QUALITY MANAGEMENT OF CIVIC EDUCATION LEARNING IN STRENGTHENING CIVIC DISPOSITION

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ABSTRACT

Improving the quality of Civic Education learning must be carried out thoroughly by using quality management in the learning process. This research aims to examine the urgency of implementing quality management of Civic Education learning in strengthening civic character. This research is qualitative research with a literature study method that takes data from several relevant literature. The results of this study show that Civic Education learning quality management can be done through Civic Education learning quality planning which can be seen from the teacher's ability to make quality learning administration, develop learning materials, determine strategies, methods, media and learning resources, as well as developing assessment techniques. In the implementation stage of Civic Education learning quality, capable teachers are needed to create learning innovations so that learning can run effectively and efficiently and motivate students to continue to develop their civic competencies. In stage of evaluation of the quality of Civic Education learning, a teacher must be able to evaluate teaching administration, learning objectives, material development, utilization of resources, media and learning methods as well as student learning techniques and outcomes as part of the process to assess the extent of changes in student attitudes and behavior. These procedures must continue to be carried out so that Civic Education learning can get results in accordance with what is desired. The implication of this research is that Civic Education learning becomes more advanced and can strengthen the character of citizenship due to the implementation of learning quality management.

Keywords: *Learning quality management, civic education, civic disposition*

1. INTRODUCTION

Improving the quality of human resources is something that must be done in order to face various kinds of changing times. In the era of the industrial revolution 4.0, the development and progress of science and technology has made it easier for people to get all kinds of data and information. Therefore, this advancement in science and technology is expected to be able to realize quality and characterful human resources, in order to face various kinds of changes and challenges of the times. The various advances that are currently occurring do not always have a positive impact on the progress of a nation. Through various kinds of cutting-edge technologies such as gadgets, social media, the internet and so on, it can also have a negative impact on the user. And the fact is that not a few Indonesians have abused this progress. Developments in the digital and media era as well as the rapid flow of information have opened various value and cultural interventions that are not necessarily in line with the culture of the Indonesian nation. From this arises various social problems that now occur in society.

The results of the smoking behavior among adolescents' survey data released by the Ministry of Health in 2019 recorded that the total number of students exposed to cigarette smoke reached 57.8%. In addition, there is now 1% of students starting to consume vapes (Lawi, 2020). This means that from this data, students from elementary to secondary school levels in Indonesia have become active smokers. In addition, no less important issues are the issue of brawls and possession of sharp weapons. Based on the data contained in (Tempo, 2018), it is stated that the Indonesian Child Protection Commission recorded that the number of student brawls in 2018 rose to 14% compared to the previous year which was around 12.9%. This is reinforced by the fact (KPAI, 2018) that about 202 children face the law for being involved in brawl cases and there are at least 74 cases of possession of sharp weapons by children. Cases of brawls among students have occurred very often in Indonesia, especially in the capital city. These juvenile delinquency problems, especially among students, are the result of the decline in the quality of character or disposition that occurs in the younger generation of Indonesia. The issue of the quality of character or civic disposition is rarely emphasized, because currently what happens is only limited to the demands of academic quality. Meanwhile, the disposition that exists in an individual is very important to build the Nation and State of Indonesia in a better, more advanced, and more characterful direction so that it can realize peace, justice, and welfare for its people. The need for civic disposition is considered very urgent to be carried out optimally because the formation of a good and intelligent citizen must carefully consider the moral development of each citizen (Sarkadi & Fadhillah, 2020).

The complexity of the problem that occurs in Indonesia today requires the existence of a policy whose content accommodates the values of civic disposition. This can be achieved through education. Education is the main key in realizing quality human resources. In addition, education also has a significant role in growing and developing aspects of humanity. Given the importance of education in building a nation, improving the quality of education must also be carried out in a planned, directed, and systematic manner in order to be able to create resilient human resources with various changes and ready to compete in life. Because quality education will be able to produce quality human resources as well. In addition, to accommodate and shape all character values or civic dispositions of students, the national education curriculum applies Civic Education learning.

Civic Education learning is a curricular (intracurricular) program that must be given to students at every level of education. Although Civic Education learning has been given at every level of education, this Civic Education learning has not been fully able to build and strengthen the civic disposition of students, because the problems and challenges of learning Civic Education in schools are the breadth of learning materials that is not balanced with the allocation of time available during effective class hours in schools. This is reinforced by the opinion of Awaluddin Tjalla, as the Former Head of the Center for Curriculum and Learning of the Ministry of Education and Culture who was published in (detikNews, 2019) stating that the allocation of time for learning Civic Education is very limited. The allocation of civic education learning time specifically for high school or vocational school is only 2 hours of lessons. In addition, according to him, the subjects Pancasila, and Civic Education lack of upholding the morals of Pancasila as a whole.

Furthermore, based on the results of research conducted by Komalasari and Budimansyah (2008), it was found that Civic Education learning does not associate the material with the reality of student life, is not contextual, rather gives the ability to memorize not to think critically, creatively, and analytically. This even give rise to students' apathy and take it lightly and less attractively. In addition, the results of previous research conducted by Santoso et al., (2015) explained that the weakness of learning Civic Education in Indonesia is in terms of teaching which is monotonous since it is not innovative and focuses more on the cognitive side, while from the affective and psychomotor side is eliminated. From this, civic education learning is still dominated by conventional systems.

