

## Mitigating Learning Apathy: Study of Problems in Civics Learning

Miftah Amrulloh, Patmisari Patmisari<sup>1</sup>

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

### Abstract

This study aims to determine the role of PPKn teachers in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta. This study was carried out for approximately one month using descriptive qualitative study methods using facts in the field to provide a clearer picture. The data and data sources for this research are the results of interviews with PPKn teachers, students, and school principals, as well as the results of observations carried out by researchers at schools. This study uses observation instruments and interview instruments. The data collection techniques used in this research are observation, interviews, and documentation. The results of this study show that civic teachers have an essential role in overcoming students' learning apathy. The role of the PPKn teacher at SMP Muhammadiyah 7 Surakarta is as follows: First when students are not involved in the learning process, the teacher plays a vital role in overcoming this problem by looking for or calling them to be informed about the material explained in class and given sanctions. Second, when students ignore the teacher when the teacher explains the lesson material, the teacher's role in overcoming this problem is to develop a learning model that does not only use the lecture method. Third, when students do not dare to ask questions to the teacher, the teacher's role in overcoming this problem is to understand because each student has different abilities. Fourth, when students do not answer questions asked by the teacher or other students, what the teacher does is give additional points to raise student motivation. Fifth, when students do not dare to respond to answers from other students, the teacher's role is to motivate students why they do not answer questions and so on. Sixth, when students do not provide conclusions at the end of the lesson, the teacher explains that only students who pay attention during learning can conclude the material. Sixth, when students do not do the assignments given by the teacher, in this case, the teacher has a vital role in preventing this by providing sanctions in the form of doubling the assignment.

**Keywords:** Role, Civics Teacher, Learning apathy

### Introduction

The development of globalization is a severe threat that cannot be avoided, so it must be taken seriously. The rapid growth of globalization must be able to be controlled well because this can change aspects of human life, especially in terms of moral values (Kholillah et al., 2022). To maintain the flow of globalization, quality human resources (HR) are needed through quality and superior education. Through education, a person can develop their potential, as stated in the 1945 Constitution Article 31 paragraph (1), which explains that "every citizen has the right to education." Education aims to create a young generation who is intelligent, qualified and has a nationalistic nature so that they can follow the increasingly rapid flow of globalization. According to Nandika (2007), since 1972, UNESCO (*United et al. Organization*) or the UN Educational, Scientific and Cultural Organization explained that education is the key to paving the way to develop and improve the country. The benchmark for a country's progress is also seen in the quality of its education (Fitri, 2021).

The quality of education can be seen in the progress of a nation. Therefore, if the quality of education is poor, then the country will be left behind. The quality of education in Indonesia is relatively low, as proven by the results of the PISA survey (*Programme for International Students Assessment*) in 2018 regarding the secondary education system in the world. It showed that Indonesia was in the 74th position out of 29 countries in the survey, so Indonesia was in the 6th lowest position compared to other countries. This is very worrying because there are a lot of human resources (HR) that should be able to improve the quality of education. Still, in reality, it is worrying (Kurniawati, 2022). Apart from that, it is based on data from the *World Economic Forum* in 2017. According to the *Power Global Human Capital Report*, the education sector in Indonesia is very worrying because, at that time, it was ranked 65th out of 130 countries. This is due to low interest in learning and a lack of literacy interest in reading books, so Indonesia is left far behind by neighbouring countries (Gaol, 2018). Therefore, the world of education in Indonesia is also experiencing challenges to transform in meeting the need for superior human resources (Prasetyo et al., 2022).

Currently, there is a lot of technology in the world of education that is increasingly sophisticated and easier to use in learning. However, no matter how great the technology is, the role of the teacher cannot be replaced because teachers are

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<sup>1</sup> Corresponding author: [pat179@ums.ac.id](mailto:pat179@ums.ac.id)

role models who can be used as role models for students in their lives. Therefore, teachers must have good personality competencies because they play an essential role in forming students' personalities so that they have superior quality human resources (Salsabilah et al., 2021). There are many roles of teachers as educators, one of which is in terms of example, a teacher must be able to show his best performance carefully to be a role model for students. Apart from that, teachers must also be able to be an inspiration and motivator for students to encourage students' enthusiasm to increase their potential. Furthermore, teachers must be able to become evaluators in monitoring students' attitudes, behavior, and planned struggles (Zulkarnain et al., 2019).

In reality, teachers experience many obstacles or challenges. One of them is students' apathy in participating in learning. Students should be active in all subjects at school, including citizenship education (PPKn) subjects. Apart from that, another challenge is that teachers must be digitally literate. Teachers are lifelong learners who provide learning that is fun, useful, and full of meaning, and teachers must be able to be role models for students (Fajriana & Aliyah, 2019).

