

Implementation of Civic Education in Building Students' Understanding of Their Rights and Obligations at State Junior High School 13 Gorontalo

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Abstract : *Civic Education in Indonesian schools is mandated to cultivate students' awareness of their rights and obligations as a foundation for democratic citizenship; however, persistent disciplinary problems, including disrespect toward teachers and peer bullying, indicate that this educational objective has not been fully realized, particularly at State Junior High School 13 Gorontalo. This study aimed to examine how Civic Education is implemented in building students' understanding of their rights and obligations and to identify the factors determining its success. A qualitative case study approach was employed, with data collected through structured interviews with the principal, Civic Education teacher, and students, supplemented by observation and documentation. The data were analyzed using the Miles and Huberman interactive model. The findings reveal that students' rights are realized through fair treatment, equal learning opportunities, and a safe learning environment, while their obligations are fostered through discipline, respect, and responsibility, all of which are reinforced through consistent school policies, teacher role modeling, and habituation. Conceptual understanding and active student engagement emerged as the two principal factors determining successful implementation. This study concludes that awareness of rights and obligations develops through the reciprocal interaction of school policy, pedagogical practice, and student participation, providing practical implications for strengthening character education programs in schools.*

Keywords : *Civic Education; Students' Rights; Students' Obligations; Conceptual Understanding; Active Engagement.*

INTRODUCTION

In the PPKn Curriculum, which was published in Permendiknas Number 22 of 2003, PPKn education is required to be provided to students. In the concept of the discipline of civic education, morality is one of the ontological studies that emphasizes the consideration of values as a basic construction in behavior and

action (Pratama, 2022). One of the materials taught in PPKn is Rights and Obligations, which aims to enable students to distinguish negative and positive influences from Rights and Obligations and classify examples of appropriate behaviors and actions in an environment. This material also asks students to show attitudes towards Rights and

Obligations in their environment, including providing simple examples of the influence of rights and obligations in the environment and the lives of students.

Pancasila and Citizenship Education (PPKn) is a compulsory subject at all levels of education in Indonesia, from elementary school to higher education. The goal is to develop abilities, shape the dignity and dignity of the nation, and educate the life of the nation (Khoeriyah & Mawardi, 2018; Sutiyono, 2018). However, there are concerns that PPKn has not been able to realize citizens in accordance with the values of Pancasila and the 1945 Constitution. This is evidenced by the rampant attitude of students who lack respect for teachers, bullying, and other behaviors that are contrary to the values of Pancasila and the 1945 Constitution (Asriani et al., 2017; Mariana, 2019). Somantri (in Ubaedillah, 2015) also argues that citizenship education aims to provide knowledge and abilities related to the relationship between citizens and the state as well as national defense education in order to become reliable citizens. In reality, there is a disparity between academic standards and performance standards, where many students are able to present material, but do not understand it. Many students are unable to relate what they learn to how that knowledge will be utilized.

PPKn is a subject in schools based on the noble cultural values of the Indonesian nation, namely Pancasila and the 1945 Constitution. The purpose of PPKn is to direct citizens to play

an active and participatory role in society, carried out by formal institutions in the state. Pancasila and Citizenship Education plays an important role in shaping the understanding and awareness of students to become Indonesian citizens with character in accordance with Pancasila and the 1945 Constitution.

The characteristic of PPKn is to emphasize students' understanding of learning materials and applying them in daily life. To achieve an understanding of the material, learning must be made meaningful for students. One way to make learning meaningful is to actively involve students in finding ideas or concepts of PPKn. In order to achieve the expected learning results, in learning it is expected that there will be interaction between students and teachers that go both ways (Mahendra. H. Haris, Kasdi A., Nasution., 2019). Teachers can increase the variety of classroom management by forming students in small groups and using effective rewards and punishments. Classroom management like this creates a competitive atmosphere and can motivate students to strive to get the best work results. For this reason, teachers must have the skills to choose and use appropriate learning methods to be applied in an effective learning model system (Abdullah, et al., 2017; Fanny, 2019).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious

spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. Education has become very standard in the life of this nation so many experts try to reason and convey what education really means in this life.

Right is the power to accept or do something that should be accepted or done by a certain party and cannot be done by any other party (Wahyu Widodo: 2015). However, what is meant here is an action that is legal and does not violate the applicable law, namely the 1945 Constitution and Pancasila. Meanwhile, obligation is something that we must do with a sense of responsibility (Wahyu Widodo: 2015) According to (Haifarashim et al., 2021).

A balance between rights and obligations can be achieved by knowing our own position. As citizens, we must know that rights and obligations can be achieved by knowing our own position. As citizens, we must know our rights and obligations, do what we have to do, and fight for our rights. The government also needs to know its rights and obligations. When rights and obligations are balanced and fulfilled, people's lives are safe and prosperous. All rights obtained arise from the implementation of obligations. Rights in state life are said to be something that should be owned by citizens. It is absolute and there is freedom in it.

Rights and obligations are the core of PKN learning, a compulsory subject in schools. PKN has a learning basis that is sourced from Pancasila and the 1945 Constitution, which

makes these values the noble foundation of the culture of the Indonesian nation. The main goal of PKN is to guide citizens to play an active and participatory role in society, while complying with formal institutions in the state. A very important role in shaping the character and qualities of individuals to face future challenges are rights and obligations. As a measure to prevent bullying in schools, providing knowledge about rights and obligations is considered an effective solution. With an understanding of rights and obligations, including the value of discipline, we can create a supportive environment, where bullying behavior is not only avoided but also perceived as an act that is incompatible with positive values. Civic education is a conscious and planned step to provide understanding to students through rights and obligations, as well as to foster the nation's identity and morals as the basis for the implementation of rights and obligations in defending the country. This aims to create citizens who know and are aware of their rights and obligations (Sari, D. H. N., Mahfud, H., & Saputri, D. Y., 2021)

However, in practice, students' understanding of their rights and obligations still faces various challenges, such as a less relevant curriculum, less interesting learning methods, and a lack of real practice in daily life. Therefore, it is important to analyze how PKN can contribute to increasing students' awareness of their rights and obligations as citizens.

According to John Locke Rights are something that is naturally inherent in each individual and cannot be separated, such as the rights to life, liberty, and property. Rights are moral obligations given to individuals by society and the state. While

Obligations are something that must be carried out or done with full responsibility. Everyone has obligations depending on their situation and abilities. For example, in the life of a student, the student is obliged to go to school and do assignments and comply with the rules that exist in the applicable school. There is an explanation of the meaning or importance of obligation according to Tonegoro, "Obligation is to give something that should have been abandoned or given by a certain party, and in principle cannot be replaced by another party that can be forced by those parties to sue."

