








EXPLORING THE EXISTENCE OF CIVIC DISPOSITIONS IN JUNIOR HIGH SCHOOL STUDENTS: A PRELIMINARY STUDY IN CIVIC EDUCATION

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ABSTRACT

Civic disposition plays a crucial role in shaping students into responsible and active citizens, but its characteristics in the school environment require further study. This study aims to analyze the civic disposition of junior high school students and the factors influencing its development. A quantitative survey method was used involving 120 seventh-grade students from three public junior high schools in Magelang, Indonesia. A structured questionnaire measured five dimensions of civic disposition: responsibility, participation, politeness, empathy, and patience. The results showed that responsibility, politeness, and empathy were in the high category, while participation was in the medium category, and patience was the lowest dimension. These findings suggest that although students possess good ethical and social awareness, they still need encouragement to participate more actively in civic activities and to increase their patience in social interactions. Civic education should prioritize the balanced development of responsibility, participation, and patience to strengthen students' overall civic character. Recommendations are provided for strengthening learning programs that foster moral character and encourage active student involvement.

ABSTRAK

Civic disposition memainkan peran penting dalam membentuk siswa menjadi warga yang bertanggung jawab dan aktif, tetapi karakteristiknya di lingkungan sekolah memerlukan studi lebih lanjut. Penelitian ini bertujuan menganalisis *civic disposition* siswa sekolah menengah pertama dan faktor-faktor yang memengaruhi perkembangannya. Metode survei kuantitatif melibatkan 120 siswa kelas tujuh dari tiga sekolah menengah pertama negeri di Magelang, Indonesia. Kuesioner terstruktur mengukur lima dimensi disposisi kewarganegaraan: tanggung jawab, partisipasi, kesantunan, empati, dan kesabaran. Penelitian menunjukkan bahwa tanggung jawab, kesantunan, dan empati berada dalam kategori tinggi, sementara partisipasi berada dalam kategori sedang, dan kesabaran merupakan dimensi terendah. Penelitian menunjukkan bahwa meskipun siswa memiliki kesadaran etika dan sosial yang baik, mereka masih membutuhkan dorongan berpartisipasi lebih aktif dan meningkatkan kesabaran mereka dalam interaksi sosial. Pendidikan kewarganegaraan perlu memprioritaskan pengembangan tanggung jawab, partisipasi, dan kesabaran secara seimbang guna memperkuat karakter kewarganegaraan siswa. Diperlukan penguatan program pembelajaran yang menumbuhkan karakter moral sekaligus mendorong keterlibatan aktif siswa.

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INTRODUCTION

The 21st century presents demands and challenges for the world of education. It requires students to possess life skills (Angga et al., 2022; Mulyani et al., 2024). The essence of education is to shape individuals with noble character who behave humanely (Rohmah et al., 2023). Integrating character education into the curriculum means teaching students core values such as respect, responsibility, empathy, and integrity (Singh, 2019). Those character values serve as guidelines for developing a civilized society. Therefore, creative and innovative learning strategies are essential to achieving the goal of character cultivation. Combining social and emotional learning with character education integrates interpersonal skills and decision-making with responsibility and civic ethics (Astriya, 2023). Civic education is a value-based concept that requires teachers' skills in planning, implementing, and accurately assessing value-based learning (Montessori et al., 2024). Thus, civic education plays a crucial role in shaping the nation's character.

Civic Education is often referred to as Citizenship Education (Estellés & Fischman, 2021). The terms civics and Civic Education in Indonesia have been introduced into the school curriculum since 1968 as a step to prepare citizens to become good members of society, those who understand their rights and responsibilities (Jayadiputra et al., 2023). Civic Education can be defined as the development and preservation of noble morals and values, which are manifested in students' behaviour both as individuals and as members of society in national and state life (Saputri & Marzuki, 2021). Civic Education or Citizenship Education has a comprehensive vision and mission in developing civic competencies (Knowles, 2018; Suryanto, 2014). There is a tension between three definitions of citizenship: (1) as a legal status, (2) as knowledge and skills for political participation, and (3) as a combination of societal knowledge, participatory skills, and the desire to contribute positively to public efforts for the common good (MacIntyre et al., 2022). Civic Education competencies guide how nation-building begins with the capabilities and character of its citizens.

Civic education aims to design a curriculum that shapes character, builds a nation, and empowers society. The primary goal of Civic Education is to develop character and contribute to nation-building, while its mission is to help students become good citizens (Lonto, 2019). Therefore, Civic Education seeks to design a curriculum that fosters students' character by instilling moral values, ethics, and appropriate behaviour as citizens, emphasizing responsibility, honesty, and tolerance to shape individuals with integrity. Furthermore, Civic Education plays a role in establishing a strong national foundation by developing a generation of young people who are principled, empowered, and ready to actively participate in social and political life (Ayane & Mihiretie, 2024). The core mission of this education is to help students become responsible citizens with a clear understanding of their rights, duties, and social responsibilities within society and democracy.

