

# The Effect of Civilization Education Towards Students Attitude Democracy Sector of Humbang Hasundutan (A Case Study of Tenth Grade Sma Negeri Doloksanggul)

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**Abstract**— The aims of the study is to find out the effect of civilization education towards students attitude democracy sector of humbang hasundutan (a case study of Tenth Grade SMA Negeri Doloksanggul). This is accordance with data obtained and collected from the Indonesian teenagers Protection Commission (KPAI) in 2010 there were 102 cases. In 2011, 96 cases. Meanwhile, since January to August 2015 cases of student brawl have occurred about 103 times. The research method used in this research is explorative survey research method, namely the explanation of the research using questionnaires shown to the respondents. This research conducted in the students tenth grade of SMA Negeri in Doloksanggul City. The population of this study 1660 Senior High School students in Doloksanggul. While the sample there are at least 322 high school students. Questionnaires were distributed 850, while the questionnaire about 700 questionnaires. Based on the data shows that Pendidikan Kewarganegaraan (PKn) as a variable X has a positive impact. Each indicator of variable X is the intelligence of citizens X1 (intelligence citizenship) has a moderate effect of 0.5969. Responsibility of Residents X2 (civil responsibility) has a strong effect of 0.8354. While the X3 indicator of citizen participation (community participation) has influence of 0.6867 with strong category. Civil intelligence or X1, civil responsibility or X2, community participation or X3 positively influence the democratic attitude (Y) of Senior high school students of Doloksanggul . it can be seen from the p-values of the three variables X1, X2 and X3 respectively 0.001; 0,000; 0,001 less than = 5%.

**Keywords**— Pendidikan Kewarganegaraan (PKn), Democratic Attitude.

## I. INTRODUCTION

Senior High School students are citizens and also as generations future need to understand and apply the rights

and obligations according to the age level. The Range of the Senior high School Age between 15-18 years old, which the period analyzes the values that exist in his life including the values of democracy to form democratic attitudes. Values are not inherited but values must be learned through a generation education process. In accordance Hermann's (1972) in Winataputra (2007: 167) states that " the value is not taught or caught, it is learned", meaning that the substance of value is not only captured and taught but furthermore, the digested value is the sense of being captured, internalized , and standardized as an inherent part of one's personal qualities through the learning process. Therefore systemic efforts are needed to design curricula and lessons that conceptually serve as a vehicle for democratic education in the context of democratic community development. Therefore, the process of reconceptualizing PKn education is necessary in the context of Indonesian democratic education.

## II. LITERATURE REVIEW

Regarding Pendidikan Kewarganegaraan (PKn) Concerning Citizenship Education (PKn) Winataputra (2009: 2.1) explains that: Pendidikan Kewarganegaraan (PKn) is a subject that has one of its mission as a value education. In the process of national education, PKn is basically a parenting tool for the development of characters. From the explanation above, basically Pendidikan Kewarganegaraan is a national education or character education of the nation. Pendidikan Kewarganegaraan is one of the basic sciences that equip students to continue their studies and to provide life in society, nation and state in order to achieve the national ideals and prosperous civil society and characterized by a democratic society. Through PKn is expected to form habits of thinking, the formation of characters that cannot be inherited. The new

generation is a new person who must acquire knowledge, learn skills and develop a character or character that supports democracy.

Objectives and Scope of Citizenship as Subject Based on Permendiknas in 2006 scope of the lesson Citizenship covers the following aspects:

- a) Republic of Indonesia, Participation in national defense, Positive attitude State of the Republic of Indonesia, and justice guarantee.
- b) Norms, Laws and Regulations, including: Order in family life, Order in school, Norms prevailing in society, Local rules, Norms in the life of nation and state, National law and justice system, law and international justice.
- c) Human rights, including: Rights and obligations of children, Rights and obligations of community members, national and international human rights instruments, Promotion, respect and protect of human rights.
- d) The needs of citizens, including: life Cooperations, self-esteem as a citizen, freedom of association, freedom of expression, respect for joint decisions, self-achievement, equality of citizenship.
- e) Constitution of the state, including: Proclamation of independence and the first constitution, the Constitution ever used in Indonesia, Basic state relations with the constitution.
- f) Power and politics, including: Village and sub-district governance, Local government and autonomy, central government, Democracy and political system, Political culture, Culture of democracy to civil society, Government system, and democratic societies.
- g) Pancasila, including: Position of Pancasila as the basis of state and state ideology, The process of formulating Pancasila as the basis of state, the practice of Pancasila in daily life, Pancasila as an open ideology.
- h) Globalization, including: Globalization in its environment, Foreign policy, Indonesia in the era of globalization, Impact of globalization, international relations and international organizations, and Evaluation.