According to Piaget in 1995, a person's learning process follows the pattern and stages of development according to age. The thinking stage of elementary school students is included in the concrete operational stage and is not yet able to memorize abstract definitions. The concept of rights and obligations in the subject of civic education itself is complicated because it contains attitudes and behaviors whose implementation needs to be demonstrated. Ability can be defined as a measure of a person's competence because of their physical ability and/or because of their environment to perform their own activities. Critical thinking is the process of reasoning by considering

decisions legitimately to be able to analyze, evaluate, and synthesize existing facts.

Every individual in this world, including children, has rights and obligations without exception. Regardless of background, wealth, or intelligence, rights and obligations remain inherent in every human being. (Tyas, 2019). exceptions. Regardless of background, wealth, or intelligence, rights and obligations remain inherent in every human being. (Tyas, 2019). Therefore, civic education is not only a solution to prevent bullying, but also a conscious effort to form citizens who know and are aware of their rights and obligations, making them agents of change that have a positive impact on community life.

However, based on initial observations made by researchers at SMP Negeri 13 Gorontalo, which is located on Jalan Poowo, Bulotadaa Village, Sibatana District, Gorontalo City. This school was chosen as the location of the research because there is still a rampant behavior of students who lack respect for teachers, bullying between students, and various other behaviors that are contrary to the noble values contained in Pancasila and the 1945 Constitution. This phenomenon reflects serious challenges in the formation of students' character, especially in terms of instilling mutual respect, tolerance, and responsibility as citizens.

Negative behavior that appears in the school environment not only interferes with the teaching and learning process, but also reflects the weak internalization of national values in

students. Therefore, a holistic and sustainable approach is needed in character education that focuses not only on cognitive aspects, but also on the formation of attitudes and behaviors. This research is important to identify the factors that cause the weak implementation of Pancasila values and the 1945 Constitution among students, as well as to formulate the right strategy in increasing awareness and application of these values in daily life in the school environment.

With this research, it is hoped that it can make a positive contribution to schools in designing effective character education programs, as well as being an evaluation material for related parties to create a safe, inclusive, and educational environment based on national values.

METHODS

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because it allows researchers to gain a deep understanding of the implementation of Civic Education in building an understanding of the rights and obligations of students at SMP Negeri 13 Gorontalo. The case study is used to comprehensively explore the learning process, social interactions, school culture, as well as various factors that influence the formation of awareness of students' rights and obligations in the context of school life. The focus of the research includes the implementation of Civic Education through the use of active learning

methods, student involvement in school activities, the application of discipline that reflects rights and obligations, as well as factors that support and hinder its implementation, such as teacher competence, availability of learning media, student participation, and the influence of the family and community environment. The source of research data consists of primary data and secondary data. Primary data was obtained through interviews with Pancasila and Citizenship Education teachers, school principals, and students who were selected purposively according to research needs, while secondary data was obtained through school documents, archives, photos of activities, and various other supporting documents relevant to the focus of the research. Data collection techniques are carried out through observation, structured interviews, and documentation. Observation is used to directly observe the learning process and student behavior in implementing rights and obligations in the school environment. Interviews were conducted to obtain more in-depth information about the implementation of Civic Education and the factors that influence it, while documentation was used to complement and strengthen the data from observations and interviews. Data analysis was carried out interactively using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting, focusing, and simplifying data obtained from the field. The data that has been reduced is then

presented in the form of a descriptive narrative so that it is easy to understand and analyze. Furthermore, conclusions are drawn continuously throughout the research process by verifying the findings obtained so as to produce credible conclusions. To ensure the validity of the data, the study applied credibility, transferability, dependability, and confirmability tests through triangulation of sources and techniques, continuous observations, discussions with peers, and checking the suitability between field data and the results of the researcher's interpretation. With this procedure, the research is expected to be able to produce a comprehensive picture of the implementation of Civic Education in building an understanding of the rights and obligations of students at SMP Negeri 13 Gorontalo.

RESULTS AND DISCUSSION

Implementation of Citizenship education in building students' understanding of their rights and obligations

1. Student Rights

The implementation of Civic Education in the school environment plays an important role in building students' understanding of their rights and obligations, especially related to indicators of student rights such as getting a decent education, getting fair treatment, and getting equal opportunities in the learning process. Through the learning of Civic Education, students are not only taught the concept of citizenship in theory, but also

directed to understand and apply their rights as students in daily life at school. Civic Education has a strategic role in shaping students' awareness of the importance of the rights they must obtain, as well as the obligations they must carry out. In the context of education, PKn helps create a safe, orderly, and supportive learning environment, so that every student can feel his or her rights fairly without discrimination. This is very important to prevent various problems in schools such as unfair treatment, bullying, and other violations of student rights. Civic Education also functions as a value and moral education that instills an understanding that every student has rights that must be respected by others, as well as having an obligation to respect the rights of others. Suharno (2016) stated that Civic Education is a value and moral education because the substance of the material aims to form citizens with Pancasila characters. In this context, students are guided to understand that the right to learn, the right to fair treatment, and the right to express opinions must be balanced with the obligation to obey school rules, respect teachers, and maintain order in the learning environment. Dwintari (2017) emphasized that Civic Education is character education that aims to form students with Pancasila character. These values are reflected in the attitude of students who respect the rights of themselves and others, and are responsible in carrying out their obligations. Thus, PKn is not only oriented to knowledge, but also to the formation of real attitudes and behaviors of students in school life. In line with

that, Samsuri (2011:20) stated that Civic Education has a dimension of shaping the character and public morality of citizens. This shows that the implementation of PKn in schools plays a role in building students' awareness of rights and obligations in a balanced manner. Students are expected to be able to understand that their rights as students cannot be separated from the obligation to maintain order, respect the rules, and behave according to the norms that apply at school. Darmadi (2010:52) also explained that the purpose of PKn learning is to foster students' morals which are reflected in daily life, including fair attitudes, respect for differences, and prioritizing common interests. In the context of student rights, this means that every student has the right to the same learning opportunities regardless of background, and has the obligation not to interfere with the rights of other students in the learning process. Thus, the implementation of Civic Education in building students' understanding of rights and obligations is essential to create a democratic, fair, and characterful school environment. Through student rights indicators, PKn helps students understand that the rights they have must be balanced with responsibilities in daily life at school.

According to UNESCO (2015), students' rights are part of the right to education that must be fulfilled by every educational institution, which includes access to decent education, good quality of learning, and a safe and discrimination-free learning environment.

Students' rights are not only limited to obtaining education, but also include opportunities to develop, participate in the learning process, and receive fair treatment in the school environment. Thus, students' rights must be realized in real terms through learning practices and supportive school policies, so that students not only understand their rights in theory, but can also feel their fulfillment directly in daily life at school.

This research was conducted to find out how the implementation of Civic Education in building students' understanding of students' rights in PPKn learning at SMPN 13 Gorontalo, as well as to identify the obstacles faced in the process. In addition, this study also aims to find out the efforts made in overcoming obstacles in building students' understanding of student rights at SMPN 13 Gorontalo, so that students' rights such as getting a decent education, getting fair treatment, and equal learning opportunities can be realized optimally in the school environment.