As a consequence, civic education in Indonesia needs to adopt a broader approach, not just limited to civic education in schools. Civic education should be directed toward a more comprehensive continuum, known as Citizenship Education. This approach is essential for educating citizens of all ages, including both young and adult generations (Jasrotia et al., 2023). Although civic education policies have been implemented in formal institutions such as schools and universities, moral crises continue to persist in Indonesia (Aksinudin et al., 2022). The cases of violence, brawls, and immoral behaviour are still prevalent among middle school students, highlighting the need for a well-formulated approach to instill character values effectively. The elements of civic disposition include: (a) promoting the common good, (b) strengthening humanity and equal dignity, (c) respecting and protecting equal

rights, (d) engaging in political and civic responsibilities, (e) respecting and upholding government by the consent of the people, and (f) supporting and practicing civic virtues (Suryanto, 2014).

Civic Education focuses on three main components: civic knowledge, civic skills, and civic disposition (Mazid, Wulansari, Komalasari, et al., 2025). The essential component of civic competence is civic disposition (Komalasari & Rahmat, 2019). Civic disposition encompasses concern for the rights and well-being of others, justice, a healthy level of trust, and a sense of responsibility toward public interests (Komalasari & Rahmat, 2019). It refers to the attitudes and habits of thinking that support a healthy social function and protect the common good within a democratic system (Tutuarima & Nindatu, 2023). Similar to civic competence, civic disposition develops gradually through learning and personal experiences at home, school, communities, and civil society organizations (Sarkadi & Fadhillah, 2020). As a crucial aspect of citizenship, civic disposition, characterized by care, justice, mutual trust, and public responsibility, evolves through experiences in various social environments to shape responsible and contributing citizens.

Civic disposition is a civic competence that integrates knowledge and skills while reflecting the character of citizens in a democracy, which can be measured through their level of awareness (Riyanti, 2020). Civic disposition or national character is related to both public and private character, playing a crucial role in maintaining and developing constitutional democracy. Those three elements are interconnected in shaping good citizens (Montessori et al., 2024). Civic disposition consists of two main components: personal character (honesty and integrity) and social character (empathy, active participation, and respect for the law). Both are essential in fostering an ethical and democratic society, where citizens contribute to a just and moral community (Komalasari & Rahmat, 2019).

Civic disposition is a crucial aspect in shaping individuals who are responsible and contribute positively to society. It encompasses values that support social responsibility, democracy, and human rights. In the era of globalization, it is essential for younger generations to participate in social and political life actively. However, research on civic disposition in Indonesia, especially at the primary and secondary education levels, remains limited. Therefore, this study aims to explore its implications for civic education. Civic disposition includes values, virtues, and behaviours that promote equality, which can be achieved through effective communication and active listening skills (Syahwaliana et al., 2025). Public and private character includes being an independent member of society, fulfilling personal responsibilities as a citizen in economics and politics, respecting individual dignity, participating wisely in civic affairs, and supporting a healthy constitutional democracy (Anderson, 2023).

Civic education in schools serves as one of the primary means for developing civic disposition. To support the learning of civic knowledge as well as the development of relevant skills and character, civic education often integrates classroom learning with practical experiences in the community (Komalasari & Rahmat, 2019). Good character can be influenced by various internal and external factors. To shape positive character, at least three components are required: moral knowledge, moral awareness, and moral behaviour (Yanti et al., 2020). Several factors contribute to the development of civic disposition in students, including family, school, and community environments. Social learning plays a crucial role in shaping values and behaviour, as students tend to imitate the actions they observe from adults and peers (Bandura, 2019).

The low level of civic disposition among junior high school students in Magelang, particularly in terms of participation, patience, politeness, and empathy, poses a challenge to shaping an ideal civic character. Many students are less active in social activities and decision-making processes, and they exhibit weak emotional resilience. Several factors contribute to this issue, such as a lack of understanding of civic disposition, the incomplete integration of civic disposition values in Civic Education lessons, and the need for innovation in teaching models and value-based learning strategies. Currently, Civic Education tends to be theoretical, providing limited opportunities for students to practice civic behaviours in real-life situations (Alscher et al., 2022). Furthermore, insufficient experience in critical discussions, inadequate training in emotional management and conflict resolution, and the limited use of digital technology as a learning tool further worsen the issue.

To address this issue, schools need to implement interactive learning methods such as group discussions, role-playing simulations, and community-based projects to enhance student participation. In addition, strengthening character education through direct experiences, such as emotional regulation training and conflict resolution exercises, can help build patience and resilience. This approach should also incorporate innovative digital media and value-based learning, such as locally inspired digital media, interactive applications, or online learning platforms, to make education more engaging, contextual, and relevant to students' lives. The development of civic disposition must also include fostering politeness and empathy, ensuring that students not only develop strong ethical and social awareness but also become active, responsible, courteous, and compassionate citizens (Abdinigrum & Supriyadi, 2023; Syahwaliana et al., 2025). The importance of civic disposition in schools, especially for junior high school students in today's era, needs to be developed through various strategies. Strengthening character disposition is essential in shaping civic attitudes and traits. Several studies on civic disposition have been conducted and analysed from different perspectives.