According to the Minister of National Education Regulation Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units, it is explained that citizenship education subjects are learning that focuses on the formation of citizens who can understand and implement the rights and obligations in becoming intelligent Indonesian citizens with appropriate character with Pancasila and the 1945 Constitution (Anastasia et al., 2021). The aim of citizenship education subjects, as quoted from research by Magdalena et al. (2020), is so that students can think critically and rationally in responding to issues regarding citizenship, be active and responsible in social life, develop in favorable and democratic terms to form students to character by Indonesian state guidelines and build students' spirit of nationalism.

The reality is that when learning Civics, there are still students who tend not to care about their surroundings. A study by Carolus Borromeus Mulyatno (2022) explains that, according to students, learning Civics tends to be boring so many students tend not to like this lesson. Apart from that, students think that learning PPKn requires a lot of memorization, is difficult, the teachers are strict, and the learning method is only lectures. This is one of the causes of students being apathetic in learning Civics. Apathy cannot be left alone, and changes and prevention must be implemented because apathetic behavior causes a person's identity crisis. Based on information from Prasetyo (2017), apathy is caused by indifferent behavior and an individualistic lifestyle. The mindset of apathetic behavior should be removed from students' minds by embedding character education in everyday life.

One of the factors that causes a person to behave apathetically is the increasingly rapid development of technology, which makes a person addicted to gadgets. Based on the largest survey of gadget users in Asia Pacific in 2018, Indonesia was in third place with several users of 83.18 million. Then, in 2019, gadget users in Indonesia were 355.5 people. Research conducted by the Ministry of Information explains that 30 million gadget users in Indonesia are children and teenagers who are students. Students addicted to gadgets often forget their student responsibilities, namely studying or doing assignments. All their time is spent playing with devices, which causes students to be far from their social environment (Wardhani, 2018). According to a study conducted by Zahra Tifani (2023), excessive use of gadgets will result in students' lack of behavior in socializing with their environment so that they do not understand politeness and tend to be indifferent to other people or the surrounding environment, which is called apathetic behavior or attitude.

Students' apathy in PPKn learning is also caused by the teacher's monotonous way of teaching, making it boring for students. Teachers not only play a role in building students' intellectual intelligence but are also responsible for increasing participants' religious and social intelligence. Therefore, teachers must have specific quality standards, which include responsibility, independence, honesty, and discipline (Rizki & Bambang Sumardjoko, 2023). Students' attitudes like this must immediately receive serious treatment from the teacher so that students receive lessons optimally. Therefore, PPKn teachers also play a role in overcoming student apathy in PPKn learning in various ways. Such as respecting each student's work, paying more attention to students, and providing sanctions for students who commit violations (Daulay, 2021). In the city of Surakarta, there are still several schools, both public and private, where some of the students are apathetic or do not care about the surrounding environment. As stated by Trisiana (2016) on February 10, 2016, she was concerned about the apathy of most students, which was a problem for this nation. He also gave an example, namely, a student who knows that orderly behavior is a good thing, but implementing it is still difficult. Most of them show an attitude of "what I want" or "suk sentence dewe." He also said that apathy is not good for the development of children towards adulthood, which impacts the development of a nation.

Based on the results of a study several years ago regarding the role of teachers in overcoming students' learning apathy, previously conducted by Susilowati et al. (2018), showed that a student could be said to be addicted to online games if he showed apathy was indifferent, emotional, and forgot time to pray, do not care about the surrounding environment, procrastinate activities, are difficult to advise, avoid being told, and, on average, their attitude is not good, like being numb. Internet addiction causes children to experience an isolated social life and tend to close themselves off so that children have no control over their social lives. Based on a study by Al Faza & Lestari (2020), the results obtained are first, the youth's apathy towards politics in Mekarsari Hamlet, Kalibeber Village is based on several factors, namely the education of the community, the majority of whom have completed elementary school, low trust in the government, low economic conditions which cause the community to tend to more focused on meeting life's needs rather than caring about politics and environmental factors. Second, there is no time for village youth to gather, collaborate, and work together in political activities because they are hampered by status and employment, so they cannot contribute to progress and development because it is difficult to carry out activities to exchange thoughts and opinions.

SMP Muhammadiyah 7 Surakarta is one of the junior high schools under the auspices of the Muhammadiyah institution, which is located on Jalan Army Student No.1, Jebres, Jebres District, Surakarta City, Central Java. Based on the background explanation of the problem above, this study will examine the role of Pancasila and Citizenship Education (PPKn) teachers in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta and what obstacles and solutions are faced by Pancasila and Citizenship Education (PPKn) teachers. ) in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta. Based on the problem formulation above, the aim of this study is firstly to describe the role of Pancasila and Citizenship Education (PPKn) teachers in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta, secondly to describe the obstacles and solutions faced by Pancasila Education teachers and Citizenship (PPKn) in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta. Indicators of apathy include not being involved in the learning process, not paying attention to the teacher when explaining the subject matter, not daring to ask questions to the teacher, not answering questions asked by the teacher or other students, not daring to respond to students' answers, not giving feedback. Conclusions at the end of learning and not doing the assignments given by the teacher. The importance of this study is to obtain new information or knowledge about the role of PPKn teachers and what obstacles and solutions are provided by PPKn teachers in overcoming the problem of student learning apathy.