Observations and interviews were carried out simply by asking several questions to the Principal, PPKn Teachers and several students at SMPN 13 Gorontalo, the questions used were structured questions, so that there was a relaxed interaction as it is between the researcher and the respondent. So that the researcher can describe and describe the conclusions of the interview results that have been conducted using language that has been well prepared by the researcher.

The data generated from field observations related to the implementation of building students' understanding of their rights produced:

Based on the results of research conducted at the school, the researcher obtained a number of information from the principal regarding the implementation of building students' understanding of student rights at SMP Negeri 13 Gorontalo. The principal said that the entire learning process must follow the government curriculum, accompanied by the preparation of learning tools according to standards, and regular supervision and evaluation. The school also strives to provide learning facilities in stages so that students can learn well, comfortably, and in accordance with national education standards. In addition, the school emphasizes understanding the right of students to be treated fairly without discrimination and to have a safe and comfortable learning environment. Every student has the same right to learn and participate in all school activities regardless of background or ability. The principal emphasized that all teachers and staff are directed to treat students fairly and ensure that learning opportunities are open to all students, accompanied by regular coaching and evaluation so that unfair treatment does not occur. In addition, the school also provides a space for students to convey opinions, suggestions, and complaints politely through homeroom teachers, BK teachers, and discussion forums in the classroom, as well as

affirming their commitment not to tolerate acts of bullying or violence. Thus, the implementation of Civics Education at SMP Negeri 13 Gorontalo has been able to build students' understanding of their rights in real terms through policies, attitudes, and a supportive school environment.

Another result that the researcher found through the PPKn teacher was the implementation of building students' understanding of their rights, in PPKn learning that learning is always adjusted to the applicable curriculum starting from the preparation of material to the way of delivery in the classroom. Teachers also use a variety of methods and relate the material to daily life so that students understand that getting a proper education is their right. In its implementation, teachers take advantage of available facilities such as package books, learning media, as well as group discussions and learning videos to support the student learning process, so that even though there are limited facilities, learning continues to run optimally. Understanding of students' rights is built through fair treatment without discrimination and providing equal opportunities to all students in learning. PPKn teachers provide the same space for all students to participate in discussions, questions and answers, and group work, so that every student feels valued and involved in the learning process. In addition, teachers also instill awareness of students' rights by creating a safe, comfortable, and free classroom atmosphere from acts of violence or bullying. Students are

given the opportunity to express their opinions politely, and if there are problems between students, the teacher mediates so as not to cause conflicts. Thus, the implementation of Civic Education through PPKn teachers has played an important role in building students' understanding of their rights in real life in the classroom environment.

Finally, the results of the research findings that the researcher conducted for students about the implementation of building students' understanding of their rights, the researcher can understand that the learning provided is in accordance with the applicable curriculum, where the teacher explains the material based on books and provides examples that are easy to understand. Learning facilities such as classrooms and textbooks are also considered quite supportive, although there are still limitations such as the alternating use of books. In addition, the use of technology such as learning videos and searching for additional materials also helps students understand learning materials better. Students feel that there is fair treatment without discrimination in learning activities and other school activities. Teachers provide equal opportunities for all students to participate in discussions, questions and answers, and school activities so that students feel they have the same rights. In addition, students also feel the freedom to express opinions, suggestions, and complaints and feel a safe and comfortable school environment without bullying. Based on these results, it can be concluded that the

implementation of Civic Education at SMP Negeri 13 Gorontalo has helped students in understanding and realizing their rights in the learning process and life at school.

According to UNICEF (1989), students' rights are part of the rights of children that must be fulfilled in the field of education, which includes the right to get a decent education, the right to receive fair treatment without discrimination, and the right to feel safe and protected from all forms of violence in the school environment. Students' rights also include the opportunity to participate in the learning process and express their opinions freely but responsibly. Thus, the fulfillment of students' rights is not only the responsibility of individuals, but also the obligation of the school and all related parties to create an educational environment that is safe, inclusive, and supports the optimal development of students.

According to Ki Hadjar Dewantara (1962), students' rights in education are the right to get proper teaching, fair treatment, and freedom to develop according to their potential and nature as human beings. Students also have the right to express their opinions in a learning atmosphere that respects and supports their development. Thus, students' rights are not only limited to access to education, but also include the opportunity to actively participate, feel safe and comfortable, and have a learning environment that values every individual equally.

Meanwhile, according to the United Nations (1989), students' rights are part of

children's rights in education which include the right to obtain free and compulsory education at the basic level, the right to develop optimally according to their potential, and the right to receive fair treatment without discrimination. In addition, students also have the right to express their opinions in every matter related to themselves and get protection in the school environment so that they feel safe and comfortable. Thus, students' rights are not only related to access to education, but also include aspects of participation, protection, and fulfillment of overall developmental needs in the learning process.

According to the World Bank (2018), students' rights in education include the right to equal access to education, good quality of learning, and a safe and supportive learning environment. In addition, students also have the right to be treated fairly without discrimination and be given equal opportunities to participate in the learning process. Thus, students' rights are not only related to the opportunity to attend school, but also include quality, fairness, and comfort in the educational process they undergo.

In general, it can be described as follows: Student rights are rights that students have in the educational process that must be fulfilled by the school and all related parties, including obtaining a proper education, fair treatment without discrimination, and a safe and comfortable learning environment. This right also includes the opportunity to actively participate and express opinions in a polite

manner. Thus, students' rights are an important part of education that must be realized through school policies and activities so that they can be felt directly according to the goals of education (United Nations, 1989).

Based on the results of the above description related to data in the field and its relation to several theories that have been presented, the researcher assesses that there is a continuity or similarity where UNESCO (2015), UNICEF (1989), United Nations (1989), Ki Hadjar Dewantara (1962), and World Bank (2018) have similarities in emphasizing that students' rights are not only limited to obtaining education, but also include fair treatment without discrimination. equal opportunities in learning, as well as a safe and comfortable learning environment. All of these theories affirm that the fulfillment of students' rights is an important effort to achieve the goal of quality and equitable education. In all of these views, students' rights are understood as a process directed at fulfilling the optimal learning needs of students, both in terms of access, quality, and protection. Students' rights cannot be separated from the context of the implementation of education in schools, because their success is greatly influenced by policies, the role of teachers, and a supportive learning environment. Although each theory has a different emphasis, substantially all of them show that the fulfillment of students' rights is an active and systematic effort by all schools so that students can learn well, feel safe, and have equal opportunities in education. Another

similarity lies in the view that students' rights do not stand alone, but must be implemented through cooperation, communication, and support from various parties in the school environment. This can be seen from the involvement of principals, teachers, and students in creating a fair and conducive learning atmosphere. Thus, there is a strong continuity between theory and research results in the field, where the implementation of Civic Education at SMP Negeri 13 Gorontalo has been able to realize the fulfillment of students' rights in real terms through policies, learning processes, and a supportive school environment, so that students can understand and feel their rights directly in daily life at school.