Research on classroom learning, extracurricular activities, and service-based learning highlights various aspects of civic education experienced by students in schools (Campbell, 2019). Moreover, the implementation of civic disposition learning models has been examined by several researchers (Montessori et al., 2024). Research related to the formation of civic disposition has also been discussed by Mulyono (2017) and Rahmatiani & Saylendra (2021). A study by Sarkadi & Fadhillah (2020) explored how the management of Civic Education learning in high schools is influenced by curriculum implementation in Indonesia to develop students' civic disposition. Their findings emphasize that planning, implementation, evaluation, and innovation in learning strategies and media play a crucial role in enhancing students' understanding of human rights and civic responsibilities.

Most existing literature tends to focus on formal civic education and institutional frameworks, with limited attention to students' intrinsic dispositions, attitudes, and values in everyday social interactions. Besides, explorations of civic disposition are often discussed in Western contexts. Therefore, it creates a gap in understanding how these dispositions develop in different cultural and educational settings, particularly in Indonesia. This preliminary study aims to address this gap by examining the presence and development of civic disposition among junior high school students while considering their social and cultural contexts. The findings of this research are expected to provide theoretical, practical, social, and policy-relevant recommendations for civic education.

Research on Civic Education generally focuses on strengthening students' character through various learning methods. However, specific studies on the existence and variations

of students' civic disposition in the era of globalization remain limited. Most previous research has emphasized the effectiveness of curricula or formal learning models rather than examining how students naturally internalize civic disposition values such as responsibility, participation, politeness, empathy, and patience in their daily lives. Therefore, this study is essential in providing a more comprehensive and in-depth understanding of the factors influencing the development of students' civic disposition.

The novelty of this research lies in its contribution to deeply analysing civic disposition values among junior high school students. Beyond assessing the role of civic education in schools, this study also explores the influence of digital media in shaping students' civic character. This approach is more holistic compared to previous studies, which primarily focused on the effectiveness of formal civic education programs. Junior high school students were chosen as the research subjects because they are in a critical stage of moral development, requiring character reinforcement to grow into intelligent, responsible, and socially engaged citizens. Based on this background, this study aims to examine the existence of civic disposition among middle school students, understand the key characteristics that shape their civic identity, and identify the factors influencing its development in daily life.

Previous studies in the field of civic education have primarily focused on developing civic knowledge and skills, while studies highlighting civic dispositions as a dimension of civic attitudes and character are still relatively minimal, especially for junior high school students. Furthermore, research examining how civic dispositions are present and manifested in student behavior both in school and social settings is also scarce. Given this gap, this study proposes the main problem formulation: How do civic dispositions exist in junior high school students in the context of Civic Education learning?

METHOD

1. Sampling and data collection

This study uses a quantitative approach with a survey method and purposive sampling technique, targeting seventh-grade students from three public junior high schools in Magelang City, Central Java, Indonesia. Seventh-grade students were chosen due to their transitional stage from elementary to junior high school. The transitional stage is a critical period in which civic disposition values, such as responsibility, participation, politeness, empathy, and patience, can be assessed before experiencing substantial influence from internal and external factors. Internally, moral growth and development at the junior high school level need proper guidance and reinforcement to ensure a stable character foundation. Externally, this stage is when students are exposed to various social influences that can shape their character through societal interactions. The three selected public junior high schools were located in South, Central, and North Magelang, with each region having distinct cultural, character, and academic achievement profiles. Data were collected through surveys using questionnaires distributed to 534 anonymous respondents to maintain data confidentiality. Prior to participation, students and their parents received a consent form explaining the research objectives, procedures, risks, and benefits. Approval was also obtained from school principals, teachers, and administrative authorities. This study followed ethical research guidelines approved by Universitas Pendidikan Indonesia as the responsible institution. The collected data included demographic characteristics such as gender, class, and school of origin, while age was excluded since all respondents are from the same grade level. The findings of this research were expected to identify factors influencing students' character development and strengthen civic disposition competencies to foster intelligent and responsible citizens prepared for future challenges.

2. Instrumentation and Data Analysis Process

This study developed civic disposition parameters by referring to the framework established by Branson (1999), which consists of five core values: responsibility, participation, politeness, care, and patience. Civic disposition is defined as the tendency of citizens' attitudes and behaviours that support democratic life in an active, constructive, and ethical manner. To measure civic disposition (CDS), a 5-point Likert scale was used with a total of 30 statement items, where respondents were asked to indicate their level of agreement from 1 (strongly disagree) to 5 (strongly agree). This instrument includes five sub-scales, each consisting of six items: (1) responsibility in school, family, and community environments; (2) participation in social activities and decision-making; (3) politeness in interactions with others; (4) care for the needs of others; and (5) patience in facing difficult situations.