## **Literature Review**

### ***Study of Civics Teachers***

A PPKn teacher works in the field of PPKn and teaches all things related to Pancasila and Citizenship Education. A PPKn teacher is also at the forefront of creating a young generation who loves their homeland, ideology, and the unity of Indonesia. Based on National Ministerial Regulation (Permendikbud) No. 22 of 2006, a citizenship education teacher is a subject teacher whose learning focus is to form citizens who understand their rights and obligations as citizens. To become citizens with character, intelligence, and skills, which are based on the position of Pancasila as the basis of the state and the nation's way of life. Apart from that, PPKn teachers are also a determining factor in the success of every educational endeavor; the teacher's personality factor also influences the success of PPKn teachers in developing human resources because the role of a teacher is as a role model (Sudirman, 2021). The role of Civics teachers is not only to transfer knowledge about how to be a good citizen but also to provide knowledge and motivation, instill a mindset, and develop attitudes and behavior that reflect being a good citizen (Kartika, 2016). The duties of Civics teachers are also heavier than teachers of other subjects because Civics teachers are responsible for shaping students' behavior in everyday life as good citizens. The content of citizenship education does not only transfer thoughts about being a good citizen but must also be realized through behavior. So, as a Civics teacher, you must be able to provide examples of good behavior as a moral guide. Therefore, civic teachers have a vital role because citizenship education is a subject that leads to the formation of behavior or character to become virtuous citizens. Citizenship Education Teachers in instilling student character cannot be separated from the values contained in Pancasila (Larasati, 2016). According to SUGARA & MUTMAINNAH (2020), the mission of PPKn learning is to character education for students as intelligent and reasonable citizens ("*to be smart and good citizens*") in the concept of mastery of knowledge(*knowledge*), Skills(*skills*), and attitude(*attitudes*) in cultivating an attitude of love for the country.

### ***A Study of Apathy***

According to Sudirman (2021), apathy is a person's attitude of indifference where they feel they have no attention or interest in the physical, emotional, and social aspects of life. Saifuddin Azwar (2009) also states that apathy is a combination of cognitive, affective, and conative components that interact regarding understanding, feeling, and behaving towards an object. In this study, apathy, or indifference in the context of student learning is apathy. Apathy is caused by the increasingly rapid development of technology which makes students addicted so they tend not to care about the surrounding environment. According to Rohmadi (2016), the unlimited use of social media which can be accessed anytime and anywhere has resulted in the emergence of teenagers' apathy, which makes them not care about the circumstances and conditions of their surrounding environment. High use of social media has a very negative effect on a person's behavior. It indirectly also has a bad effect on a person's mental health in socializing with other people and the surrounding environment, resulting in anti-social or apathetic attitudes (Taqwa, 2018). Excessive use of social media affects indirect social interactions, low social sensitivity, and sociability tends to be relatively low (Pratama, 2019).

### ***A Study of Learning Apathy***

Apathy in learning is a negative attitude that students have. Students who have an apathetic attitude tend to be indifferent to the problems around them. Apathy causes students to become dependent on increasingly sophisticated technology so that their learning efforts are not optimally successful because their minds do not work optimally as they should in obtaining information. Therefore, apathy in learning must be prevented from continuing. Students' apathy in learning is caused by a lack of enthusiasm and motivation to participate. Social health defines apathy as a lack of interest, concern, sensitivity to events, and a lack of interest or desire in a person. This apathy or lack of enthusiasm results in students having difficulty understanding and accepting the learning material presented by the teacher. The problem of student apathy in learning often occurs, even apathy towards certain subjects which causes a reduction in student enthusiasm and motivation. According to Widyaningsih (2013), two factors cause this problem; the first factor is internal factors, which include students not being confident and unsure of their abilities or being afraid of failure. The second factor is external factors, namely the lack of parental support. Therefore, this problem is a challenge for a teacher on how to

handle the problem of apathy in student learning. Indicators of students who have an apathetic attitude are that students are not involved in the learning process, students ignore the teacher when explaining the lesson material, students do not dare to ask questions to the teacher, students do not answer questions asked by the teacher or other students, students do not dare to respond to other student's answers, students do not provide conclusions at the end of the lesson, and students do not complete the assignments given by the teacher.

## Method

This study uses a descriptive qualitative study. According to John W (2021), qualitative study is a type of research that explores the understanding of meaning in several individuals and groups originating from social problems. Meanwhile, descriptive is used as a procedure for solving problems investigated using the condition of the subject or object of research. So, the data analyzed must be by the facts and then connected to various theories that support the discussion as a whole and the conclusions can be clearly understood. This study was conducted for approximately six months, from September 2023 to February 2024. The subjects in this study came from primary data and secondary data. Preliminary data in this research came from PPKn teachers, students, and the principal of SMP Muhammadiyah 7 Surakarta. Then, the secondary data in this study are written sources or documents and literature that are by the study theme. The phenomenon studied in this study is the role of PPKn teachers in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta.

