

# The Difficulty of Civic Education Teacher to Understanding the Characteristics of Students as part of Pedagogical Competence

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**Abstract**—This study was aimed to map the difficulties of teachers in understanding the characteristics of students, and find strategies in understanding the characteristics of students. The study used a qualitative descriptive method, how to collect data by interview. Study documents, and focus group discussions. The results of the study show that the difficulty of teachers in understanding the characteristics of students is the condition of students who are diverse in terms of emotions, social, economic and intellectual, lack of information and cooperation with parents.

**Keywords**—*difficulty; teacher; civic education; student's characteristics*

## I. INTRODUCTION

Nowadays, in the era of globalization, the world is constantly experiencing changes that take place quickly, thoroughly, deeply and completely unexpectedly. With these changes, humans must be able to prepare themselves to become quality resources so that they can compete in an increasingly competitive world arena. Quality human resources are born from quality education so that in order to improve the quality of human resources it is necessary to improve the quality of national education. Across the different educational systems, there is significant variety in the degree to which Civic Education is standardized [1].

Discussing about civic education teacher, always interesting because this subject is one of the most important subject for develop a good citizen. There is a research about civic education policy in university, showed the findings that the implementation of the policy on Citizenship Education at the university influenced the sense of nationalism and student patriotism. The level of influence is low because of several important factors, which include the following: (1) the development of Citizenship Education material delegated to each university or to lecturers who teach Citizenship Education subjects; thus, materials do not consistently focus on content related to patriotism and nationalism and (2) policies are implemented ineffectively in the dimensions of (a) communication, because they are not ideally communicated; (b) resources, because lecturers have a variety of competencies

without a consistent academic background; (c) disposition, because the executor lacks commitment because the number of educators is limited compared to the number of students; and (d) bureaucratic structure, because this varies according to the university, resulting in the failure of command unity and bureaucratic fragmentation [2].

Improving the quality of national education requires the spirit and commitment of all elements of the nation and must focus on professionalism in all aspects of the world of education. Teachers are an important component in efforts to improve the quality of education because teachers are an essential factor in the continuity of education. Teachers are the driving factor of the education process in addition to being a driving factor in the progress of the education system. Therefore teachers and education are two inseparable sides of a coin. This data showed that how teacher have an important role to improving the quality of national education [3].

In the other hand, there are a comparative research has assessed the importance of national education institutions with regard to atleast three main outcomes: learning equality, learning efficiency, and the connection of the school system to the labor market [4]. Based on another research, explain about the Importance of the Educational Institutional Structure, showed that the ability and teacher competencies to influence student becomes very important thing to improve student quality within democracy [5]. It's mean that education was very important for the nation. Therefore, education requires the people involved to work together optimally, full of responsibility and high loyalty in improving the quality of education. Therefore, efforts to improve the quality of education will not contribute significantly without being supported by professional and quality teachers. Based on this, each teacher is required to have a pedagogical competence.

Teacher competence is influenced by several factors. The grand factor was to understanding. In the Indonesian Dictionary, understanding means process, method, action, understand, or comprehend. Thus, the notion of law can be interpreted as a process or method carried out by someone to understand the law both in terms of the content, purpose, and function of the law itself [6]. The teacher needs to understanding

the characteristic of students. These factors interact with each other and influence teacher competence in teaching. So the teaching experience is one of the internal factors that can influence teacher competency in teaching and it can be said that teaching experience has a relationship with teacher competence. The teaching experience is defined as the period of work or the period of time taken by the teacher during teaching so that all the knowledge, skills and values that constitute the learning process for the position they have.

The teaching experience is also one component of the portfolio, where teaching experience is the teacher's working period (including guidance and counseling teachers) in carrying out tasks as educators in certain educational units from authorized institutions (can be from government and or community groups administering education). Physical evidence from this component can be in the form of a decree or a valid certificate from the authorized institution [7].

One part of teacher competence is pedagogical competence, so that teaching experience also influences pedagogical competencies and both are interrelated. Pedagogic competence was the ability of teachers to manage student learning which includes: mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, mastering learning theory and learning principles that educate, develop related curriculum for subjects studied, conducting educational learning, utilizing communication and information technology for the benefit of learning, facilitating the development of potential students to actualize the various potentials they have, communicating effectively, empathically and politely with students, evaluating and evaluating learning processes and results, utilizing the results of evaluation and evaluation the importance of learning, taking reflective action to improve the quality of learning [8].