The raw data collected through the questionnaire were entered into Microsoft Excel and analysed using IBM SPSS version 29. The data analysis was conducted in several stages. First, a descriptive analysis was performed to determine the distribution of respondents' demographic characteristics, including gender, age, class, and socio-economic background. Next, the measurement instrument was evaluated through validity and reliability testing. The validity test was conducted using the product-moment correlation method (Pearson Correlation) to ensure that the instrument items accurately measured the intended concept. An item was considered valid if the correlation value (r) was ≥ 0.30 with a significance level of $p < 0.05$. The reliability test was performed using Cronbach's Alpha, where a value of $\alpha \geq 0.70$ indicated good internal consistency.

In addition, multiple linear regression analysis was conducted to examine the influence of each sub-scale on the overall level of civic disposition. This regression analysis also aimed to identify the most dominant factor affecting students' civic disposition. The regression results were considered significant if the p -value was < 0.05 . Data that did not meet validity and reliability criteria were re-evaluated, and items that were invalid or had low consistency could be revised or removed from the instrument. This structured measurement process was expected to produce data that is valid, reliable, and scientifically accountable. The detailed approach in measurement and data analysis also allows the study to be replicated in the future with different contexts and research subjects.

3. Instrument Validity and Reliability

The instrument validation process in this study was conducted to ensure that the instrument accurately measures the variables being studied by performing a product-moment test (Pearson Correlation). This test was carried out by examining the correlation scores of each item with the total score of the civic disposition instrument, where an item is considered valid if it obtains a score greater than 0.30 ($p < 0.05$). This step was taken to ensure that each item significantly correlates with the construct being measured. Meanwhile, the instrument reliability evaluation was conducted by examining the Cronbach's Alpha value, aimed at measuring the internal consistency of the items in the instrument. An item is deemed reliable if it achieves a score higher than 0.70, indicating that the instrument has good reliability, meaning it demonstrates strong consistency.

RESULTS AND DISCUSSION

1. Respondent Profiles

This study involved 534 respondents from seventh-grade students in three public junior high schools in Magelang City, Central Java, Indonesia. Table 1 shows that the

majority of respondents were female (51.5%), while the remaining respondents were male (48.5%). This indicates that the gender distribution among respondents was relatively balanced. Most respondents came from class 7D (16.3%) and class 7A (15.9%), while class 7G had the smallest number of respondents (5.1%). All respondents were distributed across three public junior high schools, with the highest number of respondents from SMP Negeri 2 Magelang (50.9%), followed by SMP Negeri 7 Magelang (32.6%).

Table 1. Demographic Characteristics of Respondents

Characteristics	Frequency(N)	Percentage(%)
Gender		
Male	259	48.5
Female	275	51.5
Class		
7A	85	15.9
7B	57	10.7
7C	72	13.5
7D	87	16.3
7E	71	13.3
7F	70	13.1
7G	27	5.1
7H	32	6.0
7I	33	6.2
School		
SMP Negeri 2 Magelang	272	50.9
SMP Negeri 6 Magelang	88	16.5
SMP Negeri 7 Magelang	174	32.6

Source: Research Data, 2024

Table 2: The demographic characteristics of the respondents in this study involved 534 seventh-grade students from three public junior high schools in Magelang City. The distribution by gender was relatively balanced, consisting of 259 male students (48.5%) and 275 female students (51.5%). The respondents were spread across several study groups, namely 7A (15.9%), 7B (10.7%), 7C (13.5%), 7D (16.3%), 7E (13.3%), 7F (13.1%), 7G (5.1%), and 7 Jam (6.0%) and 7 Saya (6.2%). Based on school origin, 272 students (50.9%) came from SMP Negeri 2 Magelang, 88 students (16.5%) from SMP Negeri 6 Magelang, and 174 students (32.6%) from SMP Negeri 7 Magelang. Overall, the composition of the distribution of respondents shows that the research sample is representative enough to describe the diversity of junior high school students in Magelang City, especially in the context of exploring the existence of civic dispositions. Presented the Civic Disposition instrument based on the categories developed by Margaret S. Branson (1999), This instrument includes five main components: Responsibility, Participation, Politeness, Care, and Patience, each consisting of several statement items designed to measure the development of students' character in school and social life. Each item in this table is designed to illustrate concrete behaviours that reflect good citizenship attitudes, ranging from adherence to school rules to involvement in social activities. By understanding and measuring these aspects, the study can evaluate how civic disposition develops in educational settings and how certain factors can strengthen it.