The data collection techniques used in this study are observation, interviews, and documentation techniques. Data collection is a process or method used to help writers obtain the required data. The data analysis technique used is the flow model according to Miles and Huberman. The flow model data analysis techniques according to Miles and Huberman (Sugiyono, 2013) are data collection, data reduction, data presentation, and conclusions. The study uses data analysis techniques to answer the problem formulation in a study. The production of data in this research is presented in the form of data presentation in the form of a collection of various information presented in the form of pictures and descriptions about the learning apathy of students at SMP Muhammadiyah 7 Surakarta. Then, when concluding, researchers must be able to conclude the main image to find out clearly about the information researched in the field. To make it easy to conclude the main picture regarding the role of PPKn teachers in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta, this is done through observation, interviews, and documentation activities.

## Result and Discussion

This study aims to describe the role of Civics teachers in overcoming student learning apathy. According to Sudirman (2021), apathy is a person's attitude of indifference where they feel they have no attention or interest in the physical, emotional, and social aspects of life. This study was conducted at SMP Muhammadiyah 7 Surakarta in grades 7, 8, and 9. Based on the results of observations, there were several examples of student apathy in learning. The results of the data analysis carried out in this study show that teachers have a vital role in overcoming student apathy. However, inevitably, there will also be obstacles in its implementation. The following are the results of data analysis carried out by researchers based on research indicators.

### 1. Not Involved in the Learning Process

Student involvement in the learning process is important for the creation of learning. Involvement means active participation carried out by students during education. The planned learning objectives will be achieved if there is student involvement in the learning process. This problem is one of the obstacles to learning. One form of student apathy in education is the absence of student involvement in the learning process which is caused by factors of low student motivation in learning, learning that is less interesting and enjoyable, and inviting other students not to be involved in learning. According to Kurniawan & Muhibbin (2018), students who do not participate in the Citizenship Education learning process based on several factors such as low motivation, the learning presented is less interesting, and there are invitations not to be involved in learning from other students. The implementation of PPKn learning at SMP Muhammadiyah 7 Surakarta is very interactive and innovative. What is meant by innovation is that teachers can describe learning models. Apart from that, there are also ICT facilities that can be used by teachers in implementing learning.

"Of course, there are sir, some children who are not involved in the learning process because the students' participation varies in taking part in my lessons; hmm, if those who are not involved usually skip class during my lessons, then what I do is call the students concerned to I provide additional material so that other friends do not leave students behind and I also provide sanctions to deter them and not repeat it." IL's statement as a PPKn teacher was also reinforced by a statement from BCH as the school principal who said that for every learning activity carried out if a student is absent without reason, he will be subject to special sanctions from the teacher concerned.

Based on IL's opinion as the PPKn teacher, he explains that if there are students who are not involved in learning, then after the learning takes place, the teacher will look for or call them to be informed about the material explained in class or given additional material about what material the student did not follow in class. However, besides that, teachers also give sanctions to students to provide a deterrent effect. In this problem, of course, there are obstacles to overcoming it. IL, as a PPKn teacher, explained that:

"There must be problems, bro. In my opinion, the problems are that the students do not understand the lessons I teach, and my learning objectives have not been achieved or successful because several children do not follow my lessons. If there is a solution, I will call the children concerned and ask them. Why are you not present, and do students have to answer

honestly? That is roughly the solution I gave." This statement is the opinion of students, namely LS, who said that when students do not participate in learning, the PPKn teacher will call the student concerned to ask for information or reasons for not participating.

The PPKn teacher, school principal, and students explained that the problem was that some students did not understand the learning material presented by the teacher. The solution given by the PPKn teacher was to call the student concerned and ask why he was not present in class. In the learning process, there are obstacles in learning, and not all of them come from students; sometimes, they also come from teachers, so as teachers you have to be clever in identifying the factors that cause students to have difficulty understanding lessons. Apart from that, teachers must also choose the proper learning method according to the character and needs of students. Teachers cannot generalize all students by applying one method because each student has different characteristics and learning styles.

