



A Comparative Study: Attitudes and Thinking Patterns Students in Citizenship Education

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ABSTRACT

Purpose of the study: This study aims to explain the differences in attitudes and mindsets of grade XI students majoring in social sciences and grade XI students majoring in natural sciences in the subject of citizenship education.

Methodology: The method used in this study is a descriptive method with a quantitative approach and data collection techniques using attitude scales and rubrics. The population in this study were students of grade XI majoring in social sciences and grade XI majoring in natural sciences at State Senior High School 1 Seputih Banyak, Central Lampung Regency, totaling 254 students with a sample taken as much as 20% of the population, namely 51 respondents.

Main Findings: The results of the study showed that there was a significant difference between attitudes and mindsets with an average of 848 and 194.36 for grade XI students majoring in social sciences, while 868.67 and 219.99 for grade XI students majoring in natural sciences in the subject of citizenship education. This shows that grade XI students majoring in natural sciences have better attitudes and mindsets than grade XI students majoring in social sciences.

Novelty/Originality of this study: The novelty of this study is the disclosure of significant differences in attitudes and mindsets between grade XI social science majors and grade XI natural science majors in the citizenship education subject, which provides new insights into how academic background influences their perceptions and approaches to citizenship education learning.

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1. INTRODUCTION

School is a formal educational institution that has a role as an organizer of the learning process. Schools are institutions that help develop the basic potential of students [1], [2]. Not only in the intellectual aspect, but in the aspects of attitude and behavior as well as motor skills, it is absolutely necessary to prioritize [3]. School is not just about providing academic value to students [4], [5]. This institution functions to provide services and guidance to students in various educational fields; cognitive, affective and psychomotor [6]. The results of the guidance and service process are carried out in an accurate, realistic and sustainable assessment. School is an institution that helps develop the basic potential of students [7].

Citizenship Education is a subject that focuses on the formation of a diverse self in terms of religion, socio-culture, language, age, and ethnicity to become intelligent, skilled, and characterful Indonesian citizens in accordance with the mandate of Pancasila and the 1945 Constitution [8]. Citizenship Education that is social in

nature and contains norms of politeness needs to be developed and linked to the context of students' daily lives [9] so that learning character values integrated into Citizenship Education subjects is not only focused on the cognitive level, but is realized in students' real experiences in daily life, especially in the school environment.

The objective of the Citizenship Education subject is to provide various competencies that students must have as their abilities [10]. These competencies are listed in the Citizenship Education Content Standards which include (1) thinking critically, rationally, and creatively in responding to citizenship issues; (2) participating in a quality and responsible manner, and acting intelligently in community, national, and state activities; (3) developing positively and democratically to form oneself based on the characters of Indonesian society in order to live together with other nations; (4) interacting with other nations in the world arena directly or indirectly by utilizing information and communication technology [11]. The objective of this Citizenship Education subject will be achieved if students have the competencies provided by the Citizenship Education teacher and are able to obtain good learning outcomes [12].

The Learning Process is also balanced with Mindset is a way of assessing and giving conclusions about something based on a certain point of view. The difference in a person's mindset is caused by the difference in the number of points of view that are used as a basis, foundation or reason [13]. The number of points of view of a person to think is influenced by emotions (mentality), education and experience [14]. This is what is the benchmark for the high or low maturity of a person. There are many definitions of mindset that we may know, although in essence they refer to the same conclusion.

Every person or human being individually basically has ideas, opinions, plans, ideals. These elements are processed by the brain / mind / thoughts and are always influenced or determined by their behavioral attitudes [15]. So Mindset is a person's way of thinking in realizing their ideas / opinions / plans / ideals which in their implementation are also influenced by their feelings / views or behavioral attitudes (attitude) about something in general [16]. In other words, at some point a person's attitude is influenced by their feelings or emotions [17].

A person's mindset is very different, but the mindset can be changed from time to time [18], Changing the mindset that exists in us is not easy, we can change our mindset by influencing the components that form the mindset, namely knowledge and experience. Humans can see their respective mindsets, if the mindset is used properly and developed, then it makes the person have knowledge, but if someone has a mindset but cannot change/develop the mindset that exists in him, that person cannot see the development that exists in him [19].