The teaching experience of a teacher will affect his ability to manage learning so that the longer a teacher carries out teaching assignments, the better the ability to manage his learning, while the less experienced teachers, the ability to manage learning cannot develop optimally. The longer a teacher teaches, the teacher will gain experience so that he can form a professional attitude. Teaching experience becomes important, based on the result of research about Legal Understanding in Field for teacher, which is explained that most of civic education teacher does not understand the legal substance related to legislation in the professional field of educators, it is realized that one of the indicators of teacher professional development is that teachers know and understand every laws/policy within the field of education, especially those relating to work as a teacher, so that each individual teacher showed their attitude and awareness of the laws [9].

A teacher who has teaching experience will find it difficult to deal with problems in his assignment, while teachers who have long teaching experience also cannot avoid problems in carrying out their duties, but the difference is in the level of difficulty faced, or it can be said that difficulties faced will decrease in line with experience. About a pedagogical knowledge, Csikos, et al, had explained their research that decision makers are provided with ample evidence indicating the potential advantages and obstacles vocational education

teachers face in their attempt to work more efficiently [10]. It is mean that for teahcer, understanding about decision making in class is so important. One of the difficulties of the teacher is recognizing and understanding the characteristics of students, even though understanding the characteristics of students is part of the pedagogical competencies that must be possessed by the teacher.

## II. THEORETICAL REVIEW

### A. *Teacher Competency*

The term competency comes from interest. In the Indonesian English Dictionary, competence means authority. Broke and the words that are descriptive of qualitative the nature of the teacher behavior appears to be entirely meaningful [11].

Teacher competence is a blend of personal, scientific, technological, social, and spiritual that forms the competence of the teacher's professional standards, which includes mastery of material, understanding of students, educational learning, personal development and professionalism. There are several aspects or domains contained in the concept of competence, including [12]:

- Knowledge, namely awareness in the cognitive field.
- Understanding, namely the depth of cognitive and affective owned by individuals.
- Ability (skill), which was something that owned within individual to do the task or work that is charged to him.
- Value (value), which was a behavior standard that has been believed and psychologically.
- Attitudes (attitude), namely feelings (happy / not happy, likes / dislikes) or reactions to stimuli that come from outside.
- Interest (interest), which is the tendency of someone to do something.

From the various opinions above, it can be concluded that competence is a person's ability to responsibility as a condition to support success. In general, teacher competencies include personal competence, professional competence, pedagogic competence, and social competence. The Asian Institute for Teacher Education suggests competencies that teachers must have, as follows:

1) *Personal competence*: Personal competence is the ability in the teacher who can shape the personal learners. Aspects of personal competence include: having the ability about customs, both social and religious; having knowledge of culture and tradition; having knowledge of the core of democracy; having knowledge of aesthetics; having social appreciation and awareness; having the right attitude towards knowledge and work; faithful to human dignity. In relation to this personal competence, good conduct is conceptualized as students have moral objective values which foster human

dignity and promote individual and social conducts in real life [13].

2) *Pedagogic competence*: The teacher has a big responsibility in carrying out his role as an educator in the school. In order to achieve quality learning goals, teacher competencies need to be improved. Pedagogic competence is an inseparable part of the four main competencies that a teacher must possess. among others: the ability to manage learning, understanding of students, developing curriculum/syllabus, learning design, implementing learning that is educational and dialogical, utilization of learning technology, evaluation of learning outcomes, development of students, and pedagogical content knowledge. A term that widely used for some time, Shulman's concept of pedagogical content knowledge (PCK) places PCK at the center of teacher professional development [14]. According to this concept, no matter the subject being taught by a teacher, the general knowledge system deemed necessary for teaching is indeed in reference to problems such as how to do lessons, awareness of teaching techniques and strategies, knowledge of students and their characteristics and many other aspects about creating a strong learning environment [15].

3) *Professional competence*: An analysis of teachers needs for further professional development was carried out in relation to the following domains: Knowledge and understanding of their subjects(s); pedagogical competence within teaching their subjects; evaluation and assessment; practice ICT skills to teach; student behavior and class management; approaches to individualised learning; teach and closely assist to students with special needs; teach in a multicultural or multilingual environment; teaching skills across curriculum; approach to developing cross-work competencies for future work / studies; new technology in the workplace; student career guidance and counseling; knowledge of curriculum; school management and administration. The percentage of teachers who feel a high need for further professional development in each of these domains is estimated [16]. It is a broad and in-depth mastery of learning material that allows guiding the students to have the standards competency based on National Education Standards. The aspects of professional competence include: understand and can apply the educational foundation, both philosophical and psychological; understand and can apply learning theory according to the level of development of student behavior; able to handle subjects or fields of study assigned to him; understand and can apply the right learning methods; able to use various media, facilities, and other learning resources effectively; able to organize and implement learning programs; able to carry out learning evaluations; able to grow the personality of students.