The above explanation can be concluded that student rights are an important part of the educational process that must be realized in real terms through the implementation of Civic Education in schools. Students' rights are not only limited to obtaining a decent education, but also include fair treatment without discrimination, equal opportunities in the learning process, and a safe and comfortable learning environment. The fulfillment of students' rights aims to ensure that each student can develop optimally according to their potential. In its implementation, the fulfillment of student rights is a process that involves real actions from all parties in the school, such as the principal, teachers, and the students themselves. This process includes the implementation of school policies, the use of

facilities that support learning, and the creation of a conducive and inclusive learning atmosphere. In addition, coordination and cooperation between parties are needed so that students' rights can be implemented effectively and sustainably. Thus, the fulfillment of students' rights is not only the responsibility of one party, but is a joint effort to create a fair, democratic, and characterful educational environment.

2. Student Obligations

The implementation of Civic Education in the school environment plays an important role in building students' understanding of their rights and obligations, especially related to indicators of student obligations such as obeying school rules, respecting teachers and fellow students, and maintaining order and cleanliness of the school environment. Through the learning of Civic Education, students are not only taught the concept of citizenship in theory, but also directed to understand and carry out their obligations as students in daily life at school. Civic Education has a strategic role in shaping students' awareness of the importance of the obligations they must carry out, as well as understanding the rights they have acquired. In the context of education, PKn helps to create an orderly, disciplined, and conducive learning environment, so that the learning process can run well. This is important to prevent various problems in schools such as violations of rules, lack of respect for teachers, and irresponsible attitudes in learning activities. Civic Education also serves as a value and moral education that

instills an understanding that every student has an obligation to respect the rights of others as well as be responsible for himself. Suharno (2016) stated that Civic Education is a value and moral education because the substance of the material aims to form citizens with Pancasila characters. In this context, students are guided to understand that obligations such as obeying school rules, respecting teachers, and maintaining order must be balanced with the rights they have. Dwintari (2017) emphasized that Civic Education is character education that aims to form students with Pancasila character. These values are reflected in the attitude of students who are disciplined, responsible, and able to carry out their obligations well in school life. Thus, PKn is not only oriented to knowledge, but also to the formation of real attitudes and behaviors of students. In line with that, Samsuri (2011:20) stated that Civic Education has a dimension of forming the character and public morality of citizens, which shows that the implementation of PKn plays a role in building students' awareness to carry out their obligations in a balanced manner with their rights. Darmadi (2010:52) also explained that the purpose of PKn learning is to foster students' morals which is reflected in daily life, including discipline, responsibility, and respect for others. In the context of student obligations, this means that every student must obey school regulations, maintain order in the learning process, and not interfere with the rights of other students. Thus, the implementation of Civic Education in building students'

understanding of obligations is very important to create an orderly, disciplined, and characterful school environment, so that students are able to carry out their role as students responsibly in daily life at school.

According to Thomas Lickona (1991), students' obligations are part of character formation which includes moral responsibility to behave disciplinedly, respect others, and obey the rules that apply in the school environment. These obligations are not only related to compliance with discipline, but also reflect an attitude of responsibility in the learning process and social interaction. Thus, the implementation of student obligations is important in forming good character and creating an orderly, safe, and conducive learning environment.

This research was conducted to find out how the implementation of Citizenship education in building students' understanding of student obligations in PPKn learning at SMPN 13 Gorontalo, as well as to identify the obstacles faced in the process. In addition, this study also aims to find out the efforts made in overcoming obstacles in building students' understanding of student obligations at SMPN 13 Gorontalo, so that student obligations such as obeying school rules, respecting teachers and others, and maintaining order and cleanliness of the school environment can be carried out optimally in daily life in the school environment.

Observations and interviews were carried out simply by asking several questions to the Principal, PPKn Teachers and several

students at SMPN 13 Gorontalo, the questions used were structured questions, so that there was a relaxed interaction as it is between the researcher and the respondent. So that the researcher can describe and describe the conclusions of the interview results that have been conducted using language that has been well prepared by the researcher.

The data generated from observations in the field related to the implementation of building students' understanding of their obligations produced:

Based on the results of research conducted at school, the researcher obtained a number of information from the principal related to the implementation of building students' understanding of student obligations at SMP Negeri 13 Gorontalo. The principal said that students not only have the right to get a proper education, but also have the responsibility to obey school rules such as arriving on time, dressing neatly, and not committing violations. The principal emphasized that the rule has been socialized to all students since the beginning, and its implementation is supervised by picket teachers, homeroom teachers, and BK teachers. If a violation occurs, the school provides reprimands, coaching, and sanctions in accordance with applicable regulations. In addition, the school also instills students' obligations in terms of mutual respect through daily habits, such as greeting teachers, being polite, and respecting friends, which is strengthened through teacher examples, PPKn

learning, and coaching activities to prevent abusive behavior and bullying. In addition, students' obligations are also manifested in the form of responsibility for learning activities and the school environment. The principal explained that students are accustomed to discipline in learning, doing assignments, and maintaining cleanliness through the class picket schedule. Students are also directed to take care of school facilities as shared property so that they remain conducive to the learning process. In its implementation, the school provides direction, coaching, and supervision on an ongoing basis so that students are accustomed to being responsible. Thus, based on the results of the interview, it can be concluded that the implementation of Civic Education at SMP Negeri 13 Gorontalo has been able to build students' understanding of their obligations through clear policies, habituation of attitudes, and consistent supervision, so as to create an orderly, disciplined, and supportive school environment.

Another result that the researcher found through PPKn teachers about the implementation of building students' understanding of their obligations, the cultivation of student obligations is carried out not only through the delivery of material, but also through habituation and real examples. Teachers relate the material to daily life so that students understand the importance of discipline, such as arriving on time, dressing neatly, and avoiding violations. In addition, teachers also routinely remind students at the

beginning of learning and give a good reprimand if there are students who violate, so that students have the awareness to obey the rules not because they are afraid of punishment, but because they understand the importance of these rules. In addition, PPKn teachers also instill student obligations in terms of mutual respect and responsibility in school life. Through habituation in the classroom, students are directed to respect each other's opinions, not interrupt conversations, and be polite to teachers and fellow friends. Teachers also provide examples in behaving and coaching if there are students who lack respect for others. On the other hand, students' responsibilities in learning, maintaining cleanliness, and caring for school facilities are instilled through the provision of assignments, directions, and relating the material to daily life. Students are also encouraged to be more concerned about the environment, such as not littering and maintaining the cleanliness of the classroom. Thus, it can be concluded that the implementation of Civic Education by PPKn teachers has been able to build students' understanding of their obligations in real terms through learning, habituation, and example in daily life at school.