Based on the results of a study done by Susanto (2016), the learning of Pancasila and Citizenship Education only has an influence on the civic disposition of students by 16%. Another study found that civics education learning is still dominant in cognitive aspects so that the character or disposition of students still not paid enough attention (Widiatmaka, 2016). In addition, monotonous learning methods also make the process of character building or civic disposition of students not optimal. Based on various opinions and research results that have been carried out by previous researchers, it is stated that Civic Education must strengthen its position as a curricular program to form a civic disposition of students. Therefore, an effort is needed so that the learning process of Civic Education in terms of forming and strengthening civic disposition is more optimal.

In order for the learning objectives of Civic Education as a curricular program to run well, it is necessary to make efforts to improve the quality of Civic Education learning in schools. For this reason, it is important to involve quality management in learning Civic Education both regarding planning, implementing, and evaluating to strengthen students' civic disposition. Quality management is implemented in learning activities so that the student learning processes and outcomes become quality. Therefore, learning will be of high quality if the teacher is able to carry out quality management of the learning activities he carries out. Therefore, this study is important to be conducted because by implementing learning quality management, schools can improve quality continuously by focusing on improving the quality of graduates produced, so the school should be able to understand the concepts and objectives of learning quality management so that its application can achieve targets to support the implementation of education and produce quality graduates.

With a good quality of civic education learning, it will be able to create human resources who have a variety of competencies, characters or dispositions and skills to meet the goals of education in Indonesia. Because quality learning will basically produce quality human resources as well. This is reinforced by the opinion expressed by Karwati and Priansa (2013) stating that success in creating quality learning will contribute to the success of the quality of education, which will further increase human resources which will become a model to be able to compete in the era of globalization.

2. LITERATURE REVIEW
2.1 Learning Quality Management
Learning quality management is a series of student learning activities that include planning, implementing, and evaluating which is focused on improving quality in order to achieve learning objectives and produce quality outputs. Improving the quality of learning refers to the achievements achieved by the school at any certain period, in this case the teacher as an educator who oversees developing the creation, taste, and character of students as the implementation of the existing ideal concept of educating effectively and efficiently in order to achieve the goal of carrying out the creation of conditions that support the learning process. Learning quality management can reflect the ability of professional teachers in carrying out their duties as teachers.

Learning quality management includes quality planning, quality implementation, quality evaluation and quality control for the implementation of an effective and efficient learning process in achieving goals and results that are in accordance with expectations. The quality of learning is essentially concerned with the quality of the process and the quality of learning outcomes. The quality of the learning process is defined as the quality of learning activities carried out by teachers and students in the classroom and other places. Meanwhile, the quality of learning outcomes is the quality of learning activities that are manifested in the form of real learning outcomes achieved by students in the form of values. Learning quality management can be one of the assessment aspects of an institution or educational institution. By implementing learning quality management, the quality of learning in a school will also increase. Therefore, the quality of learning is an aspect that can be used as a measuring tool for the quality of an educational institution or school. So, the quality of learning can be interpreted by the quality or excellence of the learning process carried out by teachers characterized by the quality of graduates or the output of an educational institution or school.

Learning quality management is a concept taken from Total Quality Management (TQM). Sallis (2006) suggests that Total Quality Management (TQM) is a philosophy of continuous improvement, which can provide any educational institution with a set practical

tool for meeting and exceeding present and future customer's needs, wants, and expectations. Meanwhile, according to Witcher as cited in Aina & Kayode (2012), Total Quality Management consists of three terms, namely a) Total: meaning that every person is involved including customers and suppliers, b) Quality: implying that customer requirements are met in accordance to specification, c) Management: indicating that senior executives are committed.

Regarding quality learning, Muljono (2006) mention that the concept of learning quality contains several principles, namely:

Conformity, including same with the characteristics of students, matching with the aspirations of society or individuals, appropriate with the needs of society and environmental conditions, aligned with the demands of the times, appropriate with theory, principles, and / or new values in education.

Attractiveness, includes a large learning intersection and is therefore easy to achieve and follow, content of education that is easy to digest because it has been processed in such a way, the available intersection that anyone can obtain at any time necessary, the message provided at the time of the right event, the high of reliability, sources diversity both deliberately developed and already available and can be selected and utilized for the benefit of learning, classroom atmosphere that are familiar warm and stimulate the formation of the student's personality.

Effectiveness, including regularly conducting activities through the stages of planning, development, implementation, assessment, and refinement, is sensitive to the need for learning tasks and the needs of learners, has clarity of purpose because it will be able to be assembled efforts to stamp it.

Efficiency, including designing learning activities based on models that refer to the interests and needs of students, organizing neat learning and learning activities, utilizing resources for balanced tasks, developing, and utilizing various learning resources as needed, as well as using shared learning resources such as distance learning and open learning.

Productivity, including changes in the learning process (from memorization and remembering to analyzing and creating), addition of input materials in the learning process (using a variety of learning resources), increasing the intensity of student interaction with learning resources, and learning activities as to produce better quality, participation in wider education, more graduates, graduates who are more valued by the community, and a reduced dropout rate.

In quality learning, various learning inputs are involved such as students (cognitive, affective, and psychomotor), teaching materials and methodologies (may vary according to the ability of the teacher), learning facilities and infrastructure, administrative support and other resources as well as the creation of a conducive atmosphere. The quality of learning is determined by the method, input, atmosphere, and ability of the teacher in carrying out the management of the learning process itself. The learning process carried out by the teacher will greatly determine the learning outcomes that will be obtained by students. Therefore, the success of the quality of learning depends on the teachers, students, learning infrastructure, classroom environment, and classroom culture. All

these indicators must support each other in order to create quality learning activities.