Table 2. Item Content Instrument of Civic Dispositions

Development	Component	Items Code	Item
Civil Disposition (Branson, 1999)	Responsibility (School, Family, Community) (R)	R1	I comply with all applicable school rules and regulations.
		R2	I attend school regularly and on time.
		R3	I try hard to complete school assignments well.
		R4	I am ready to take responsibility for my actions, including admitting mistakes if they occur.
		R5	I adhere to ethical norms in my behavior, such as avoiding cheating on exams or assignments.
		R6	I play a role in maintaining school cleanliness and order.
	Participation (Pr)	Pr1	I attend class regularly and actively participate in discussions, answer questions, and interact with teachers and classmates.
		Pr2	I participate constructively in group work, contribute to problem-solving, and support peers.
		Pr3	I participate in extracurricular activities such as clubs, sports, art, and student organizations.
		Pr4	I engage in social activities such as social action, charity campaigns, or being a leader in student organizations.
		Pr5	I participate in research projects, scientific competitions, and academic competitions at both the school and national levels.
		Pr6	I participate in the decision-making process of selecting student organizations and class leaders.
	Politeness (Po)	Po1	I greet teachers, classmates, and school staff politely.
		Po2	I speak in polite language and avoid using abusive or demeaning words.
		Po3	I show empathy and concern for the feelings of others and try not to hurt or harm others.
		Po4	I use social media and online communications with good ethics, including avoiding harassment or disseminating personal information.
		Po5	I keep the school environment clean such as properly disposing of garbage and taking care of school facilities.
		Po6	I use technology with social media politely and wisely.
	Caring (C)	C1	I help peers who need help sincerely.
		C2	I listen to others attentively without being intrusive or judgmental.
		C3	I give encouragement and support to friends or colleagues who are experiencing difficulties.
C4		I respect other cultural, religious, background, and identity differences and do not discriminate.	
C5		I can feel and understand the feelings of others and strive to help them in difficult situations.	

		C6	I like to help with social activities in the community and school.
Patience (Pt)	Pt1		I can wait patiently for my turn or the right time, for example, in the queue or when the teacher gives directions.
	Pt2		I do not get frustrated or angry quickly when facing difficulties in learning or completing tasks.
	Pt3		I do not give up quickly when facing difficulties completing tasks or overcoming challenges.
	Pt4		I can control my emotions well and not be provoked by situations or pressures.
	Pt5		I take criticism or feedback well without becoming defensive or angry.
	Pt6		I am always patient when facing challenges and obstacles in every problem.

Source: Research Data, 2025

The civic dispositions measurement instrument in this study was developed based on indicators adapted from Margaret S. Branson's (1999) concept of civic dispositions, which were then translated into five main components with a total of 30 statements. The responsibility component measures students' compliance with school rules, discipline, sincerity in learning, willingness to take responsibility for their behavior, and contribution to maintaining order and cleanliness of the school environment. The participation component evaluates students' active involvement in learning, group work, organizations, social activities, and participation in decision-making processes within the school environment. The politeness component reflects polite behavior, courtesy in communication, empathy, digital ethics, and concern for cleanliness and school facilities. The caring component measures students' ability to demonstrate concern for others, respect diversity, and involvement in social activities that are beneficial to others. The patience component assesses students' ability to manage emotions, persevere, be patient in learning and social interactions, and accept criticism with a positive attitude. Overall, this instrument is designed to describe the existence of junior high school students' civic dispositions in the context of school, family, and society, as a reflection of ideal civic character.

2. Analysis of Validity and Reliability Testing of the Student Civic Disposition Instrument

To determine the level of reliability of the student civic disposition instrument, a reliability test analysis was conducted, preceded by a validity test as a prerequisite. The reliability test can only be performed if the instrument meets the validity criteria, ensuring that valid items are included in the reliability evaluation. Once the instrument's validity was confirmed, the reliability analysis proceeded. The results of the validity and reliability tests for the student civic disposition instrument are presented in Table 3 below.

Table 3. Summary Result of Validity and Reliability Test Analysis

Variable	Item Code	rx _y	Sig. (2-tailed)	ρ	\bar{x}	SD
Responsible				0.643	27.29	2.423
	R1	0.615	0.000	0.585		
	R2	0.489	0.000	0.640		

	R3	0.644	0.000	0.572		
	R4	0.622	0.000	0.613		
	R5	0.617	0.000	0.590		
	R6	0.620	0.000	0.599		
Participation				0.680	22.01	4.074
	Pr1	0.606	0.000	0.634		
	Pr2	0.547	0.000	0.650		
	Pr3	0.550	0.000	0.664		
	Pr4	0.736	0.000	0.599		
	Pr5	0.703	0.000	0.624		
	Pr6	0.598	0.000	0.652		
Politeness				0.751	27.62	2.487
	Po1	0.610	0.000	0.733		
	Po2	0.727	0.000	0.709		
	Po3	0.689	0.000	0.710		
	Po4	0.661	0.000	0.712		
	Po5	0.643	0.000	0.718		
	Po6	0.68	0.000	0.705		
Concern				0.752	27.33	2.594
	C1	0.725	0.000	0.693		
	C2	0.670	0.000	0.711		
	C3	0.716	0.000	0.711		
	C4	0.507	0.000	0.747		
	C5	0.747	0.000	0.691		
	C6	0.637	0.000	0.735		
Patience				0.812	24.93	3.562
	Pt1	0.584	0.000	0.807		
	Pt2	0.765	0.000	0.773		
	Pt3	0.754	0.000	0.772		
	Pt4	0.771	0.000	0.768		
	Pt5	0.701	0.000	0.790		
	Pt6	0.722	0.000	0.778		