## **2. Not Paying Attention When the Teacher Explains the Lesson Material**

Students' attention in learning is an activity that is focused on the ongoing process. Students' attention in the learning process is an important thing, especially when the teacher explains the subject matter because if students ignore the explanation given by the teacher, it will become an obstacle for students. The learning process will not take place optimally. On the other hand, if students pay attention to the teacher's explanation, the students will understand the material being taught and learning will run smoothly. Good learning occurs if the teacher succeeds in providing understanding to students when explaining the subject matter and students also understand what the teacher conveys. This problem is a form of student apathy in learning PPKn material. Namely, students do not pay attention to the teacher when the teacher explains the lesson material. This problem is caused by the teacher's boring way of teaching, students' lack of learning discipline, and students' lack of readiness to participate in learning. Based on the results of this research, it is clear that not all students pay attention when the teacher explains because each student has a different character. As a teacher, you must be able to develop learning models not only through lecture or explanation methods. In IL's opinion as a PPKn teacher, he said that:

"There is always a problem with that, sir; students have various characters and backgrounds; some pay attention, some do not pay attention, yes, maybe they feel bored or bored, and this is my homework on how I can carry out interesting learning so that students enthusiastic in participating in the lesson that way, they will pay attention to my explanations, usually I provide a short ice-breaking interlude when students start not concentrating on my learning." AD students also expressed that when learning was going on, not all of AD's friends were paying attention and some were even sleeping or busy talking to other friends. AD also said that the learning carried out by IL was less interesting. Another opinion was expressed by a student with the initials LS who said that during PPKn class time, LS often felt bored because he thought that PPKn lessons were not interesting with lots of reading, memorization, etc. This is also in line with BCH's statement as the school principal said, "We as educators understand and understand that every child is different and their abilities are also different, bro. So, as educators, we have to take the middle path as a solution. For example, before starting learning, make a learning plan that is as interesting as possible; teachers must also carry out active learning so they must be clever in choosing the methods or strategies used to stimulate students' enthusiasm for participating in learning."

Based on the opinions expressed by PPKn teachers, the principal and students explained that in every class there are always students who do not pay attention to learning; this is because the learning delivered is less interesting in the use of methods or strategies so that students tend to get bored, sleepy, and not pay attention. Then, the problem is that the teacher cannot continue to the next material because some students do not understand the lesson material. This is the opinion expressed by IL as a PPKn teacher.

"The problem is that I cannot continue with the next material, sir, because there are several students who do not understand the material that I presented today, so this is an obstacle for me and the students," he also said that in overcoming this obstacle, a solution was also provided. "As a solution, I apply interactive learning as interesting as possible, provide ice breakers, then if a student is sleepy, I ask them to go to the bathroom to wash their face."

Based on the opinion of the PPKn teacher, the principal, and the students, they explained that the obstacles faced were not being able to continue to the following material. Then, the solution was implementing interactive learning, choosing appropriate and interesting methods and strategies, providing ice breakers, and asking to wash your face. This solution is appropriate because if a teacher applies the proper methods and media in learning, he will have a good understanding. Then, when the learning strategy is implemented, it is interactive and exciting to get students' attention so that students can pay attention to the lessons the teacher delivers. Another opinion was also conveyed by a student with the initials DB who stated that when PPKn learning was taking place and other friends were not paying attention; it slowed down learning activities because Mrs. IL could not continue to the next material." Another statement was also made by LS when a friend was not paying attention; IL's mother usually asked to wash her face or was given an ice-breaking distraction, for example, singing.

## **3. Do Not Dare to Ask the Teacher**

Each student certainly has different levels of self-confidence and activity. Asking questions is an activity carried out to ask for information to get answers that you do not understand more clearly. Learning will run effectively if the students being taught can be active during the learning process so that the courage to ask questions is one of the important things. The teacher's activeness in asking questions can also be used as a measure of the extent of the student's ability to accept the subject matter that the student has mastered. The problem of not daring to ask questions to the teacher is a form of student apathy in PPKn learning, which is caused by students' low desire to find out something, students' low interest in actively

asking questions, and fear of being considered stupid by other friends. In the learning process, the aim of the questions asked by the teacher is for students to gain knowledge (information) and improve their thinking abilities. IL, as a PPKn teacher at SMP Muhammadiyah 7 Surakarta also explained that :

"Not all students want to ask questions, bro; some are afraid of making mistakes, afraid of being seen as not clever because they ask questions all the time and the different classes are also different in their activity. Usually, the students who like to ask are from global classes and special program classes, and not all of the regular classes' students dare to ask questions." This was also expressed by one of the students, namely LS, who stated, "When I was studying PPKn, I often asked questions because, hmmm, when I did not understand the material, I always asked the teacher, although sometimes some of my friends thought I was looking for faces at the teacher, even though I did not understand, sis.", rather than being silent and not asking, it will be troublesome for myself, Sis." AD also conveyed another opinion that some of his friends in his class actively asked questions and some were passive. AD also thinks that when he asks continuously it gives the impression of seeking the teacher's attention. Mr. BCH also conveyed another opinion as the principal who stated, "Regarding activity, each student is also different, bro, because of that, each student has different abilities, their thinking abilities and interest in learning are also different, then as an educator, what do you do? "The way to make students who are especially passive active is through various methods and this is a challenge for teachers, sir."