The development of the mindset possessed by students is influenced by attitudes. Attitude is something that is learned, and attitudes determine how individuals react to situations and determine what is sought in life [20]. Attitudes consist of various levels, namely accepting, responding, appreciating and being responsible [21]. There are several factors that influence the attitudes of students in grade XI majoring in social sciences with grade XI majoring in natural sciences in the subject of citizenship education, these factors are: 1. Personal Experience 2. Influence of Other People Who Are Considered Important 3. Influence of Culture 4. Mass Media 5. Educational Institutions 6. Emotional Factors.

Previous research conducted by Sanjaya et al., [22] Previous research focused on the use of Balinese folklore in civic education as a tool to strengthen students' character education. This study emphasizes the importance of integrating local culture into the curriculum as a strategy to build stronger student character. On the other hand, the current research is more focused on comparing students' attitudes and mindsets in civic education subjects between grade XI social science students and grade XI natural science students. The gap that is seen between these two studies is in the approach and focus used: the previous study emphasized the aspect of strengthening character through the integration of local culture in civic education, while the current study focuses on analyzing differences in students' attitudes and mindsets in the context of civic education without focusing on cultural elements. This analysis suggests the need for a deeper understanding of how differences in students' attitudes and mindsets can be influenced by different teaching methods, including culture-based approaches as studied in the previous study.

This study presents a novelty by identifying and analyzing profound differences in attitudes and mindsets between grade XI social science students and grade XI natural science students in the context of citizenship education learning. The results of this study provide insights that have not been widely disclosed, namely how different academic backgrounds affect the way students understand and apply civic concepts. This study also enriches the educational literature by offering new insights into the importance of pedagogical differentiation based on different class characteristics in the same subject, especially in the context of citizenship education learning at the secondary school level.

This research is very important to do because the differences in attitudes and mindsets of grade XI students majoring in social sciences and grade XI students majoring in natural sciences towards citizenship education learning can have a significant impact on the effectiveness of citizenship education in schools. By understanding how different academic backgrounds affect students' perceptions of citizenship education material, educators can design teaching strategies that are more appropriate and responsive to the needs of each group. The urgency of this research lies in its efforts to improve the quality of citizenship education by ensuring that every student, regardless of their major, can develop a deep understanding and positive attitude towards civic concepts,

which are essential for the formation of critical and responsible citizens. Based on the explanation above, the purpose of this study is to explain the differences in attitudes and thought patterns of class XI students majoring in social sciences with class XI students majoring in natural sciences in the subject of citizenship education at State Senior High School 1 Seputih Banyak, Central Lampung.

2. RESEARCH METHOD

2.1. Research Type

The method used in this study is a descriptive method with a quantitative approach. The quantitative descriptive method is a research method that aims to describe and explain precisely certain conditions in society with a final score of variables in the form of numerical analysis using tabulation and statistics [23].

2.2. Population and Sample

The population in this study were all students of class XI majoring in social sciences and students of class XI majoring in natural sciences at State Senior High School 1 Seputih Banyak, Central Lampung Regency, namely from class XI majoring in social sciences and XI majoring in natural sciences 1-4 with a total number of students. If the subjects in a study are less than 100 people, then all samples are used, so the study uses population research. And if the subjects are more than 100 people, 10-15%, 20-25%, or more can be taken. Based on the opinion above, the sample in this study was taken as much as 20% so that the sample was $20\% \times 254 = 50.8$. Thus, the total number of samples was rounded up to 51 people. The sample used was a random sample, namely a sampling technique where in taking the sample, the researcher "mixes" the subjects in the population so that all subjects are considered the same. Thus, the researcher gives equal rights to each subject to get the opportunity to be selected as a sample.