4) *Social competence*: Social competence was the ability of teachers as part of the community to communicate and get along with students, fellow educators, energy education, parents, and the surrounding community. Social competency

related to participation skills, citizen participation is very important for teachers of civic education, especially for Youth Interrogation and Innovation in Multimodal Public Sphere, this analysis culminates in the development of new conceptual models for civic learning and engagement that encourage mass participation then to the realm of interrogation and innovation [17].

#### *B. The Characteristic of Student*

Characteristics of students is one of the variables of teaching conditions. This variable is defined as the aspects or quality of individual students. These aspects can be in the form of talents, interests, attitudes, learning motivation, learning styles, thinking skills, and initial abilities (learning outcomes) that he has. Characteristics of students will greatly influence the selection of management strategies, which are related to how to organize the teaching, so that it matches the characteristics of individual students [18]. Characteristics of students are the characteristics or attributes and attributes that are attached to students that describe the condition of students, for example the academic abilities that have been possessed, the style and manner of learning and socio-economic conditions.

The characteristics of students was the overall pattern of behavior and abilities that exist within students as a result of the nature of the social environment so that it determines the pattern of activities in achieving their goals [19].

1) *Intelligence*: Intelligence is a skill that consists of three types, namely the ability to deal with and adjust to a new situation quickly and effectively, knowing to use abstract concepts effectively, knowing relationships and learning them quickly. Intelligence has a huge effect on the progress of learning.

2) *Attention*: Attention is the activeness of the soul that is heightened, the soul is solely directed at an object or set of objects. To guarantee good learning outcomes, students must have attention to the material being studied, if the learning material is not a student's attention, then boredom arises, so he does not like to learn.

3) *Interest*: Interest is the right tendency to pay attention and remember some activities. Activities that are of interest to a person, are constantly being watched with pleasure. Great interest has an effect on learning, because if the learning material is not in accordance with the interests of students, students will not learn as well as possible, because there is no blazing power for him. If there are students who are less interested in learning, it can be endeavored so that he has a greater interest by explaining things that are interesting and interesting for daily life that are related to the ideals and their relation to the learning material learned.

4) *Talent*: Talent is the ability to learn. That ability will only be realized into real skills after learning or practicing. Talent that greatly affects learning. If the learning material students learn according to their talents, the learning outcomes

are better because students are happy to learn and must be more active later in learning.

5) *Motives*: Motif is very closely related to the goals to be achieved. In determining that goal can be realized or not, but to achieve that goal needs to do, while the cause of action is the motive itself as the driving force / driver.

In learning must be considered what can encourage students to be able to learn well or at him have the motive to think and decide attention, plan, and carry out related activities to support learning.

6) *Maturity*: Maturity is a level / phase in a person's growth, where the body's instruments are ready to carry out new skills. Maturity does not mean that children carry out activities continuously, for that we need exercises and lessons. In other words, children who are ready have not been able to carry out their skills before learning.

7) *Readiness*: Readiness is the willingness to respond or react. Willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. This readiness needs to be considered in the learning process, because if students learn and there is already readiness, the learning outcomes will be better.

#### 8. Learning Style

Learning style is something that is very important and very decisive for anyone in carrying out their learning tasks both at home, in the community, especially in school. Anyone can learn more easily, when he finds a learning style that suits himself.

### III. METHODS

This research used qualitative descriptive method in the form to map the difficulties of teachers in understanding the characteristics of students, and find strategies in understanding the characteristics of students. The study used a qualitative descriptive method, how to collect data by interview. Study documents, and focus group discussions..

Dick & Carey explains that qualitative research is research that dwell on the data attached to the informant, then with data in the form of documents, pictures or video [20]. Data collection techniques in this study was done by focus group discussion which participants are teachers Civic Education Vocational High School in around Surakarta residency include Klaten, Karanganyar, Boyolali, Wonogiri, Sukoharjo, Sragen and the Surakarta.

Data analysis using interactive analysis, while the data presentation categorized into 2 things. First, the teacher's strategy in efforts to deradicalize students and analyze the content of Pancasila ideological material regarding status and content and two, the material content of Pancasila is associated with the Civic Knowledge component, Civic Disposition and Civic Skills.