Based on the results of this study, it is clear that each class has different student activities. For global classes and special programs (PK), all students tend to be active. In contrast, for regular classes, not all of them are active due to different student character factors, intelligence, and low interest in learning, which is not the same, so not all students are active in learning. In terms of asking questions, not all students dare to ask or convey questions to the teacher because they are afraid of making mistakes, afraid of being considered stupid, and have low self-confidence. IL, as a PPKn teacher, also said that the solution given to overcome students who do not dare to ask questions is by appointing students or allowing students to ask questions during learning, providing motivation for students to have high self-confidence. This is in line with the answer given by IL as a PPKn teacher who believes that:

"The solution is that I give motivation to students that you must be able to be active and confident, and I will give additional marks to students who are active; maybe that way, I hope students can be motivated, bro." A student with the initials DB also conveyed that when other friends were passive, Mrs. IL would give advice or motivation and not forget to give additional points as a form of teacher appreciation. A student with the initials LS also expressed the opinion that Mrs. IL, as a PPKn teacher, always gave additional points to anyone who dared to ask questions during learning, whether during material explanations or group presentations.

The students' courage in this research was relatively low. Students' ability to ask questions or just raise their hands is difficult. The cause is a lack of motivation either from oneself or the teacher. In this research, the teacher has provided a *reward* or additional value expected to increase student motivation in learning.

#### **4. Do Not Answer Questions Asked by Teachers or Other Students**

The characteristics of students vary; some are active, and some are passive. Active students can demonstrate the results of their learning efforts to achieve success. Student activity can be seen in how the student participates in learning, for example being active in asking questions, being active in answering, and being active in providing responses or suggestions. This can support students' success in learning. One form of student apathy in Civics learning is not answering questions asked by teachers or other students. Based on the results of this research, it is clear that students' abilities in answering questions vary, as does the problem of students' lack of courage in asking questions. IL conveyed an opinion that is in line with this problem as a PPKn teacher at Muhammadiyah 7 Surakarta Middle School; he said:

"Yes, it is the same as asking, sir; not all students want to answer; there are only a few students, especially those who are active, and usually the children are just the same until I memorize which of them are active and which are not. In my opinion, that is the main cause. They are afraid, bro, afraid of whether this answer is right or wrong; that is a sign that they are less confident in the answer or their abilities." This was also conveyed by a student with the initials LS that when the teacher asked questions in his class, only a few children dared to answer. This opinion is in line with the opinion expressed by DB who thought that he was afraid before trying. So, for example, if a teacher asks a question, they understand the answer but are afraid to express their opinion because they are afraid of being wrong and are not sure about the answer. Another opinion was also conveyed by BCH as the school principal that the same students' abilities and learning interests were different. He also said that the teacher's problem was students' lack of self-confidence or passiveness when participating in learning, which was caused by various factors, for example, fear, lack of interest in learning, and not being confident in their abilities, so students tended to choose to be passive.

Based on this explanation, it is clear that not all students dare to answer questions from either teachers or friends because they are afraid and lack confidence in their answers. So, most students are afraid of the arguments they have about whether this answer is right or wrong. In terms of self-confidence, teachers must provide motivation and encouragement, regardless of whether the answer is right or wrong, because during learning all students are learning to develop each individual's abilities (Rosmawardani, 2023). If there are students who are active in answering, this will greatly influence the motivation of other students to dare to answer to get additional points from the teacher. IL, as a PPKn teacher, also conveyed the obstacles faced in this problem :

"The problem is that there is no feedback, sir, so learning becomes less enjoyable because the students do not answer; so, for example, in learning I ask questions, and then no one answers, and they tend to be passive, but the learning goes

smoothly, bro. As for the solution, come back again. Sir, the solution is that I also give motivation that children are not always like that. If they are always like that, they will not understand the lesson I am conveying, and usually, I appoint one of the students to answer as best he can; when the answer is not correct, I will help correct it, sir. ". This was also conveyed by a student with the initials AD that when Mrs. IL asked a question and no one answered, usually Mrs. IL pointed to one of my friends. Another opinion was also conveyed by DB who stated that "Mrs. IL, usually when no one answers her question, one of us is appointed at random, sir. For example, how many people are there today who are absent? Then, she will answer and answer as best she can. "Later, if it is not right, it will be corrected by IL's mother."

From the Civics Teacher's answer, it has been explained that there are obstacles in this problem, namely that learning is hampered or does not run smoothly because there is no feedback from students, so it tends to make students passive. Then, the solution is that the teacher motivates students.

#### **5. Do Not Dare to Respond to Other Students' Answers**

A response is a person's reaction or opinion after seeing, observing, hearing, and feeling. Responses can be submitted as objections, approval, questions, and opinions. In the learning process, there must be responses from both students and teachers to help develop learning materials to create an active learning atmosphere. One form of student apathy in learning in this research is that students do not dare to respond to other student's answers or their themes. Based on the results of this research, it is clear that some students are less confident in giving responses or have different ways of thinking, and some students are slow in thinking to convey their responses. This was also explained by IL as a PPKn teacher that :

"Students are different, bro, from various aspects; some are less confident in expressing their opinions, and some are slow in their way of thinking; sorry, this can also be the cause of students not responding to the teacher's or other students' answers, then for the solution, eh, at most the teacher's role is only "To motivate students and teachers, of course they really want their students to be active, right? So, when I ask students to convey their responses, I do it so that students are more confident in their abilities." This was also conveyed by BCH, the school principal who stated that "students' abilities vary, as do students' abilities in asking and answering, in terms of giving responses they also vary, usually students who like to give responses are active students, whether in asking, answering, or providing feedback." He also said that students' lack of courage in responding to learning is also a challenge for teachers. Another opinion was conveyed by one of the students with the initials DB that he rarely provided feedback during learning because sometimes he felt bored in taking Civics lessons and did not understand the material so he could not respond to learning.