Source: Research Data, 2025

The results of the instrument validity test show that each statement item on the five citizenship disposition variables, namely responsibility, participation, politeness, concern, and patience, has an item-total correlation coefficient (r_{xy}) that is in the high category and significant at the $p < 0.01$ level, so that all items are declared valid as measuring variables. Furthermore, the results of the reliability test show that the five variables have very good reliability coefficient values (ρ), namely responsibility ($\rho = 0.643$), participation ($\rho = 0.680$), politeness ($\rho = 0.751$), concern ($\rho = 0.752$), and patience ($\rho = 0.812$), so that the instrument is measured consistency in measuring aspects of students' citizenship disposition. Meanwhile, the mean (\bar{x}) and standard deviation (SD) values for each variable also show a fairly good tendency for response distribution, where responsibility has a mean of 27.29 (SD 2.423), mean participation 22.01 (SD 4.074), mean politeness 27.62 (SD 2.487), mean concern 27.33 (SD 2.594), and mean patience 24.93 (SD 3.562). Overall, the data confirms

that this research instrument has strong measurement quality both in terms of validity and reliability in emitting the existence of civic dispositions in junior high school students.

All items in the responsibility, participation, politeness, concern, and patience variables showed highly significant correlations ($p < 0.01$), with correlation coefficients (r_{xy}) ranging from 0.489 to 0.765. This indicated that all items in each variable could be considered valid in measuring constructs related to students' civic disposition. Therefore, the analysis proceeded with the reliability test, presented in Table 3, by examining the Cronbach's Alpha values for all variables in the civic disposition instrument, which yielded scores above 0.60. The result showed that the civic disposition instrument had good internal consistency for each variable measured. Notably, the dimension of patience (Pt) achieved the highest reliability score, with a Cronbach's Alpha of 0.812, indicating excellent consistency for this dimension. Similarly, the politeness (Po) and concern (C) dimensions demonstrated very good reliability, with Alpha scores of 0.751 and 0.752, respectively. Lastly, the dimensions of responsibility (R) and participation (Pr) showed adequate reliability, with Alpha scores of 0.643 and 0.680, respectively, which were still considered reasonably good for the instrument used.

Furthermore, the results of the descriptive statistical analysis described that the responsibility (R) dimension obtained an average value of 27.29 with a standard deviation of 2.423. It indicated that most respondents showed a relatively high level of responsibility. The participation (Pr) dimension had a mean score of 22.01 with a standard deviation of 4.074, indicating varied levels of participation among respondents, ranging from moderate to high. The politeness (Po) dimension recorded a mean score of 27.62, suggesting that respondents generally displayed polite behavior in their social interactions, with a relatively narrow score range. Meanwhile, the concern (C) dimension obtained a mean score of 27.33, indicating a fairly high level of concern among respondents regarding the issues measured, with slightly greater variation compared to other variables. Lastly, the patience (Pt) dimension achieved a mean score of 24.93, indicating a relatively high level of patience, with greater variation reflected by a standard deviation of 3.562. It suggested more distinct differences in respondents' perceptions.

Table 4. Correlation Between Dimensions of Civic Disposition Variables

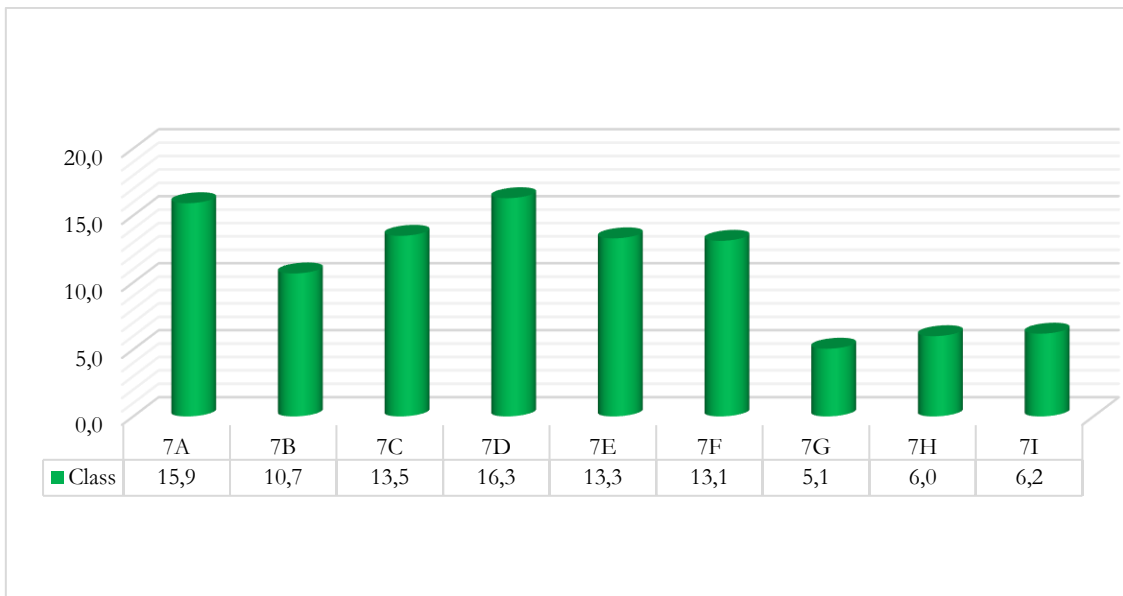
Variabel	Responsibility (R)	Participation (Pr)	Politeness (Po)	Concern (C)	Patience (Pt)
Responsibility (R)	1	0,615	0,622	0,725	0,584
Participation (Pr)	0,615	1	0,736	0,703	0,765
Politeness (Po)	0,622	0,736	1	0,747	0,754
Concern (C)	0,725	0,703	0,747	1	0,771
Patience (Pt)	0,584	0,765	0,754	0,771	1