2.2 Civic Education

Civic Education is an education developed throughout the world in each country. In Article 37 of Law Number 20 of 2003 concerning the National Education System, it is stated that Civic Education is one of the compulsory subjects in the primary and secondary education curriculum in Indonesia, and for this reason, Pancasila and Civic Education is developed which is expected to be an educational vehicle in developing students to be a human being who has a sense of nationality and love for the homeland imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of Bhinneka Tunggal Ika, and the commitment of the Unitary State of the Republic of Indonesia. This is reaffirmed in the Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Primary and Secondary Education which defines Civic Education as a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are smart, skilled, and have character as mandated by Pancasila and the 1945 Constitution.

Several experts have given definitions to Civic Education. According to Cholisin as cited in Winarno (2013), civic education is defined as political education whose material focus is the role of citizens in state life, all of which are processed in order to foster these roles in accordance with the provisions of Pancasila and the 1945 Constitution in order to become citizens who can be relied on by the nation and state. In addition, Wahab and Sapriya (2011: 15) stated that "the terms civics and Civic Education in Indonesia have begun to be introduced in the school curriculum since 1968 as an effort to prepare good citizens, namely citizens who know their rights and obligations". Theoretically Civic Education is an extension of the subject civics and puts more emphasis on adult education and is more oriented towards civic practice.

According to Udin and Budimansyah as quoted in Japar et al., 2019 citizenship or civics education is construed broadly to encompass the preparation of young people for their role and responsibilities as citizens and in particular, the role of education (trough schooling, teaching, and learning) in that preparatory process. Meanwhile, Civic Education according to Zamroni (as cited in Ubeidillah & Rozak, 2015) is a democratic education that aims to prepare citizens to think critically and act democratically, through the activity of instilling awareness to the new generation about the awareness in which democracy is the form of life that best guarantees the rights of citizens.

According to Soemantri (2001), civic education is an education that is instilled with political democracy, which is expanded with other sources of knowledge, positively influences school education, society, parents, all of which are processed to train students to think critically, analytically and act democratically in preparing for a democratic life based on Pancasila and the 1945 Constitution. While Djahiri (2006) defines Civic Education as an integrated education and learning program that progamatically and procedurally seeks to empowering, civilizing, and humanizing

students to be able to become good citizens in accordance with ideological and juridical demands constitutional in the life of the nation and state.

From these various definitions, it can be concluded that Civic Education is a subject that is used as a vehicle to direct students to become good and smart citizens who have faith and piety to God, the Almighty, to have a spirit of nationalism and patriotism, to have character and can develop and preserve the noble and moral values of the Indonesian nation which are manifested in the form of behavior in life daily in accordance with Pancasila and the 1945 Constitution.

Civic Education is one of the important subjects in the educational process. Therefore, Civic Education has the main role in the process of learning, cultivating and empowering students as the next generation of the nation, because Civic Education will lead students to be politically aware, and will educate students to be democratic. Civic Education as a legal education will also provide understanding to students to obey and comply with applicable laws. As well as Civic Education as a value education will be able to assist the student in choosing the value system he chooses and develop an affective attitude that will be embodied in his behavior. Therefore, the subject of Civic Education in schools needs to be developed as a center for developing insights, attitudes, and skills in a democratic life in order to build a life as desired.

2.3 Civic Disposition

Civic disposition "is one of the components of civic education which is translated as the disposition, attitude, or character of citizenship" (Winarno, 2013: 177). There are also those who call it the civic value. Branson (as cited in Winarno, 2013) states that the third essential component of civic education, civic disposition, refers to the traits of private and public character essential to the maintenance and improvement of constitutional democracy. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experiences should engender understanding that democracy requires the responsible self-governance of everyone, in which one cannot exist without the other. Traits of private character such as moral responsibility, self-discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no less consequential. Such traits as public spiritedness to listen, negotiate, and compromise are indispensable to democracy's success. Meanwhile, Cholisin (2004: 20) explains that "the disposition of citizenship are traits that every citizen must have to support the effectiveness of political participation, the functioning of a healthy political system, the development of dignity and self-esteem as well as the public interest".

Based on some of the opinions that have been expressed above, what is meant by civic disposition is the traits of a person, both public and private, which involve attitudes and feelings that must be possessed by everyone as a result of civic knowledge and skills that have been learned and developed and experienced by a person both at home, school, community, and civil society organizations

in order to maintain and develop a democratic system that prevails in everyday life.

According to Patrick and Vontz (2001), there are several elements of civic disposition, so they suggest that the elements of civic dispositions include 1) promoting the common good; 2) affirming the common and equal humanity and dignity of each person; 3) respecting, protecting, and using rights processed equally by each person; 4) participating responsibility in the political/civic life of the community; 5) respecting, protecting, and practicing government by consent of the people; 6) supporting and practicing civic virtues.

Quigley (1991) (as cited in Winataputra, 2001) argues that civic disposition contains a number of personality characteristics, namely civility (respect and civil discourse), individual responsibility, self-discipline, civic mindedness, open mindedness (openness, asceticism, recognition of ambiguity), compromise (conflict of principles and limit to compromise), toleration of diversity, patience and persistence, compassion, generosity, and loyalty to the nation and its principles.