The Citizenship Education Relationship with the Formation of a Democratic Attitude Winataputra (2006: 1.12) stated that: To acquire intellectual knowledge and skills, Pendidikan Kewarganegaraan in a democratic society should focus on the skills necessary for citizen participation that is broad-minded, effective and responsible in the political process and in civil society. According to Winataputra (2006: 1.19) "in the principle of democratic governance is the right to participate from every citizen, such as the right to promote common good

and the right to protect human rights." This participation rights imposes certain responsibilities to every citizen. Among these responsibilities to acquire intelligent knowledge and skills to participate and be responsible for the desire to improve social welfare based on the principles of fairness. In order for citizens to participate effectively, knowledge and skills, practical experience, and understanding of the importance of citizen participation are essential. Preparing people who have this quality is one of the tasks of education, both education and non-school education. Particularly in school education, Pendidikan Kewarganegaraan is a strategic role in preparing and fostering citizens of the quality as mentioned above. Taniredja, et al (2010: 138) suggests that "democratic attitudes that emphasize independence, freedom and responsibility." "A democratic attitude is an attitude that always adheres to established laws and regulations." (Zamroni, 2001): 23). According to Cipto (2002) in Taniredja (2010: 127) "democratic attitudes are courageous, brave participate, have confidence, have a desire to work together. Pendidikan Kewarganegaraan should be able to equip students with sufficient intellectual knowledge and skills, enabling them to participate intelligently and responsibly in various dimensions of life and to shape democratic attitudes for students.

### III. RESEARCH METHODOLOGY

The research method used in this research is the exploratory survey research method, namely the explanation of the study using questionnaires shown to the respondents. This research was conducted of Tenth grade of SMA Negeri Doloksanggul City. The population in this study as many as 1660 high school students in Doloksanggul. While the sample is at least 322 high school students. Questionnaires were distributed 850, while the questionnaire returned a total of 700 questionnaires.

### IV. RESULT AND DISCUSSION

Questionnaires were distributed 850, while the questionnaire returned a total of 700 questionnaires. Based on the data obtained through the questionnaire, shows that the Pendidikan Kewarganegaraan (PKn) as a variable X has a positive influence. Each indicator of variable X is the intelligence of citizens X1 (intelligence citizenship) has a moderate effect of 0.5969. Responsibility Residents X2 (civil responsibility) has a very strong effect of 0.8354. While the X3 indicator of citizen participation (community participation) has the influence of 0.6867 with strong category. Civil intelligence or X1, civil responsibility or X2, community participation or X3 positively influence the democratic

attitude (Y) of Senior high school (SMA) students - Doloksanggul. This can be seen from the p-values for the three variables X1, X2 and X3 respectively 0.001; 0,000; 0.001 less than  $\alpha = 5\%$

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## V. CONCLUSION

Based on the results of hypothesis testing and data analysis , the research conclusions for each variable are as follows:

- 1) Citizens intelligence (civic intelligence) or X1 has a positive influence on category 0, 5969 to variable Y or democratic attitude variable of Senior high School student in Doloksanggul.
- 2) Responsibility of citizens (civil responsibility) or X2 has a positive effect on the very strong category of 0.8354 for variable behavior variable Y or democratic variables of Senior high School Students in Doloksanggul.
- 3) Citizen participation (community participation) or X3 has a positive impact on the strong category that is 0.6867 to variable Y or democratic attitude variable of Senior high School Students in Doloksanggul.
- 4) Pendidikan Kewarganegaraan (PKn) includes civilian intelligence or X1, civil responsibility or X2, community participation or X3 has a positive influence on the democratic attitude (Y) of Doloksanggul State Senior High School students. This can be seen from the p-values for the three variables X1, X2 and X3 respectively 0.001; 0,000;  $\alpha = 0.001$  is smaller than 5%.

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