Source: Research Data, 2025

The correlation analysis results show that all dimensions of civic disposition have a positive and fairly strong relationship with each other. The highest correlation was shown between patience and concern ($r = 0.771$), followed by participation and patience ($r = 0.765$), and politeness and concern ($r = 0.747$). Meanwhile, the lowest correlation was between responsibility and patience ($r = 0.584$), although it remained in the category of a significant and positive relationship. These findings confirm that each component of civic

disposition is interconnected, so that strengthening one aspect has the potential to encourage improvement in other aspects. Thus, students' civic character does not develop in isolation, but rather as a unified set of dispositional competencies that support each other in the context of civic education. The figure 1 below described frequency distribution of students' civic disposition competency level.

Figure 1. Frequency Distribution of Students' Civic Disposition Competency Level



Source: Research Data, 2025

The results of the frequency distribution analysis of students' civic disposition competency levels showed variations in competency levels across each dimension of students' civic disposition, as presented in Figure 1. In general, the distribution of students' civic disposition competency levels is classified into five (5) categories, ranging from very high to very low. Based on the frequency distribution, three dimensions of civic disposition fell into the very high category: responsibility, politeness, and care, followed by the participation dimension. Meanwhile, the patience dimension was classified as low (see Figure 1). The figure presented a horizontal bar chart displaying five aspects of civic disposition, where responsibility was 422, politeness was 419, and care was 413. Those three aspects had the highest scores, while participation which got 106 and patience totalling 23 were lower. The data findings indicated the need to strengthen character development in the aspects of patience and participation in civic education. In addition, Table 2 provided the questionnaire items used in the measurement of civic disposition among seventh grade students in public junior high schools in Magelang City, Central Java, Indonesia.

This study aims to measure the civic disposition levels of seventh grade students in three public junior high schools in Magelang City, focusing on five main dimensions: responsibility, participation, politeness, concern, and patience. Based on the analysis results, it was found that the instrument used in this study has good validity and reliability, providing a clear overview of students' civic disposition levels. These findings can serve as a basis for designing more effective educational interventions.

Furthermore, based on the descriptive analysis results, it was found that the majority of students exhibit high levels of civic disposition in most of the measured dimensions. This is evident from the frequency distribution of civic disposition competencies, particularly in variables with very high frequencies: responsibility (422 students), politeness

(419 students), and concern (413 students). It showed that most students have a positive attitude towards the expected social behavior and spirit in the context of school and society. It also demonstrated that in general, students have a good understanding and behavior regarding the importance of being responsible, having good manners, and being considerate of other individuals and the environment in which they live.

However, a significant difference was observed in the patience dimension, where only 23 students demonstrated a very high level, while 420 students exhibited low to very low levels. Although students tended to have strong social values and attitudes, patience remained a challenge for the majority of them. The lower level of patience might be attributed to factors such as academic pressure, competitive social interactions, or a lack of emotional training within a broader educational context (Wentzel, 2019).

This finding is further supported by the correlation analysis results, which showed a positive and significant relationship among all measured dimensions, indicating that the various dimensions of students' civic disposition tend to be interrelated. It could be seen in the responsibility dimension ($r = 0.487$) which was closely related to participation ($r = 0.611$) and courtesy ($r = 0.554$). It suggested that students with a high level of responsibility were also more likely to actively participate in school activities and exhibited courteous behaviour. Therefore, the significant relationships among the dimensions of civic disposition in seventh grade students confirmed that these dimensions did not function independently but rather influenced and supported one another in shaping students' overall character.

On the other hand, the patience dimension showed a significant relationship but relatively lower compared to participation ($r = 0.440$) and politeness ($r = 0.581$). This indicated that although there was a correlation between patience and other dimensions, patience was not the strongest variable in shaping students' overall attitudes, character, and social awareness. Thus, the result suggested that patience training required a more specific and intensive approach to enhance students' emotional regulation skills.