Civic disposition as a basic component when civic education is oriented towards both public and private character that is essential to the maintenance and development of constitutional democracy. Public character can take the form of a citizen's concern for their environment, decency, critical thinking, rule of law, and willingness to listen, negotiate and compromise. While private character itself is a moral responsibility, self-discipline, respect for the individual, respect for the dignity, and human dignity of everyone.

This public character and private character are also conveyed by the Centre of Civic Education (CCE) quoted by Winataputra, (2001) explaining that there are several forms that reflect public character and private character, namely as follows personal character: moral responsibility, self-discipline, respect for individual dignity and diversity of opinion (empathy); public character: respect for the laws, willingness to participate in public affairs, commitment to the rule of the majority with respect for the rights of the minority, commitment to the balance between self-interest and the common welfare, willingness to seek changes in unjust laws in a peaceful and legal manner.

Through the learning of Civic Education, a person will be able to shape himself into a good citizen because the purpose in learning Civic Education itself is to transform human beings in order to obtain civic virtues that apply in their environment.

3. METHODS

The research method used in this study is library research with a qualitative approach that is described descriptively. The library research method is a series of activities related to the method of collecting library data, reading, recording and processing writing materials (Zed, 2008). Literature studies can also study various reference books as well as similar previous research results that are useful for obtaining a theoretical basis regarding the problem to be studied (Sarwono, 2006). Literature studies are also defined as a theoretical study, references, and other scientific literature related

to culture, values, and norms that develop in the social situation under study (Sugiyono, 2018). The use of qualitative descriptive approach was carried out with the aim of describing the results of the research in detail and clearly to support and increase readers' understanding of the research study being carried out. The data collection technique carried out is by understanding and analyzing data sources derived from various scientific articles, proceedings, and books that are in accordance with the research focus. The data that has been obtained will be analyzed in stages a) reading and understanding all studies and sorting them to be adjusted to the data relevant to this research, b) reading abstracts of all studies to find out the overall picture of the research so that it can be assessed whether it is in accordance with the object of study you want to do, c) record important points to be adjusted to the research study and record the source of the information to be included in the bibliography.

4.   RESULTS & DISCUSSION

The learning process is one of the components of the education system that can determine the success of learning and the quality of education. Therefore, to obtain a good quality education, a quality learning process is also needed. In order to realize quality learning, the government issued Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning National Education Standards as a further elaboration of Law Number 20 of 2003 concerning the National Education System. In the National Education Standards, it is explained that learning in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and abilities according to students' talents, interests as well as physical and psychological development. Based on this, it shows that learning is considered qualify if it succeeds in changing the attitudes, behaviors, and skills of students associated with their educational goals.

Civic Education has an important role in the process of learning, cultivating, and empowering students as the next generation of the nation. Therefore, civic education learning in schools needs to be developed as a center for developing insights, attitudes, life skills and a democratic life in order to build a life as desired.

The quality of civic education learning is the main thing that must be addressed in order to improve the quality of education and democratic life. Quality Civic Education learning is an effective learning process that in essence will boil down to the ability of teachers in the learning process of Civic Education in the classroom. The learning process carried out by the teacher will greatly determine the quality of learning outcomes that will be obtained by students. In simple terms, the abilities that teachers must have to create quality Civic Education learning include the ability to plan, implement, and evaluate the quality of learning. So that Civic Education learning can create good and smart citizens.

4.1   Planning the Quality of Civic Education Learning in Strengthening Civic Disposition

According to Fathurrohman and Sulistyorini (2012), learning planning is the preparation of managing learning that will be carried out in class at each face-to-face meeting. Therefore, learning planning is very important to pay attention to, particularly because learning planning is the first step in preparing the stages of the learning process and all supporting aspects that will be used in helping the learning process take place. In addition, learning planning will be able to estimate other activities or actions that will be carried out in learning. Learning planning includes making a syllabus, learning implementation plan, and various other teaching administrations.

The learning to be planned requires various theories to design so that the lesson plan that is compiled can really meet expectations and can achieve learning objectives. This learning planning also needs to be carried out by a teacher to coordinate various learning components based on the formation of student competencies. Furthermore, learning planning is an important step towards achieving success. If learning is well planned, the learning objectives can be achieved effectively and efficiently. Given the importance of learning planning, this learning planning has various benefits including the following:

Learning planning can be used as a tool to find and solve problems

Learning planning can direct the learning process

Learning planning can be used as a basis for utilizing resources effectively

Learning planning can be used as a tool to predict the results to be achieved

Meanwhile, as stated by Majid (quoted in Yamin & Maisah, 2012) learning planning can provide the following benefits:

Learning planning can be used as a direction for activities in achieving goals

Learning planning can be used as an archetype in organizing tasks and authorities for each element involved in the activity

Learning planning can be used as a work guide for teachers and students

Learning planning can be used as a measuring tool for the effectiveness or not of a job so that at any time it is known the accuracy and slowness of work

Learning planning can be used as material for compiling data for work balance

Learning planning can save time, effort, tools, and costs.

The need for learning planning is intended so that learning improvement can be achieved (Uno, 2008). Efforts to improve this learning are carried out with the following assumptions:

To improve the quality of learning, it is necessary to start with learning planning which is realized by the existence of a learning design.

To design a learning, it is necessary to use a systems approach.

Learning design planning refers to how a person learns.

To plan a learning design refers to the individual student.