Finally, the results of the research findings that the researcher conducted for students about the implementation of building students' understanding of their rights, the researcher can understand that students have tried to comply with school rules such as arriving on time, dressing neatly, and avoiding

violations. The students said that even though they still experienced delays due to certain obstacles, they still tried to be disciplined and did not commit violations due to supervision and direction from teachers. This shows that students' awareness of the importance of obeying the rules is beginning to take shape, not only because they are afraid of being sanctioned, but also because they understand that discipline is part of their responsibilities as students. In addition, students also show an understanding of the obligation to be polite and respectful of each other, both to teachers, employees, and fellow friends. In daily life at school, students try to maintain their attitude by not speaking rudely, respecting the opinions of others, and maintaining good relationships between friends, even though impolite behavior is still found that is later reprimanded by teachers. On the other hand, student responsibility is also seen in learning activities and maintaining the school environment, such as doing assignments on time, paying attention to teachers' explanations, participating in class pickets, disposing of garbage in its place, and maintaining school facilities. Thus, it can be concluded that the implementation of Civic Education at SMP Negeri 13 Gorontalo has helped students in understanding and implementing their obligations in real life in daily life at school, so that an attitude of discipline, responsibility, and concern for the environment is formed.

According to the United Nations (1989), student obligations are part of the child's

responsibility in the field of education that must be carried out during the learning process at school. These obligations include obeying the applicable rules, respecting teachers and fellow friends, maintaining order, and actively participating in learning activities. In addition, students are also obliged to keep the school environment safe, clean, and comfortable, and use educational facilities properly as a form of shared responsibility. Thus, students' obligations are not only related to compliance with the rules, but also reflect discipline, responsibility, and awareness in supporting the creation of a conducive educational environment.

According to John Dewey (1916), students' obligations in education are the responsibility to be actively involved in the learning process, respect the applicable rules, and show discipline and cooperation in the school environment. Students are also obliged to respect teachers and fellow peers, as well as participate in learning activities as part of character formation and social experiences. In addition, students have the responsibility to develop their abilities through earnest learning efforts. Thus, students' obligations are not only related to compliance with the rules, but also include active participation and responsibility in supporting the creation of an effective and meaningful educational process.

Meanwhile, according to James A. Banks (2008), students' obligations in education include the responsibility to actively follow the learning process, obey the rules that apply at

school, and show respect for teachers and fellow friends in the learning environment. Students are also obliged to participate in learning activities, maintain order, and create a conducive and respectful classroom atmosphere. In addition, students have the responsibility to develop their potential through diligent and disciplined learning efforts. Thus, student obligations are not only related to compliance with the rules, but also include active participation, social responsibility, and contributions to creating an educational environment that is orderly, safe, and optimally supports student development.

According to Émile Durkheim (1956), students' obligations in education include the responsibility to obey school rules, respect teachers and fellow peers, and show discipline in the learning process. Students are also obliged to actively participate in learning activities as part of the process of moral and social formation. In addition, students have the responsibility to maintain order, cleanliness, and the school environment to remain conducive. Thus, student obligations are not only related to compliance with rules, but also reflect the formation of character, social responsibility, and readiness of students in living social life.

In general, it can be described as follows: student obligations are responsibilities that must be carried out by students in the educational process, including obeying school rules, participating in learning with discipline, respecting teachers and fellow friends, and

maintaining a safe and orderly learning environment. This obligation also includes active participation in learning activities as well as an attitude of responsibility in completing the assigned tasks. Thus, students' obligations are an important part of education that must be carried out consciously and consistently, so as to support the achievement of educational goals optimally (United Nations, 1989).

Based on the results of the above description related to data in the field and its relation to several theories that have been presented, the researcher assesses that there is a continuity or equation where Thomas Lickona (1991), John Dewey (1916), James A. Banks (2008), and Émile Durkheim (1956) in viewing student obligations as an important part of the educational process. They have in common in emphasizing that students' obligations are not only limited to adherence to school rules, but also include an attitude of discipline, responsibility, active participation in learning, and respect for teachers and fellow peers. All of these views show that students' obligations are an inseparable aspect of character formation and the success of the educational process. In this context, student obligations are understood as a process directed at the formation of orderly, responsible, and well-interacting behavior in the school environment. Students' obligations also cannot be separated from the implementation of education in schools, because their success is greatly influenced by the role of teachers, school policies, and a supportive learning environment. Although

each expert has a different emphasis, substantially they convey that the implementation of student obligations is an active and continuous effort that involves habituation, example, and supervision from various parties in the school. This is in line with the findings of research at SMP Negeri 13 Gorontalo, where student obligations are built through clear rules, coaching, and the involvement of teachers and students in creating an orderly and conducive learning environment. Thus, there is a strong continuity between theory and research results, which shows that students' obligations can be carried out properly if supported by policies, learning processes, and a consistent and directed school environment.

The above explanation can draw the conclusion that the implementation of Civic Education in building students' understanding of their obligations at SMP Negeri 13 Gorontalo has gone well and well. This can be seen from the integration between school policies, the role of teachers in the learning process, and student involvement in daily life in the school environment. Students' obligations such as obeying rules, respecting teachers and others, and maintaining order and cleanliness of the school environment are not only conveyed theoretically, but also instilled through habituation, example, and continuous supervision. In addition, the implementation of Civic Education also shows that students' understanding of obligations is inseparable from self-awareness formed through a

consistent educational process. Students do not only carry out obligations due to rules or sanctions, but begin to understand the importance of responsibility as part of a character that must be possessed. Thus, the implementation of Civic Education is able to form students' attitudes of discipline, responsibility, and concern for the school environment, so as to create an orderly, safe, and conducive learning atmosphere to achieve optimal educational goals.

Factors that determine the implementation of civic education in increasing students' awareness of rights and obligations

1. Concept Understanding

The factors that determine the implementation of Civic Education in increasing awareness of students' rights and obligations, especially in the indicator of concept understanding, have a very important role in the learning process in schools. Understanding concepts is the main basis for students in recognizing and understanding the meaning of rights and obligations as students. Through the learning of Civic Education, students not only receive material theoretically, but are also directed to understand basic concepts such as rights, obligations, responsibilities, and values of community life. A good understanding of concepts will help students relate learning materials to real situations in the school environment, so that they are able to apply their rights and obligations in a balanced manner in their daily lives. In theoretical studies,

understanding concepts is an important part of the learning process. According to Jerome S. Bruner (1966), conceptual understanding occurs when students are able to organize the information obtained so as to form a meaningful knowledge structure. This shows that learning does not only focus on memorization, but on the ability of students to understand the meaning of the material studied. In addition, David P. Ausubel (1968) stated that meaningful learning occurs when new information is associated with a concept that has been previously owned, so that students can more easily understand and apply it in real life. In line with that, Jean Piaget (1970) explained that conceptual understanding develops through a process of assimilation and accommodation, in which students actively build their own knowledge through learning experiences. Thus, understanding the concept is a determining factor in the implementation of Civic Education, because through a good understanding, students not only know their rights and obligations, but are also able to realize and apply them responsibly in daily life in the school environment.

