importance of traffic rules, and during the flag ceremony, don't forget to always convey a word or two about the traffic rules, which are organized by the Student Council so that values can be formed. The value of the Civic Disposition in students.

In terms of authority, schools have the biggest role in increasing the level of traffic law awareness among students through special policies that schools set. Preparation, socialization, and direction from the main teachers of Civics in conveying in the learning section should be further encouraged and this achievement must be supported by all components.

Good communication between teachers and students can make students successful in an achievement, by understanding the characteristics of students with communication techniques



used automatically teachers can revitalize the nature of citizenship (civic disposition) in students regarding the things that students must do to can understand traffic discipline then they can better understand traffic law awareness. Because in communicating a teacher has good personal communication so that it influences to create a harmonious relationship so that students understand what the teacher is saying.

From the results of interviews conducted, the efforts made by the school and Civics teachers have reached 80% to revitalize the values of civic disposition of students to increase awareness of traffic laws for the safety and well-being of students and be responsible for what just what they do.

### **c. Private Character Awakened Through the Realization of Civic Disposition**

The private character that is built through the actualization of Civic Disposition is responsibility and self-discipline. Responsibility is human awareness of intentional behavior or actions that embody the awareness of one's obligations, and self-discipline is the ability to make oneself do what should be done no matter what one likes or dislikes.

Where this sense of responsibility is the awareness of humans towards behavior or actions that are intentionally or not carried out, a sense of responsibility also means acting as an embodiment of awareness of their obligations. While self-discipline is an ability that must be possessed by oneself towards something that must be carried out.

From the results of interviews conducted by the private character, responsibility and self-discipline really must be owned by students, wherefrom everything they must be disciplined with existing regulations and is responsible for their rights and obligations as students. Some students certainly cannot be separated from their responsibilities but some are indifferent to their discipline and responsibilities. With this, it must continue to be revitalized so that students have that character forever.

## **CONCLUSION**

Based on the results of research and discussion that has been carried out by the author, it is concluded that:

1. With Civics Subjects, it can form a private character, responsible attitude, and self-discipline so that students can build civic disposition values in students and become important so that students can obey traffic rules and understand their rights and obligations as citizens.
2. The private character that is built through the revitalization of civic disposition is the character of responsibility and self-discipline so that students can implement these characters in traffic to minimize the risk of danger to students.

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