2.3. Data Collection Technique

In this research, researchers carried out five data collection techniques, namely: observation, rubik, attitude scale test, documentation, and interviews. The meaning of observation here is observation accompanied by systematic recording of the phenomena that have been studied [24]. This observation has the aim of obtaining a picture of the interaction between teachers and students. A rubric is a scoring tool that consists of a list of a set of criteria or things that must be counted. Each component consists of one or several dimensions. Each dimension must be defined so that it is clearer and an example or illustration must be given. The attitude scale test seeks to determine a person's character in relation to their feelings and beliefs. Attitude measurement is based on a person's reaction or response to a stimulus, which in this case is a statement. The attitude scale used in this research is a Likert scale. The Likert scale uses another test construction technique [25]. The Likert scale asks respondents to respond to a series of questions identifying the respondent as strongly agree (SS), agree (S), unsure (R), disagree (TS), and strongly disagree (STS), for each statement (Five scale). Each scale is given a score based on the choice, namely if the question is positive, (SS) is given a score of 5, (S) is given a score of 4, (R) is given a score of 3, (TS) is given a score of 2, and (STS) is given a score of 1. If Negative questions are scored the opposite way. The criteria for the student learning motivation scale are categorized into 3, namely: high, medium and low. This method was used to obtain data about the attitudes and thought patterns of class XI social science department students and class XI natural science department. The principle of an interview is the same as a questionnaire, only the implementation is carried out orally, where the interviewer can ask several questions in a face-to-face situation between the interviewer and the interviewee. The completeness of the data collected depends on the expertise of the interviewer and always refers to the interview guide. And this technique is used to obtain data directly from respondents as well as to complete incomplete or unanswered data through questionnaires.

2.4. Data Analysis Techniques

In this study, quantitative data analysis is used, namely systematically describing words in sentences and numbers in sentences [26]. Furthermore, it is concluded to manage and analyze data using the formula:

$$I = \frac{NT - NR}{K} \dots\dots\dots (1)$$

Information :

I = Interval
 NT = Highest Value
 NR = Lowest Value
 K = Category

The determination of the percentage level uses the formula:

$$P = \frac{F}{N} \times 100\% \dots\dots\dots (2)$$

Information:

- P = Percentage Size
 F = Total Scores Obtained for All Items
 N = Number of Multiples of All Items with Respondents

To interpret the percentages obtained, the [3]following Arikunto criteria are used:

- 76%-100% = Good
 56%-75% = Enough
 40%-55% = Not Good
 0-39% = Not Good

The data classification uses the non-parametric Mann-Whitney U data analysis technique.

$$U_1 = n_1 n_2 + \frac{n_1(n_1+1)}{2} - \Sigma R_1 \dots\dots\dots (3)$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2+1)}{2} - \Sigma R_2 \dots\dots\dots (4)$$

Because the sample in this study was more than 8, the calculation was continued with the normal distribution approach as follows:

$$Z_{Count} = \frac{U-E(U)}{\sigma_u} \text{ with Mean } E(U) = \frac{n_1}{n_2} \text{ and } \sigma_u = \sqrt{\frac{n_1 n_2 (n_1+n_2+1)}{12}} \dots\dots\dots (5)$$

Information:

- $E(U)$ = Mean Expected Value
 σ_u = Standard Deviation

Hypothesis Testing Criteria As Follows:

Accept H_0 if the value of $-Z_{table} < Z_{count} < Z_{table}$ and reject H_0 otherwise.

3. RESULTS AND DISCUSSION

Based on the data analysis from the distribution of attitude scales, it can be seen that there are differences in the attitudes of grade XI students majoring in natural sciences and grade XI students majoring in social sciences in the subject of citizenship education. The differences in the attitudes of grade XI students majoring in social sciences and grade XI students majoring in natural sciences are influenced by several things. If reviewed again from the definition of attitude itself, attitude is an important part of interacting with others.

Attitude is a person's tendency to act, think, and feel in facing objects, ideas, situations [27], or values to determine whether the person should agree or disagree with something to determine what is liked, expected, both positive and negative. A positive student attitude, especially towards teachers and the subjects they receive, is a good sign for the student's learning process [28]. Conversely, a negative attitude accompanied by hatred towards teachers and their subjects causes learning difficulties for students [29], so that student achievement will be less than satisfactory.