The frequency distribution results of students' civic disposition competency levels indicated disparities across each dimension. The dimension of responsibility, politeness, and care were at a very high level. It suggested that students had developed awareness in following rules, behaving courteously, and showing concern for others. However, the dimension of participation was at a lower level, while patience dimension fell into the low category. It reflected that students were still less active in social engagement and lacked sufficient emotional resilience when facing challenges. The differences in competency levels might be influenced by various factors, such as social environment, educational patterns at school and home, and the influence of digital media. Students' ability to be responsible and polite might be shaped by the norms enforced in school and family settings, while low participation and patience might be linked to a lack of opportunities for active involvement and emotional regulation in diverse social situations. Additionally, students' competency levels were affected by the transition from elementary to junior high school, psychological development, and the diverse characteristics of students from three different regions in Magelang, including character, geographic location, environment, academic achievement, and technology exposure. Those factors significantly influenced the civic disposition values of students (Mazid, Wulansari, & Hasanah, 2025).

Overall, this study confirmed that the civic disposition of seventh grade students in public junior high schools in Magelang City had developed well in terms of responsibility, politeness, and care. However, there was still a need for reinforcement in active

participation and patience. Therefore, more interactive and experience-based learning strategies were needed to encourage students to participate more actively and develop resilience in facing challenges. Furthermore, the measurement instrument used in this study provided a clear picture of students' civic disposition characteristics, which can serve as a foundation for developing more effective civic education policies (Halverson et al., 2025).

Civics education aims to shape students into citizens who possess not only knowledge and skills but also civic dispositions, namely attitudes, values, and character that reflect social responsibility, concern, participation, politeness, and patience in community life (Abdinigrum & Supriyadi, 2023; Syahwaliana et al., 2025). Although much previous research emphasizes civic knowledge and skills, the dispositional aspect of students remains rarely explored, particularly at the junior high school level. Exploring the existence of civic dispositions in junior high school students is crucial to understanding the extent to which these civic values emerge in students' daily behavior at school and how Civics Education plays a role in strengthening these attitudes (Kabatiah, 2021; Mazid, Wulansari, Komalasari, et al., 2025; Montessori et al., 2024).

Based on the research question "What are the civic dispositions of junior high school students in the context of Civic Education learning?", this study focuses on measuring and analyzing five main dimensions of civic dispositions: responsibility, participation, politeness, concern, and patience. Initial research results indicate that these five dimensions positively reinforce each other, indicating that the development of one dispositional aspect can support the development of others. These findings are relevant for Civic Education teachers and educational policy makers, as they show that planned and holistic learning can facilitate the formation of active, caring, and responsible student characters as part of ideal citizens (Jerome et al., 2024).

These findings reaffirmed the crucial role of schools in developing civic disposition, despite the challenges faced by students from disadvantaged backgrounds due to limited family support and restricted access to social activities. These results aligned with the theory from Bandura, (2019) about social learning theory, which stated that student behaviour is influenced by their interactions with their social environment. This study demonstrated that students' civic disposition in Magelang City is well-developed, particularly in schools that actively promote civic values through teacher guidance and participatory activities. However, challenges persisted, including educational access disparities, differences in social support, and limited family involvement.

The results of this study on the existence of civic dispositions in junior high school students have important pedagogical implications for Civic Education learning. These findings indicate that developing civic character depends not only on teaching knowledge and skills but also requires strategies that encourage the formation of attitudes and values such as responsibility, participation, politeness, caring, and patience. Teachers can design more participatory, reflective, and contextual learning methods, for example, through discussions, group work, social activities, and collaborative projects relevant to students' daily lives. Thus, civic education can be more effective in cultivating active, caring, and responsible citizens, while simultaneously shaping students' character as a whole.

CONCLUSION

This study revealed that the civic disposition of seventh-grade students in three public junior high schools in Magelang City is generally high in the dimensions of responsibility,

politeness, and care, but remains low in patience. Moreover, student participation falls into the moderate category. It indicates that while students exhibit strong character traits in fulfilling obligations (responsibility: 422), behaving courteously (politeness: 419), and showing concern for others (care: 413), they still require reinforcement in resilience and emotional regulation (patience: 23). The low participation score (106) suggests the need for greater encouragement to engage students more actively in social activities and decision-making. The positive correlation among dimensions suggests that strengthening one aspect, such as responsibility (422) can contribute to improvements in participation (106) and politeness (419). Therefore, a learning strategy that focuses on developing patience, self-control, and emotional resilience is essential to help students better navigate challenges. This study provides valuable insights for the development of character education in junior high schools, aiming to shape a generation that is not only academically excellent but also possesses strong character, resilience, responsibility, politeness, care for others, and active participation in society. The study recommended enhancing the role of schools in providing inclusive and interactive civic education, as well as engaging families and communities. Further studies with a broader scope are needed to validate these findings and develop more effective strategies for fostering effective civic disposition.

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Disclosure of Interests

The authors have no competing interests to declare relevant to this article's content.

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