According to Robert M. Gagné (1977), concept comprehension is a learning outcome that shows students' ability to classify, distinguish, and relate information to their knowledge structure. In the context of learning, students are not only required to know a concept, but also understand its meaning so that it can be used in different situations. Understanding this concept is important

because it is the basis for students to develop the ability to think and act appropriately.

This research was conducted to find out how the factors that determine the implementation of Civic Education in increasing the awareness of students' rights and obligations, especially in the indicators of concept understanding in PPKn learning at SMPN 13 Gorontalo, as well as to identify the obstacles faced in the process, as well as to find out the efforts made in overcoming these obstacles so that students' understanding of the concept of rights and obligations is not only limited to theoretical aspect, but it can also be applied in daily life in the school environment, so that students' awareness of rights and obligations can be formed optimally and support the creation of an orderly, fair, and conducive learning environment.

Observations and interviews were carried out simply by asking several questions to the Principal, PPKn Teachers and several students at SMPN 13 Gorontalo, the questions used were structured questions, so that there was a relaxed interaction as it is between the researcher and the respondent. So that the researcher can describe and describe the conclusions of the interview results that have been conducted using language that has been well prepared by the researcher.

The data generated from field observations related to the factors that determine the implementation of Civic Education to increase awareness of students'

rights and obligations, especially regarding the understanding of concepts, produced:

Based on the results of research conducted in schools, the researcher obtained a number of information from the principal related to the factors that determine the implementation of Civic Education to increase the awareness of students' rights and obligations at SMP Negeri 13 Gorontalo, especially in understanding concepts. The results of the study show that students' understanding of concepts is highly determined by the role of schools in ensuring that the learning process runs in accordance with the curriculum and the quality of teachers in delivering material. The principal emphasized that PPKn teachers must be able to explain the concept of rights and obligations in simple language, accompanied by real examples that are close to students' lives at school, so that the concept is not only understood as a theory but can also be interpreted directly in daily life. Another factor that affects students' understanding of concepts is the learning method used by teachers, such as discussions, questions and answers, and providing concrete examples in the learning process. The school also conducts regular supervision, coaching, and evaluation to ensure that teachers are able to develop an optimal understanding of students' concepts. Not only that, an orderly and respectful school environment, student activity in learning, and parental support are also supporting factors that strengthen students' understanding of rights and obligations. Thus,

based on the results of the interview, it can be concluded that the understanding of concepts in Civic Education at SMP Negeri 13 Gorontalo is formed through synergy between teachers, students, the school environment, and family support so that the concept of rights and obligations can be understood and applied in real life in daily life at school.

Another result that the researcher found through the PPKn teacher was related to the factors that determine the implementation of Civic Education to increase students' awareness of rights and obligations at SMP Negeri 13 Gorontalo, especially in understanding concepts. The results of the study show that students' understanding of concepts is greatly influenced by the way teachers build understanding in the classroom through explanations of material that are not only theoretical, but also accompanied by real examples that are close to students' lives at school. PPKn teachers emphasized that by providing examples such as students' rights to get good learning and the obligation to respect teachers and maintain order, students become easier to understand the meaning of rights and obligations directly in daily life. Another factor that affects students' understanding of concepts is the learning methods used by teachers such as discussions, questions and answers, and interactive learning that encourage student activity in the learning process. Teachers also associate the material with students' real experiences at school so that concepts are easier to understand and not abstract. In

addition, students' interest and attention in participating in learning and an orderly and mutually respectful school environment are also supporting factors in strengthening the understanding of the concept of rights and obligations. Although there are obstacles in the form of differences in students' ability to understand the material, teachers overcome them with simpler explanations and contextual repetition of the material. Thus, based on the results of the interview, it can be concluded that the understanding of concepts in Civic Education at SMP Negeri 13 Gorontalo is formed through the interaction between the role of teachers, student activity, learning methods used, and the support of the school environment so that the concept of rights and obligations can be understood and applied in real life in daily life at school.

Finally, the results of the research findings conducted by the researcher for students about understanding concepts in the implementation of Civics Education at SMP Negeri 13 Gorontalo show that students have a fairly good understanding of the rights and obligations material taught in PPKn learning. This can be seen from the students' answers who stated that they understood rights as something they acquired at school, such as the right to proper learning and good treatment, while obligations are understood as responsibilities that must be carried out, such as studying earnestly, obeying school rules, and respecting teachers and friends. The students' understanding of the concept of the material is

inseparable from the role of the PPKn teacher who explains the material in simple language and accompanied by examples that are close to daily life at school. Students stated that the way teachers delivered the material related to real situations made it easier for them to understand the concept of rights and obligations, not only in theory but also in the practice of daily life at school. In addition, learning methods such as discussions, questions and answers, and an interactive classroom atmosphere also help students in deepening their understanding. Another factor that affects students' understanding of concepts is students' interest, attention, and activeness in participating in learning. Students who are more focused and active tend to understand the material presented more easily. Learning that is associated with daily life is also an important factor that strengthens students' understanding, as they can directly relate the material to real experiences in the school environment, such as discipline, responsibility, and respect for teachers and friends. Thus, the results of this study show that students' understanding of concepts is formed through synergy between the teacher's delivery method, the learning method used, and the active involvement of students in the learning process in the classroom.

According to Jean Piaget (1970), conceptual understanding is a mental process when a person builds knowledge through experience, observation, and adjustment between new information and the structure of

knowledge that has been previously possessed. In the learning process, understanding concepts is not only obtained through memorization, but through students' ability to connect, organize, and apply information to real situations. Thus, in the context of Civic Education, students are said to understand the concept if they are able to explain, distinguish, and apply the concept of rights and obligations in daily life in the school environment.

Benjamin S. Bloom (1956) stated that comprehension is one of the levels in the cognitive realm that shows students' ability to explain, interpret, and give meaning to a material studied. Thus, understanding concepts is not only related to theoretical mastery of the material, but also students' ability to apply this knowledge in real life. Therefore, understanding concepts is an important factor in learning, because through good understanding, students are able to internalize values and apply them appropriately in daily life.

Meanwhile, according to Jerome Bruner (1960), conceptual understanding occurs through three stages of representation, namely enactive (direct experience), iconic (through images or examples), and symbolic (abstract understanding in the form of language or concepts). In PPKn learning, the concept of students' rights and obligations will be easier to understand if presented through real experiences at school, concrete examples in daily life, and systematic explanations by teachers. Therefore, students' understanding of

concepts depends not only on theory, but also on the process of meaningful and continuous learning experiences in the school environment.