### IV. RESULTS AND DISCUSSION

#### Competence of Civic Education Subject Teachers in Vocational High School:

Understand the material, structure, concepts, and scientific mindset that supports Citizenship Education subjects. Ahami Understand the substance of Citizenship Education which includes civic knowledge, civic disposition, and civic skills.

Shows the benefits of citizenship education subjects. Teacher's pedagogic competency in accordance with Regulation, concerning Academic Qualification Standards and Teacher Competence in the process is adapted to the ongoing learning material. For example, in terms of learning objectives, media use, application of learning methods, and assessment used. This must be done by the teacher in the learning process in the classroom so that the goals that have been set can be achieved properly. This pedagogic competence that must be possessed by each teacher is known as the teacher's ability in class management. Thus, it can be seen that pedagogical abilities for teachers are not a simple matter, because the quality of teachers must be considered carefully for the parties concerned for the advancement of education in Indonesia. Teacher's pedagogic competency related to mastering the characteristics of students is one of the abilities that must be possessed by a teacher before the learning process is carried out. This is done to determine the readiness and background of each student. Characteristics can be in the form of talents, interests, attitudes, motivation to learn, learning styles, thinking abilities and initial abilities that have been possessed "After the teacher understands the characteristics of the students, the learning process is expected to take place well and can also achieve learning goals [21].

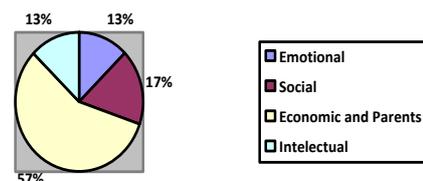


Fig. 1. Mapping difficulties of civic education teacher within understanding student's characteristic.

Based on focus group discussion with civic education teacher in vocational high school Surakarta, the main problem faced by teachers in terms of understanding student characteristics is the emergence of various kinds of problems related to the lack of understanding of the teacher about the background possessed by students and most importantly the emotional students, social and economic students, intellectual students, and relationships with parents. The teacher's ability to create a diverse atmosphere and learning experience, the teacher is required to master various teaching methods and understand the principles of learning.

As for the competency discussion, it is interpreted as an ability that must be mastered by students. According to Gordon, 1988, that competence includes knowledge, understanding, skills, indigo, attitudes and interests [22]. In a more conceptual sense McAsham formulates competencies as follows “competency is knowledge, skills and abilities that a person can learn and develop, which becomes part of his being the extent he or she can satisfy perform particular cognitive, affective and psykomotor behavior” [23]. The definition above is in line with opinion. Kupper and Palthe who say that the essence of the notion of competence is “the ability to perform”. Furthermore Debling, said “competence competence to the ability to perform activities within a function or occupational area to the level of performance of expected in employment” [24]. Kupper and Palthe said “competencies as the ability of a student / worker enable them to accomplish tasks adequately, to find solutions and to realize them in work situations”.

Based on various opinions above, it can be concluded that competencies are knowledge, values and attitudes and skills of students that are useful for life in society. These competencies are generated from the learning process in school [25]. Learning civics education produces civic competencies that provide the means to “be a good citizens” (the formation of good citizens). Thus citizenship competence is the knowledge, values and attitudes and skills of students who support them to become citizens who are participatory and responsible in the life of society and the state [26].

According to Branson, the aim of civics education is to ensure quality and responsible participation in political and community life both at the local and national level. Such participation requires citizenship competencies as follows: (1) mastery of certain knowledge and understanding; (2) developing intellectual and participatory abilities; (3) develop certain character or mental attitude; (4) true commitment to the values and fundamental principles of constitutional democracy [27].

In relation to the above, the main components of civics competency can be formulated which are the objectives of civic education including civic knowledge, civic skills and civic disposition.

#### *A. Civic Knowledge*

Civil knowledge was related to material that citizens must know about their rights and obligations as a citizens. This knowledge is very basic/fundamental about the structure and political system, the ideal social system of government as documented in the lives of nations and states and universal values in democratic societies and ways of working together to realize mutual progress and peaceful coexistence in a global society. This component of citizenship knowledge embodied in the form of five important questions that must be continuously submitted as a learning resource for Citizenship Education [27]. The five questions in question are (1) what is the life of citizenship, politics and government; (2) what are the basics of the political system; (3) how government is formed by the constitution; (4) how is the relationship between a country and another country; (5) what is the role of citizens in government.

The method chosen to organize components of citizenship knowledge in the form of questions is not without reason and coincidence. The usefulness of these questions is to show that the process of reflection is never ending, the place for marketing ideas, a search for new ways and as the best way to realize the ideals of democracy. It is very important that everyone has the opportunity to pour out basic questions about government and civil society that will stimulate people to think.