Attitude creates a tendency to like, approach, accept, or even expect the presence of a particular object. Meanwhile, a negative attitude creates a tendency to avoid, hate, avoid, or dislike the presence of an object. Attitude can be interpreted as a form of assessment of feelings and potential tendencies to react which is the result of interaction between cognitive [30], affective and conative components which react to each other and understand each other and behave towards an object.

3.1. Cognition Indicators

The cognitive component is a component consisting of knowledge. This knowledge will form certain beliefs and opinions by the object of attitude. Based on the results of data processing, it can be seen from 51 respondents consisting of 26 respondents from class XI social sciences and 25 respondents from class X, there was 1 respondent (3.84%) who agreed and 6 respondents (24%) who disagreed. Students disagreed because they did not understand and did not understand what the subject of citizenship education actually was. Students only know that the purpose of the citizenship education subject is for students to understand the articles in their country, and to make students good citizens. Meanwhile, what students know about the vision and mission of the citizenship education subject is only to make students the successors of the nation who have noble character and good manners.

Many students think that citizenship education lessons are boring and uninteresting. This makes them reluctant to know what the purpose, vision, mission and learning activities of citizenship education actually are. Their ignorance causes misunderstandings about the citizenship education subject. This is due to the lack of teacher attention in providing clear and easy-to-understand understanding for students, as well as the lack of creativity of subject teachers in delivering subject matter that can arouse students' interest in continuing to participate in citizenship education learning activities.

Furthermore, there were 7 respondents in Class XI majoring in social sciences (26.92%) who stated they were hesitant, while there were 6 respondents in Class XI majoring in social sciences because students felt they did not understand the objectives, vision, mission and citizenship education learning activities well. Their doubts were thought to be due to lack of knowledge, information and lack of curiosity about the vision, mission, objectives and citizenship education learning activities.

Then there were 14 respondents in Class XI majoring in social sciences who stated they agreed and 1 respondent (3.84%) who stated they strongly agreed. While in Class XI majoring in natural sciences there were 8 respondents (32%) who stated they agreed and 4 respondents (16%) who stated they strongly agreed. Because citizenship education is expected to be able to provide changes in students' attitudes and behavior in everyday life [31]. The subject of citizenship education is one of the subjects that teaches us how we should respect and honor the diversity of tribes, cultures, religions, and customs.

3.2. Affection Indicators

The affective component is a component related to feelings of pleasure or displeasure, reactions or responses, so that it is evaluative in nature. This component is closely related to the value system adopted by the owner of the attitude. Based on the affective indicator, it can be seen from 51 respondents. Consisting of 26 respondents, grade XI students majoring in social sciences and 25 respondents, grade XI students majoring in natural sciences. Of the grade XI students majoring in social sciences, 2 respondents (7.69%) stated that they strongly disagreed and 5 respondents (19.23%) stated that they disagreed. Meanwhile, in grade XI students majoring in natural sciences, 2 respondents (8%) stated that they strongly disagreed and 4 respondents (16%) stated that they disagreed. In addition, in grade XI students majoring in social sciences, 5 respondents (19.23%) stated that they were hesitant. Meanwhile, in grade XI students majoring in social sciences, there was attention and praise from the teacher. Meanwhile, students who have less ability do not get attention from the teacher so that students who have less ability do not have the motivation to change for the better. In fact, they all have great potential to show their abilities. Students who do not answer directly does not mean that they are not active or do not have the awareness to participate in expressing their opinions because they feel there is no opportunity to show their abilities because they have been labeled by the teacher as lazy students. Respondents in Class What are the goals and objectives of the citizenship education subject, students must be able to respond and provide good responses to the goals of the citizenship education subject and be able to carry out their goals in everyday life.