In this problem, the teacher's role is always to motivate students, appointing students to answer as best they can with guidance from the teacher. This is done to train students' self-confidence in their abilities. So that learning can take place smoothly and students also actively participate in learning. However, in this problem, students have their reasons, which are the factors why students do not dare to respond to the answers of other students or their friends. These reasons are the factor of being inferior to other friends, lack of confidence in speaking in front of many people, and fear of being seen as wrong by the teacher or other friends.

#### **6. Do Not Provide Conclusions at the End of Learning**

In implementing the learning process, of course, at the end of the lesson, there is a conclusion conveyed by both the teacher and students. A conclusion is a proposition or sentence conveyed that originates from an idea based on applicable rules. The conclusion means the final idea is reached at the end of learning. One form of student apathy in learning is not providing conclusions at the end of learning. Based on the results of this research, it is clear that some students can conclude the material at the end of the lesson but not all students do so. Of course, students who can conclude are students who pay attention when the teacher delivers the lesson. This finding is in line with the results of an interview with IL as a PPKn teacher who explained that :

"Not all students can and want to give conclusions at the end of the lesson; those who can explain pay attention to the lesson from start to finish, so if they do not pay attention, they will have difficulty if I appoint them to conclude and it will be their loss, bro." This was also conveyed by one of the students named LS that when the learning was taking place the other friends could not convey conclusions from the material being taught because they ignored the teacher when it was explained. This opinion is also in line with DB's opinion, which said that when no one dared to give a conclusion, Mrs. IL would appoint one to conclude the material taught by the teacher. Another opinion was also conveyed by BCH as the principal that there were differences in students' learning interests, which caused students to be unable to provide conclusions at the end of the lesson. He also said, "If students do not pay attention because their interest in learning is low, it is certain that the child will not be able to participate in learning optimally, sir, for example in terms of giving conclusions, so if they do not pay attention, where can they come up with conclusions about the material taught by the teacher."

Giving this conclusion is important in the learning process which is presented at the end or after the lesson which aims to confirm the material that has been studied and determine students' understanding in receiving the lesson material. In this case, the teacher has a vital role as a motivating factor for students so that students can provide conclusions about what is being conveyed. It is also a challenge for teachers to determine how students can pay attention when the teacher explains the material in class. When students pay attention indirectly, a sense of enthusiasm, interest in learning, and student concentration grows so that students understand and can conclude the material presented by their teacher.

#### **7. Do Not Do the Assignments Given by the Teacher**

Based on the results of this study, it is clear that giving daily assignments can train students' attitude in being responsible for their obligations. IL, as a PPKn teacher said that:

"Yes, sir, I give assignments to students, one of the purposes of which is to train students to be responsible so that they know that, oh, I have this assignment and this is my responsibility, which I must complete. I also give appreciation to students so that students will be enthusiastic in completing their responsibilities, more or less like that, sir." This was also conveyed by one of the students with the initials DB, who stated that IL's mother always gave him assignments, both at school and at home. DB also said that by giving assignments you can train your attitude of responsibility as a student. This statement is in line with the statement of one of the students, namely LS, who said "Yes, Sis IL always gives assignments at every meeting, especially homework assignments, sis. In my opinion, assignments are my responsibility as a student; these assignments are also needed as additional value is." BCH also made another statement as the head of the school; he said that giving assignments was something that had to be done in learning; apart from training students' attitudes toward responsibility, it also provided additional value in the form of student assignment scores which would be submitted at the end of the semester as report cards.

He also explained that when a student did not complete an assignment, he or she would be punished by doubling the assignment three times to provide a deterrent effect on students so that they do not repeat it. In this way, students are also trained to be responsible for what they have to do. A student's obligation is to learn, so when the teacher gives an assignment, it is the student's obligation to complete it. IL as a Civics Teacher also said that:

"The punishment is that yes, at most, I believe that the task must be done two to three times, so apart from providing a deterrent effect, it also forms student responsibility." "Yes, of course, if students submit their assignments on time, I will give them appreciation as a way of appreciating them. If what they do is correct and collected on time, apart from appreciating it, I also give additional points." This was also conveyed by one of the students with the initials AD, that Mrs. IL gave sanctions to students who did not do the work by asking them to double the assignment. A similar opinion was also conveyed by a student with the initials DB who stated, "Yes, Sis, Mrs. IL will give punishment if someone does not do their assignment. The punishment is that they are told to write the assignment repeatedly, up to two or three times, Sis." BCH also expressed another opinion as the school principal who stated that punishment or sanctions should be given to students who violate school regulations or do not do their assignments, which is also a mistake. Therefore, teachers must give punishment as a warning to students who violate or as a deterrent effect so they do not repeat their mistakes.