#### *B. Civic Skills*

Civic skills were skills developed from civic knowledge, so that the knowledge gained becomes meaningful, because it could be used in dealing with problems of life of the nation and state. Citizenship skills include intellectual skills (intellectual skills) and participation skills (participation skills). The most important skills for the formation of broad-minded, effective and responsible citizens include critical thinking skills [28].

National standards for citizenship and government and the citizenship framework for the assessment of progress in national education in 1988 emphasized that critical thinking skills include identifying skills, explaining explaining, analyzing, evaluating, determining, and maintaining opinions relating to public problems. While participating skills include skills to interact, monitor and influence.

#### *C. Civic Disposition*

According to Buchanan and Bahmueller that civic disposition is “... those attitudes and habits that are conducive to healthy functioning and the common good of the democratic system” or attitude and citizens' thinking habits that support the development of healthy social functions and guarantees of public interest [29]. Conceptually civic disposition includes a number of personality characteristics including: “Civility (respect and civil discourse), individual responsibility, self discipline, civic mindedness, open mindedness (openness, skepticism, recognition of ambiguity), compromise, conflict of principles, compassion, generosity and loyalty to the nation and its principles. The purpose of all that is politeness which includes human respect and interaction, individual responsibility, self discipline, concern for society, openness of mind which includes skepticism, a compromise attitude that covers the principles of conflict and the limits of compromise, tolerance for diversity, patience, mercy heart, loyalty to the nation and country.

The development of civic disposition will enable the political process to run effectively to advance the public interest and contribute to the realization of the fundamental ideas of the political system including the protection of personal rights. According to Branson that civic disposition signals both public character and private character which are important for the maintenance and development of constitutional democracy [30]. The character of citizenship as citizenship skills develops as a result of what has been learned in homes, schools, communities and civil society organizations. Private characters such as moral responsibility, self discipline and respect for dignity.

## V. CONCLUSION

The results of the study show that the difficulty of teachers in understanding the characteristics of students is the condition of students who are diverse in terms of emotions, social, economic and intellectual, lack of information and cooperation with parents. Appearing to be the ideal teacher, it is not enough just to rely on mastery of the material or knowledge to be taught. Because, in the context of learning, material or subject matter is only an incentive for the teacher's action in providing encouragement to learning directed at achieving learning goals. Therefore, a teacher must equip himself with a number of other knowledge and skills that are very necessary in the successful implementation of his duties. This is important because the teacher in carrying out his profession is not dealing with inanimate objects, but dealing with humans is called students. The students faced by the teacher are individuals who are unique and different from one another. They attend and gather in classrooms from various backgrounds, both social, cultural, different economic strata. They also come because they carry different personality traits, characteristics, behaviors, interests, talents, intelligence and various levels of development. To be able to deal with and teach students with a variety of backgrounds, personality traits, and varying levels of development, the teacher needs to know the basic abilities possessed by students, their motivations, academic background, socio-economics and so on. Teacher readiness to recognize the characteristics of students in learning is the main capital for delivering learning materials and an indicator of the successful implementation of learning.

The necessity for teachers to recognize the characteristics of these students means that the teacher must master and deepen the developmental psychology of students, namely a scientific discipline that specifically addresses the aspects or characteristics of the development of students. With the knowledge of various aspects of the development of these students, teachers are expected to be able to design and implement learning programs that are appropriate to the level of development of the students they face. Knowledge of the developmental psychology of learners also allows teachers to understand what is needed, sought after, and what students want to achieve, and can provide services that are individual to those who have difficulty.

For this reason, the required teacher figure must have the following attitudes: 1) Honest Civic Education teacher, meaning that as a person who holds the mandate, teachers must have an honest attitude because honesty is the heart of a teacher's character; 2) Civic Education Teachers are Commitments, meaning Civic Education Teachers must have a commitment, and must have a vision in the future in order to realize the educational goals it carries and the aspirations of students because commitment is the word that binds someone to do something. For that Civic Education teacher who is committed is a figure who has a binding determination to carry out the task responsibly as a call to his life, so he is able to teach, guide, and educate students to form their character; 3) Competent Civics Teacher, meaning that in addition to having an honest attitude, commitment in carrying out the mandate, PKn teachers must be experts in their fields. Competent teachers are teachers who have the ability to carry out learning

and the ability to solve various problems in order to achieve educational goals; 4) Civic Education Teachers who Work Hard, meaning the figure of a teacher who is able to devote or exert all effort and sincerity, the potential possessed until the end of a business period until the goal is reached.

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