The learning carried out will boil down to the achievement of learning objectives.

The goal of learning design planning is the ease with which students can learn.

Learning planning should involve all learning variables.

The essence of the learning design created is the establishment of optimal learning methods to achieve the goals that have been set.

Quality learning planning allows the implementation of quality learning. One of the most important things in learning planning is not to be stuck with formalities alone, but thinking about how to create quality learning, namely planning effective learning to achieve learning objectives, centered on student activities, using various learning methods and media, be valuable and useful, fun, and memorable for students. According to Uwes (1999) the quality of making a learning plan can be seen from the ability of teachers including:

The ability of the teacher to plan the organization of teaching materials
Ability of teachers to plan the management of learning activities
Teacher's ability to plan classroom management
Teacher's ability to plan the use of media and learning resources
The ability of teachers to plan assessments of student achievement for the benefit of learning

The things that are no less important in planning the quality of learning include:

Create a syllabus of learning carried out by a teacher. The syllabus contains clarity of stages of concepts, theories, and scientific disciplines in accordance with the development of science in academic disciplines. The content is described both in objectives, teaching materials, reading materials, evaluations, and methodologies. According to Narwanti and Somadi (2015), the syllabus as a reference for the development of a quality learning implementation plan contains: identification of the subject or theme of the subject, competency standards, core competencies, basic competencies, learning materials, learning objectives (develop behaviors that reflect the desired character or disposition), competency achievement indicators (in the indicators added the point 'shows behavior that reflects the desired character'), evaluation, time allocation, learning resources, and character or disposition (cultural values and character or disposition that are developed and expected to appear, referring to indicators of competence and learning activities)

Make a lesson implementation plan carried out by a teacher. A quality Learning Implementation Plan is described from the syllabus to direct student learning activities to achieve basic competencies. Each teacher in an educational institution unit is obliged to prepare a complete and systematic learning implementation plan. Therefore, a quality learning implementation plan contains: subject identity (which includes educational units, classes, semesters, programs / programs of expertise, subjects or lesson themes, and the number of meetings), competency standards, basic competencies, Indicators of achievement of competence, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

Using standardization of form, format, and order of writing for syllabuses, implementation plans, learning objectives in operational form (knowledge, attitudes, and skills), and assessment techniques.

In the context of planning the quality of Civic Education learning, a teacher must understand that the characteristics of Civic Education learning are different from other learning characteristics. This is because Civic Education plays three roles at once, namely Civic Education as political education in order to lead students to be aware of politics and to educate students to be democratic; Civic Education as legal education in order to provide understanding to students to obey and comply with applicable laws; as well as Civic Education as a moral value education in order to assist the student in choosing the moral value system he chooses and develop his affective attitude that will be embodied in his behavior.

This indicates that learning Civic Education is not only to learn knowledge about statehood but also to instill and strengthen students' civic dispositions. A student cannot be said to have mastered Civic Education learning if the student has not been able to apply a civic disposition that is in accordance with the norms prevailing in society even though the student scored well on mastery of Civic Education learning materials.

Considering that learning planning is very important to realize the implementation of learning and achieve learning objectives, learning planning must be carefully prepared. The curriculum, syllabus, and learning implementation plan are not just administrative completeness but must be used as a reference in learning activities. To develop components in the syllabus and learning implementation plan, a Civic Education teacher must understand various important things in planning the quality of Civic Education learning, including *first*, a teacher must be able to make a learning syllabus by understanding competency standards, basic competencies, and describing indicators of competency achievement from Civic Education subjects both in terms of knowledge, skills, and character or civic disposition; *secondly*, a teacher must be able to make a quality learning implementation plan; *thirdly*, a teacher must be able to formulate learning objectives formulated in operational form (knowledge, attitudes, and skills), the form of learning products, and the standards of behavior that students will achieve; *fourth*, a teacher must be able to develop Civic Education learning materials so that the goals of development could be strengthenied in terms of knowledge, skills, and character or civic disposition; *fifth*, a Civic Education teacher must be able to determine appropriate learning strategies and methods so that learning can be valuable, useful, fun and memorable for students; *sixth*, the teacher must be able to utilize media and learning resources; *seventh*, a Civic Education teacher must be able to develop a diversity of assessment techniques both to assess in terms of knowledge, skills, and character or civic disposition of students.

4.2   Implementation of the Quality of Civic Education Learning in Strengthening Civic Disposition

The implementation of learning quality is an implementation of learning quality planning, both at the strategic and technical levels with careful supervision of all processes that occur, so that there are no mistakes and errors. Thus, the quality of the implementation of

learning will be guaranteed. According to Miller and Saller (as cited in Triwiyanto, 2019), the implementation of learning is the embodiment of a curriculum that is still a written document to be actual in a series of learning activities. In the activity or implementation of learning, there will be an interaction between teacher and students either occurs in the classroom or occurs outside the classroom. Learning planning (which is in the form of policies) will not give any meaning if the planning of learning is not implemented in the form of programs or activities. To implement the learning planning, the previously formulated learning planning recommendations need to be included in a program or activity.

Based on the opinions expressed by Sukmadinata (as cited in Triwiyanto, 2019), learning must be carried out in accordance with learning planning and readiness, which is needed, especially the readiness of implementers. Whatever design or learning planning is owned, the success of the learning implementation depends on the learning implementer, namely a teacher. If a teacher has high ability as well as enthusiasm and dedication, the results will be better. Other educational resources such as facilities and infrastructure, costs, organizations, and the environment are also key to educational success, but teachers are the main key to successful implementation of learning. Having limited facilities, infrastructure, and costs, but having creative and highly dedicated teachers can certainly develop innovative programs, activities, and learning aids. The existence of teachers as the spearhead of learning implementation urges teachers to improve their competence.