According to Ausubel (1968), concept understanding is a meaningful learning process that occurs when new information is substantively associated with the cognitive structure that students already have. In this context, students not only memorize the material, but actually understand the meaning of a concept because they are able to relate it to previous experiences and knowledge. Therefore, in learning Civic Education, the understanding of the concept of rights and obligations will be stronger if the teacher is able to relate the material to the real situation in the school environment.

In general, it can be described as follows: concept understanding is the ability of students to understand the meaning of a material in its entirety, not only limited to memorizing, but also being able to explain, connect, and apply the concept in daily life. Understanding concepts in Civic Education learning includes students' ability to relate rights and obligations material with real experiences in the school environment, such as understanding the meaning of discipline, responsibility, and mutual respect. This understanding is also shown through students' ability to distinguish, set an example, and practice civic values in daily activities at school. Thus, understanding concepts is an important part of the learning process because it helps students not only know the material in theory,

but also be able to apply it in real life (Ausubel, 1968).

Based on the results of the above description related to field data and their relation to several theories that have been presented, the researcher assesses that there is a continuity or similarity of views between Jean Piaget (1970), Benjamin S. Bloom (1956), Jerome Bruner (1960), and David P. Ausubel (1968) in viewing concept understanding as an important part of the learning process. These experts share the view that understanding concepts is not just remembering or memorizing material, but is the ability of students to process, connect, and apply the knowledge gained to real situations. Conceptual understanding is also seen as an active process that involves experience, reasoning, and the relationship between new knowledge and pre-existing knowledge. In this context, concept understanding is understood as the process of forming meaning that occurs through student learning experiences, both through teacher explanations, concrete examples, and interactions in learning. Understanding concepts cannot be separated from the learning process at school, because its success is greatly influenced by the way teachers deliver the material, the learning methods used, and the active involvement of students in the learning process. Although each expert has a different emphasis, they substantially affirm that understanding of concepts is formed through a meaningful, gradual, and continuous learning process. This is in line with the results of

research at SMP Negeri 13 Gorontalo, where students' understanding of the concept of rights and obligations is formed through simple teacher explanations, the use of examples that are close to daily life, interactive learning methods, and conducive school environment support. Students also demonstrate the ability to explain and relate material to real experiences at school, such as discipline, responsibility, and mutual respect. Thus, there is a strong continuity between theory and research results, which shows that concept understanding can be formed optimally if supported by a meaningful, interactive, and supportive learning process.

The above explanation can draw the conclusion that understanding the concept in the implementation of Civic Education at SMP Negeri 13 Gorontalo is a very important aspect in increasing students' awareness of rights and obligations. Concept understanding is not only interpreted as the ability to remember material, but rather the ability of students to understand, connect, and apply the concept of rights and obligations in daily life in the school environment. This shows that the learning process of PPKn is not only oriented to the cognitive aspect in the form of knowledge, but also to the formation of meaning that can be applied in real life in students' lives. In addition, the understanding of student concepts is formed through synergy between the role of PPKn teachers, the learning methods used, active student involvement, and the support of the school environment. Teachers play a role in

delivering material in simple language and accompanied by concrete examples, while students are encouraged to be active in discussions and questions and answers so that the material is easier to understand. The findings of this study are also in line with the theories of Jean Piaget (1970), Bloom (1956), Bruner (1960), and Ausubel (1968) who affirm that understanding concepts is a meaningful, active, and continuous learning process. Thus, there is a strong continuity between theory and research results, which shows that students' understanding of concepts can develop optimally if supported by a contextual, interactive, and meaningful learning process.

2. Active Attitude

The factors that determine the implementation of Civic Education in increasing awareness of students' rights and obligations, especially in the indicator of active attitude, have a very important role in the learning process in schools. An active attitude is one of the main aspects that shows student involvement in participating in the Civic Education learning process, both through the activeness of asking questions, answering, discussing, and participating in class activities. Through PPKn learning, students are not only required to receive material passively, but are also directed to be directly involved in the learning process so that they can foster a critical, responsive, and responsible attitude towards the learning process that takes place. A good active attitude will help students understand the material more deeply because

they are directly involved in the thought process and interaction in the classroom. In theoretical studies, an active attitude in learning is an important part of an effective learning process. According to John Dewey (1916), meaningful learning occurs when students are actively involved in the learning experience (learning by doing), so that knowledge is not only received, but also built through direct involvement. In addition, Lev Vygotsky (1978) explained that social interaction in learning, such as discussions and group work, is very influential in developing students' thinking skills and active attitudes. In line with that, Paul B. Dierich (1979) stated that student activeness in learning includes physical, mental, and emotional activities that encourage students to better understand the material in depth. Thus, an active attitude is a determining factor in the implementation of Civic Education because through the active involvement of students, the learning process becomes more effective, meaningful, and able to shape students' awareness of rights and obligations in daily life in the school environment.

According to Albert Bandura (1986), students' active attitudes in learning are the result of the social learning process that occurs through observation, imitation, and interaction with the surrounding environment, especially teachers and peers. In the context of learning, students play the role not only of receiving information, but also of individuals who are actively involved in the learning process through attention, motivation, and participation

in classroom activities. This active attitude is important because it can encourage students to be more confident in expressing opinions, asking questions, and participating in discussions, so that the learning process becomes more lively and meaningful.

This research was conducted to find out how the factors that determine the implementation of Civic Education in increasing the awareness of students' rights and obligations, especially in the indicators of active attitudes in PPKn learning at SMP Negeri 13 Gorontalo, as well as to identify the obstacles faced in the process, as well as to find out the efforts made in overcoming these obstacles so that students' active attitudes in learning are not only temporary in classroom, but can also develop consistently in the form of actively asking, answering, discussing, and participating in learning activities in the school environment, so that the learning process can take place interactively, effectively, and conductively and support the creation of an active and fun learning atmosphere.

Observations and interviews were carried out simply by asking several questions to the Principal, PPKn Teachers and several students at SMPN 13 Gorontalo, the questions used were structured questions, so that there was a relaxed interaction as it is between the researcher and the respondent. So that the researcher can describe and describe the conclusions of the interview results that have been conducted using language that has been well prepared by the researcher.