3.3. Conation Indicators

The conation component is an attitude component in the form of a person's readiness to behave towards an attitude object. Based on the conation indicator, it can be seen from 51 respondents consisting of 26 respondents from class XI majoring in Social Sciences and 25 respondents from class XI majoring in Natural Sciences who stated that they strongly disagreed as many as 2 respondents (8%) and 5 respondents (20%) who stated that they disagreed. In addition, in class XI majoring in Social Sciences there were 6 respondents (23.07%) who stated that they were hesitant, while in class XI majoring in Social Sciences there were 10 respondents (23.07%) who stated that they disagreed. Mindset is a way of assessing and drawing conclusions about something based on a certain point of view. Differences in a person's way of thinking are caused by differences in the number of points of view that are used as a basis, foundation or reason. Most of a person's point of view in thinking is influenced by emotions (mentality), education and experience. This is a measure of a person's level of maturity. In terms of thinking, there are several ways of thinking, including critical, logical and creative thinking. Based on the description and explanation above regarding the students' mindset, it is known from the results of the study that there were 51 respondents consisting of 26 respondents from class XI majoring in Social Sciences, and 25 respondents from the citizenship education subject class, obtaining the highest score of 96.87 and the lowest score of 65.62, in class XI majoring in Social Sciences using 4 score categories.

Students of class XI majoring in Natural Sciences are known for their critical thinking and great enthusiasm in following lessons, and according to the new class, because from there we can learn new things that we may have never learned in school. However, because students of class XI majoring in Natural Sciences have a high enthusiasm for learning, they almost forget one thing, namely that the sense of solidarity they have is not as compact and tight as students of class XI majoring in Natural Sciences. The individualistic attitude that is already ingrained in them makes them forget to share with others.

Because they assume that if we don't believe in our own abilities, who else will believe in the abilities we have. This is very different from the thinking of the 11th grade students majoring in Social Sciences who think

that believing in one's own abilities is good. However, if we are in doubt or confused, there is nothing wrong with asking. However, even though the 11th grade students majoring in Social Sciences do not yet have the critical thinking that the 11th grade students majoring in Social Sciences have, they process them into flower vases, make used bottles into window decorations, and use the paper they make into chalk boxes. From this, at least we can judge that the 11th grade students majoring in Social Sciences and the 11th grade students majoring in Social Sciences have a high level of self-confidence.

This study has a significant impact on understanding the differences in students' attitudes and mindsets in civic education. By analyzing the comparison between different groups of students, this study can reveal the factors that influence their attitudes and mindsets towards civic issues. These findings can help educators in designing more effective curricula and teaching methods to develop critical understanding and social responsibility among students. In addition, the results of this study can also be a basis for educational policy makers to adopt a more inclusive and adaptive approach in civic education, so as to create a generation that is more aware of their rights and obligations as citizens.

This study has several limitations that need to be considered. First, this study may have been limited to a specific population, such as students from one or a few schools, which may reduce the generalizability of the findings to a wider population. In addition, the data collection methods used, such as questionnaires or interviews, may not fully capture the complexity of students' attitudes and mindsets, especially if respondents gave answers that were considered socially desirable. Other variables, such as family background, peer influence, and media, which may also influence students' attitudes and mindsets, may not have been fully controlled for in this study. Finally, overly generalizing interpretations of the results without considering specific social and cultural contexts may lead to errors in applying the results of this study to different educational contexts.

4. CONCLUSION

Based on the results of the research and discussion that have been described regarding the differences in attitudes and mindsets of grade XI students majoring in social sciences and grade XI students majoring in natural sciences. There are differences in the attitudes of grade XI students majoring in social sciences and grade XI students majoring in natural sciences. This can be seen from the knowledge possessed by each student, the students' responses or reactions to the lessons and the students' readiness to act or behave towards the citizenship education subject. There are differences in the mindsets of grade XI students majoring in social sciences and grade XI students majoring in natural sciences of each student. This can be seen from the Critical, Logical and Creative thinking skills possessed by students in solving problems and responding to the vision, mission, goals and citizenship education learning activities. Recommendations For further research, it is recommended to explore how the integration of technology-based approaches in citizenship education affects students' attitudes and mindsets compared to traditional teaching methods.

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