The implementation of learning is in line with the national education standard policy, especially as a basis or standard in the educational process so that its implementation is in accordance with national education standards. The basis or foundation is used to make graduates comply with or even more than the established graduate competency standards. To achieve learning objectives, a strategy and approach is needed in its implementation. The implementation of learning to achieve goals that are in accordance with the characteristics, needs and development of the region and schools, requires programmatic and systematic implementation. The implementation of learning synergistically can accelerate and produce achievements in accordance with educational objectives. In the implementation of learning, it is considered quality if the learning is effective in achieving learning objectives, centered on student activities, using various learning methods and media, valuable and useful, fun, and memorable by applying process and result assessment. Therefore, according to Triwiyanto (2019), the implementation of learning is the implementation of a learning plan which includes:

Preliminary learning activities
In the preliminary learning activities, teachers should say hello, greet, pray, prepare students physically to follow the learning process and condition in a pleasant learning atmosphere, motivate students to learn contextually according to the benefits and application of teaching materials in everyday life, by providing examples and comparisons locally, nationally, and internationally, perform apperceptions or ask questions by relating previously learned and developed knowledge about the material to be learned and developed by students, describe the

learning objectives or basic competencies to be achieved, delivering an outline of the scope of the material and an explanation of the description of the activities to be carried out in accordance with the syllabus, convey the techniques and scope of the assessment to be used.

Core learning activities
Core learning activities use learning models, learning methods, learning media, and learning resources tailored to the characteristics of students and subjects. In the Regulation of the Minister of Education and Culture Number 81A of 2013, it is explained that core learning activities are a process to achieve learning objectives that should be carried out interactively, inspiringly, with fun, challengingly, and with motivation. Hence, the students could actively become information seekers since the learning provides sufficient space for initiative, creativity, and independence in accordance with the interests, goals, and physical and psychological development of the students.

Core learning activities can use a scientific approach and learning methods that are tailored to the characteristics of students and subjects which include various activities in it including:

- Observe
  In observing activities, teachers can open a wide and varied opportunities for students to do various activities such as seeing, listening, hearing, and reading about an important thing from an object.

- Questioning
  After students have observed, teachers can open opportunities for students to ask questions about what they have seen, listened to, heard, and read. Therefore, a teacher needs to guide students to be able to ask questions about the results of observations of concrete to abstract objects regarding facts, concepts, procedures, or other abstract things. Through questioning activities, students' curiosity is developed. The more trained to ask questions, the more curiosity can be developed. Such questions can be the basis for seeking more advanced and varied information from teacher-determined sources to those determined by students.

- Collecting information or trying
  The follow-up to the questioning activity is to dig up and collect information from various available sources and media in various ways in learning activities. For this reason, students can read a variety of more learning resources. Besides, from these activities, several information will be collected. With the amount of information obtained, students will become aware, and their curiosity will usually arise. For this reason, motivation and stimulus from the teacher are very necessary to maintain curiosity from students.

- Associating or reasoning
  Associating or reasoning is a follow-up to the activity of collecting information. The information that has been collected will be the basis for information processing activities, namely the activity of finding the relationship between one information and another, which is finding patterns from information linkages and finding a conclusion from the patterns found. The

activities of this association include classifying information, distinguishing the information obtained, verifying information according to its designation and so on.

- Communicating

  Communicating is the process of informing about information and knowledge that has been obtained or exchanging information in the process of observing, questioning, collecting information, and associating. Communicating activities can be seen in the form of writing down or telling what is found in the activities of seeking information, associating it, and finding patterns. This is delivered in class and assessed by the teacher as a result of the students' learning both individually and in groups.

Mujahidin (2017) explained that a teacher in core learning activities needs to pay attention to several things including:

- Mastery of the material

  Good mastery of the subject matter by the teacher is the basic capital to foster the teacher's self-confidence in carrying out learning. Because after all, the inability to master the material to be taught will affect the totality of the teacher's appearance. For this reason, mastery of the material by the teacher is a must so that the quality of learning becomes high.

- Use of effective learning methods

  The learning method should be chosen by the teacher that is most appropriate with the objectives, students' conditions, situation, media, nature of the teaching materials, and the ability of a teacher to use the learning method. The more appropriate the learning method used by a teacher with the characteristics of the material and students, the more effective the learning method will be. The most effective learning method is a learning method that can achieve learning objectives or can form student competencies in accordance with predetermined learning objectives.

- Evaluation of the achievement of goals

  The predetermined learning objectives need to be evaluated by a teacher. How to evaluate the achievement of goals depends on the learning indicators or learning objectives whether to emphasize aspects of the student's attitudes, knowledge, or skills. From the results of the evaluation, it must be known exactly which learning objectives have been achieved and which learning objectives have not been achieved. By knowing the achievement of these learning objectives, follow-up can be carried out. For example, if the knowledge and skills then the follow-up is remedial or enrichment, if it is for the attitude aspect, it can be done by providing continuous coaching so that the student's attitude can change to what it should be.