The data generated from observations in the field related to the factors that determine the implementation of Civic Education to increase awareness of students' rights and obligations, especially regarding an active attitude, produce:

Based on the results of research conducted in schools, the researcher obtained a number of information from the principal regarding the factors that determine the implementation of Civic Education to increase the awareness of students' rights and obligations at SMP Negeri 13 Gorontalo, especially in an active attitude. In general, students' active attitude in PPKn learning is one of the important factors that greatly determine the success of understanding and implementing rights and obligations in the school environment. This active attitude can be seen from the involvement of students in the learning process, such as paying attention to the teacher's explanations, asking questions, giving opinions in discussions, and participating in class activities and other school activities. When students are active, the learning process becomes more lively and meaningful because students not only passively receive the material, but are also directly involved in processing, understanding, and relating the material to real life in school. This is in line with the school's efforts to create an interactive learning atmosphere through the role of teachers as facilitators who encourage students to dare to speak, ask questions, and cooperate in learning activities. Students' active attitudes are

influenced by several important factors, namely the way teachers teach that is attractive and directly involves students, students' interest and motivation to learn, and a school environment that is conducive, orderly, and supportive of student participation. The school also implements habituation strategies through learning activities that are not only one-way, but also use discussion, question and answer, and group work methods so that students are used to being active in every learning process. In addition, students are also involved in various school activities such as organizations, ceremonies, and extracurricular activities to foster confidence, responsibility, and courage in participating. Thus, based on the results of the study, it can be concluded that the active attitude of students in the implementation of Civic Education at SMP Negeri 13 Gorontalo is formed through the synergy between the role of teachers, student motivation, and the support of the school environment which consistently encourages active involvement of students in the learning process and school life.

Another result that the researcher found through PPKn teachers was related to the factors that determine the implementation of Civic Education to increase students' awareness of rights and obligations at SMP Negeri 13 Gorontalo, especially in an active attitude. Teachers always try to create interactive learning by involving students in discussions, questions and answers, and group work. Teachers also provide the same opportunity to all students to express their opinions so that not

only certain students are active in the class. In addition, the material of rights and obligations is always associated with the real life of students at school, such as discipline, respect for teachers, and maintaining the cleanliness of the environment, so that students can more easily understand and at the same time practice it in their daily lives. The factors that affect students' activeness in PPKn learning come from several aspects, namely the teacher's teaching style that is interesting and not monotonous, students' interest and enthusiasm for learning, and a comfortable and non-stressful classroom atmosphere. Teachers also create a conducive learning environment by approaching students personally so that they do not feel afraid or embarrassed to ask questions and express their opinions. With this strategy, students become more confident and actively involved in the learning process. The conclusion of the interview results shows that students' active attitudes in the implementation of Civics Education at SMP Negeri 13 Gorontalo are formed through the role of teachers who are creative in managing learning, supporting student interests, and a supportive classroom atmosphere, so that students not only understand the material in theory, but are also able to actively participate and apply the values of rights and obligations in daily life in the school environment.

Lastly, the results of research findings conducted by researchers for students about active attitudes in the implementation of Civic Education at SMP Negeri 13 Gorontalo show

that student involvement in PPKn learning is still developing gradually. Based on the results of the interviews, students said that they were sometimes active in learning such as answering questions or participating in discussions in class, but it was not always done every time. This activeness usually appears when students already understand the material or feel more confident to speak in class. However, when they do not understand the material, some students still feel embarrassed or lack the courage to ask questions, even though the teacher has tried to encourage students to be more active in the learning process. The factor that makes students more active in PPKn learning is the way teachers teach interactively, such as often holding discussions and giving students the opportunity to answer questions. When the material is understood, students become more confident to participate in learning. In addition, a comfortable classroom atmosphere also affects students' courage in expressing opinions. PPKn teachers play an important role in encouraging student activity through learning methods that involve students directly, such as discussions, questions and answers, and providing examples that are close to daily life. Thus, the results of this study show that students' active attitudes in PPKn learning at SMP Negeri 13 Gorontalo are influenced by the understanding of the material, teacher learning methods, and a supportive classroom atmosphere, so that students slowly become more confident to participate in the learning process and begin to apply the values of rights

and obligations in daily life in the school environment.

From the explanation above, the researcher can draw the conclusion that an active attitude in the implementation of Civic Education at SMP Negeri 13 Gorontalo is a very important aspect in increasing students' awareness of rights and obligations. An active attitude is not only interpreted as the presence of students in the learning process, but rather the direct involvement of students in participating in learning activities such as asking, answering, discussing, and expressing opinions in class. This shows that the PPKn learning process is not only oriented to passive material acceptance, but also to the active participation of students in building understanding through interaction in the classroom. In addition, students' active attitudes are formed through synergy between the role of PPKn teachers, the learning methods used, student involvement, and the support of the school environment. Teachers play a role in creating an interactive learning atmosphere through discussions, questions and answers, and group work, while students are encouraged to dare to be involved in the learning process. The findings of this study are also in line with the theories of John Dewey (1916), Lev Vygotsky (1978), Albert Bandura (1977), and Kurt Lewin (1947) who affirm that active attitudes are the result of direct learning experiences, social interactions, and the influence of the learning environment. Thus, there is a strong continuity between theory and

research results, which shows that students' active attitudes can develop optimally if supported by an interactive, participatory, and conducive learning process in the school environment.

CONCLUSION

This study shows that the implementation of Civic Education at SMP Negeri 13 Gorontalo plays an important role in building students' awareness of their rights and obligations as students. Students' understanding of the right to a decent education, fair treatment, and equal learning opportunities develops along with awareness to carry out obligations, such as obeying school rules, respecting teachers and fellow students, and maintaining order in the school environment. The findings of the study confirm that awareness of rights and obligations is not formed only through the delivery of learning materials, but through the integration of school policies, learning processes, teacher examples, and habituation that is carried out in a sustainable manner in daily school life. This study also found that the successful implementation of Civic Education is influenced by a good understanding of concepts and active involvement of students in the learning process. These two aspects support each other in forming civic awareness which is reflected in students' attitudes and behaviors. The main contribution of this research lies in the understanding that students' rights and obligations are a unit that cannot be separated

and developed through continuous interaction between all school residents.

Conceptually, the results of the study strengthen the view that Civic Education not only functions as a means of knowledge development, but also as a vehicle for the formation of civic attitudes, values, and behaviors. The findings of the study show that a contextual, participatory, and supported learning process that is supported by a positive school culture is able to strengthen the understanding and practice of students' rights and obligations in daily life. From a methodological perspective, the use of a qualitative approach with a case study design provides an in-depth understanding of the dynamics of the implementation of Civic Education in the school context. However, this study has limitations because it was conducted at one research location so that the results cannot be generalized widely in different school contexts.

The practical implications of this study show the importance of strengthening the Civic Education program that integrates active learning with character habituation in the school environment. Schools need to continue to develop a culture that supports respect for students' rights and the balanced implementation of their obligations. Teachers also need to implement learning strategies that relate the material to students' real experiences so that civic values are easier to understand and apply. For policy makers, the results of this research can be the basis for designing a

program to strengthen the character and culture of a more participatory school. Further research is recommended to involve more schools and use diverse research approaches in order to gain a more comprehensive understanding of the factors that influence students' awareness of rights and obligations in various educational contexts.

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