- The relevance of material delivery to the learning implementation plan

  By paying attention to the relevance of the delivery of material to the syllabus or learning implementation plan, it can help teachers avoid teaching with the principle of what is remembered to be taught or the principle of the teacher from entering the classroom. Of course, this is very unexpected in the implementation of learning. This activity is very important to measure the quality of learning as well as measure the quality

of planning. If in the implementation of learning it does not go according to what was planned or there is something that is not included in the planning then the planning can be evaluated or improved again.

- The development of student attitudes

  In every learning activity, teachers must pay attention to the development of student attitudes on core competencies, especially in core competencies 1 and core competencies 2 which discuss the character or disposition of students, including religious attitudes such as being grateful for the gift of God, the Almighty, and social attitudes such as honesty, meticulousness, cooperation, toleration, discipline, obeying the rules, respect the opinions of others which are all listed in the syllabus and learning implementation plan.

Concluding learning activities

In the closing activity, the teacher together with students both individually and in groups reflect on the following activities:

- Make a summary or conclusion of the entire series of learning activities and the results obtained to find direct or indirect benefits subsequently\ from the learning results that have taken place

- Motivate students

- Provide reflection or feedback (assessment) on learning processes and outcomes

- Carry out follow-up activities in the form of assigning assignments, both individual assignments and group assignments or can provide other forms of learning such as remedials learning, enrichment programs, or counseling services in accordance with student learning outcomes

- Inform the lesson activity plan for the next meeting

- Pray and say hello

The implementation of the quality of Civic Education learning is the implementation of the Civic Education learning quality planning that has been made previously. In implementing the quality of Civic Education learning, a teacher must understand that Civic Education learning is a value and morally oriented subject so that Civic Education learning is expected to be able to always build and strengthen the character or civic disposition of students through example and habituation. So that in planning the quality of learning, integrated learning should be planned between the cognitive, affective, and psychomotor components of students. This is so that the implementation of Civic Education learning can run effectively and efficiently in achieving the learning objectives of Civic Education.

There are several basic skills that must be acquired by teachers so that the process of implementing Civic Education learning can run effectively and efficiently including basic questioning skills, basic skills of providing reinforcement, skills in providing stimulus variations, opening, and closing skills, classroom management and student management skills.

The process of implementing Civic Education learning must be carried out using a comprehensive approach in one learning system in the form of general guidelines and activity procedures to achieve

the learning objectives of Civic Education. Civic Education is a very important subject for students. Judging by its characteristics Civic Education object, its scope of material, learning strategies and the goal of this education are slightly different from other subjects. The subject of Civic Education is a lesson that focuses on the formation of Indonesian citizens who are good and intelligent, skilled and have character in accordance with the values of Pancasila and the 1945 Constitution.

A Civic Education teacher must pay attention to several things in the process of implementing the quality of Civic Education learning, including making variations in learning methods and learning steps. Variety of learning methods will make learning more lively, more interesting, and more motivating for students to continue learning. Meanwhile, learning steps are more towards the management of learning activities whether the activities require less time or require more time. Because Civic Education learning not only teaches about Civic Education learning materials but Civic Education learning must be able to instill and strengthen civic disposition and civic skills to students. Therefore, to make the process of implementing Civic Education learning interesting and more meaningful, of course, teachers must have the ability to become a capable teacher to teach Civic Education.

4.3 Evaluation of the Quality of Civic Education Learning in Strengthening Civic Disposition

After carrying out learning in class, a teacher should conduct a learning evaluation and at the same time formulate a follow-up on the implementation of the next learning. Evaluation is one of the management functions that needs to be carried out by teachers in carrying out learning. By carrying out these management functions, a teacher will know the effectiveness of the learning activities he has carried out. Evaluation of learning quality is an effort to correct weaknesses and shortcomings that occur and/or make quality breakthroughs so that learning products will be superior both at the technical and strategic levels. Schools as educational institutions must always have high transparency and accountability in terms of evaluating learning both internally and externally so that the quality of the learning process and the learning products it produces are in accordance with what is expected.

The results obtained from the evaluation can be used as consideration for teachers in improving and perfecting program and learning activities. Evaluation is a series of activities comparing the realization of inputs, outputs, outcomes to plans and standards. This evaluation can be carried out on the implementation of a plan to assess the successful implementation of a program or activity based on the indicators and performance goals listed in the program or activity. Evaluation can also be carried out to assess the efficiency, effectiveness, benefits, impact, and sustainability of a program or activity. The purpose of the evaluation is to measure the extent to which the activity can be carried out or in other words to measure the extent to which the activity can achieve the desired results.

The teacher as an evaluator serves to evaluate student learning outcomes. Therefore, a teacher must carry out learning evaluations at certain times to assess the results that have been achieved by both

teachers and students. The learning evaluation process is carried out to determine the overall quality of learning and know the entire process starting from learning planning, learning implementation to the end of the learning process, namely the assessment of learning outcomes. After this is done, it can be known to what extent the learning objectives have been achieved. The results of the learning evaluation are feedback that can be used to improve teacher performance in teaching. In addition, learning evaluation is needed so that learning activities can be improved continuously. According to the Ministry of National Education in Triwiyanto (2019) explained that learning evaluation has several characteristics including:

The grading system uses tests or continuous examinations with the provision that the test is carried out to see the completeness of each basic competency

Deuteronomy may be conducted for one or more basic competencies

The results of the test are analyzed and followed up through remedial programs and enrichment programs

Deuteronomy covers cognitive and psychomotor aspects

Affective aspects are measured through affective inventory activities such as observations and questionnaires.

According to Mujahidin (2017) learning evaluation activities include the following:

Evaluate teaching administration. Whether the learning planning is appropriate and anticipatory and carried out in the classroom

Learning objectives start from core competencies, basic competencies, and indicators in the evaluation of their achievement in learning. In addition, it is also explained what are the driving factors and factors inhibiting the achievement of learning objectives

The development of the material presented in the learning must be in accordance with the learning objectives

The use of learning resources and media must be utilized as much as possible. In addition, the utilization must be evaluated so that it is illustrated what sources and media are not yet available so that they can be supplemented and provided by the subject according to the needs of the subject.

Evaluation of learning methods also needs to be considered, especially emphasizing anticipatory steps towards dynamic classroom conditions in particular the accuracy of integration of scientific approaches with the chosen method

Responses from students when a teacher teaches in the classroom also need to be evaluated. Evaluation of student responses is mainly how active students are in learning, both active in hearing, seeing, writing, speaking, and actively thinking. The non-constant condition of students in each meeting should be an evaluation material in order to create a positive response and motivation for students ideally in the next learning.

Evaluate student evaluation techniques and results. A good evaluation is an evaluation that uses good techniques as well. A good evaluation technique is an evaluation technique that can measure the achievement of learning objectives. The results of student evaluation can also be that the evaluation of the implementation of learning because the results of the evaluation

will reflect the student's ability to achieve the goals that have been set by a teacher in a learning.

These things are comprehensive as a reflection material for teachers to be able to make continuous improvements. In addition to evaluation, no less important is to assess student learning outcomes. Assessment of learning outcomes by teachers can use various assessment techniques including tests (written tests, oral tests, and practical or performance tests), observations (observations during learning and/or outside learning activities), assignments (individual assignments and/or group assignments that can take the form of home assignments and/or projects), and other forms that are in accordance with the characteristics of competence and the level of student development. Assessment mechanisms include the collection, proces, and use of objective information (numbers or verbal descriptions) by teachers through a number of evidence to determine the achievement of learning outcomes or student competencies. Assessment of learning outcomes by educators is carried out on an ongoing basis, aiming to monitor the process, to check student learning progress, and to improve the effectiveness of learning activities. In assessment activities, teachers should:

Inform the syllabus of subjects which contains the design and assessment criteria at the beginning of the semester

Develop indicators of competency achievement and select appropriate assessment techniques when compiling the subject syllabus

Develop assessment instruments and guidelines in accordance with the selected assessment form and technique

Carrying out tests, observations, assignments and/or other necessary forms

Processing assessment results to determine the progress of student learning outcomes and student learning difficulties

Returns the results of a student's work check with educational comments

Utilizing the results of student work checks accompanied by educational comments

Utilizing assessment results for learning improvement

Report the results of the assessment of subjects at the end of each semester to the head of the education unit in the form of one student learning achievement score accompanied by a brief description as a reflection of complete competence.

Evaluation of the quality of Civic Education learning is carried out to see the extent of student success in the learning process. The success of the Civic Education learning method occurs if students can achieve the minimum completion criteria that have been given by a teacher. The evaluation techniques used by a teacher in civic education learning must be able to assess the cognitive, affective, and psychomotor abilities of students according to Bloom's taxonomy. In evaluating the quality of Civic Education learning, it is more focused on the value of attitudes (affective), because civic education learning is a subject to instill and strengthen the value of good character or civic disposition. Therefore, in order to strengthen the attitude and disposition of student citizenship, a teacher must not only rely on written tests, but must use other evaluation techniques in the form of non-tests such as behavioral observation, self-assessment, peer assessment, journal assessment,

questionnaire, and authentic assessment to find out the student attitude and civic disposition.

5. CONCLUSION

The low quality of civic education learning in Indonesia must be resolved immediately. Because Civic Education learning not only focuses on developing and strengthening civic knowledge but also strengthening students' civic skills and civic disposition in order to become good and smart citizens. improving the quality of learning requires real and serious efforts from all education stakeholders. Learning quality management is an important part of activities to improve and relevance of the quality of education. Therefore, a teacher must have the ability to carry out quality management of Civic Education learning which includes three stages, namely planning, implementing, and evaluating the quality of Civic Education learning. In the planning stage, the teacher must be able to make a syllabus and a quality learning implementation plan, be able to formulate learning objectives in operational form (knowledge, attitudes and skills), the form of learning products, and behavioral standards to be achieved by students, be able to develop learning materials, be able to determine appropriate learning strategies and methods, be able to utilize learning media and resources, and be able to develop a diversity of assessment techniques appropriate for cognitive, affective and psychomotor assessment of students. In its implementation, a teacher must understand that Civic Education learning is a value- and morally oriented subject so that Civic Education learning is expected to be able to always build and strengthen the character or disposition of student citizenship through example and habituation. Therefore, in the implementation of Civic Education learning, capable teachers are needed to create learning innovations so that Civic Education learning can run effectively and efficiently and motivate students to continue to develop their civic knowledge, skills, and disposition. Meanwhile, in the evaluation stage, a teacher must be able to evaluate teaching administration, learning objectives, material development, utilization of learning resources and media, learning methods as well as assessment techniques and student learning outcomes. These stages are strategies that can be carried out by a teacher to improve the quality of Civic Education learning in order to strengthen the citizenship disposition of students.

6. ACKNOWLEDGMENTS

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