Apart from that, IL, as a PPKn teacher will also provide appreciation such as giving additional marks. Based on the explanation given by the PPKn teacher, it was explained that giving assignments to students was aimed at training students to be responsible for their obligations as students. As a teacher, you must also be firm when there are students who do not do their assignments or do not submit assignments. The sanction given by the teacher is that students must double or triple the assignment.

#### **The Role of Pancasila and Citizenship Education (PPKn) Teachers in Overcoming Students' Learning Apathy at SMP Muhammadiyah 7 Surakarta**

Based on the findings obtained by the study, in overcoming apathy, teachers act as a motivational driver for students not to behave apathetically through various methods, one of which is providing additional material about what is not yet understood. Second, teachers develop learning methods by lecturing or explaining, understanding that each student has different abilities, and providing additional value to motivate students to learn. Fifth, the role of the teacher is to motivate students why they do not answer questions, punishing students who do not do their assignments. An educator has a role as a role model, both in learning activities in class and in interactions outside formal learning in building student character (Ningrum & Patmisari, 2023). Based on the findings in the first problem formulation regarding the role of Pancasila and Citizenship Education teachers at SMP Muhammadiyah 7 Surakarta, teachers play a role in giving punishment or sanctions to students who are not involved in learning. In the indicator that students do not do the assignments given by the teacher, the findings are that the teacher provides punishment or sanctions by doubling the assignment to provide a deterrent effect. These findings align with Ridwan's (2018) study that punishments or sanctions are intended for students who are negligent or break the rules on purpose to prevent students from making the same mistakes or negligence again. In the indicator of not daring to submit an opinion to the teacher, the findings in this research show that PPKn teachers also play a role in providing learning motivation to students to be more enthusiastic and more active in participating in learning by providing rewards or additional grades and appreciating students. This finding is in line with a study by Amiruddin, May Sarah et al. (2022) that giving rewards can have a big influence on student learning motivation. An educator plays a vital role in every student's learning process. Essentially, the learning process is a process of interaction between teachers and students, which contains activities between students and teachers through the learning experiences that both of them go through. Therefore, a learning process will not run without involvement between students and students. Student activity in learning also greatly influences the ongoing learning process. Learning will not run effectively and will not be optimal if students are passive in participating in learning. Students cannot be active in learning due to several factors, one of which is students' low self-confidence in their abilities, fear of answering or asking questions, and finally, the assumption that students who often ask questions are stupid because they do not understand the material. Teachers instill civic morals in preparing students to be able to participate actively. The participation in question involves students' attitudes in community activities. This involvement starts from the classroom environment, such as students actively appearing in front of the class, daring to express opinions, and daring to respond so that students can be actively involved in learning (Patmisari et al., 2021).

## Obstacles and Solutions Faced by Pancasila and Citizenship Education (PPKn) Teachers in Overcoming Student Learning Apathy at SMP Muhammadiyah 7 Surakarta.

The findings obtained by study in the second problem formulation regarding the obstacles and solutions faced by Pancasila and Citizenship Education (PPKn) teachers in overcoming students' learning apathy at SMP Muhammadiyah 7 Surakarta, there are obstacles, namely students do not understand the learning being taught by the teacher because students are not involved in the learning process. The learning objectives have not been successful so learning cannot run smoothly. Then, there is no feedback between students and teachers because students tend to be passive and lack confidence in their abilities, so learning is less enjoyable and becomes an obstacle to the learning process. Good learning must be able to invite students to play an active role and be able to provide a broad and rational perspective of thinking (Adha et al., 2000). The final obstacle is that learning will be hampered because it is hampered by students not doing their assignments. Every obstacle should be given a solution or way out of the problem. In this study, the solution provided by the PPKn teacher is that the teacher finds out the reasons why students are not involved in learning, creates learning materials or carries out the learning process by choosing appropriate and interesting methods or strategies so that they can make students enthusiastic and learning seems fun. A teacher must have the right strategy for teaching so that the class atmosphere is pleasant and students can be active in class (Timoer & A., 2019). Teachers also provide time for students to ask questions and convey their arguments or opinions to build students' confidence in public speaking and train students' critical thinking. Another method used by teachers when there are students who do not dare to express opinions or ask questions is to motivate students about the benefits of courage in learning which is related to their daily lives. Moreover, do not forget that teachers will provide sanctions or punishments to provide a deterrent effect on students so they do not repeat the same mistakes. In this research, the sanctions or punishments given to students who do not do their assignments are doubling the assignment one to three times. They must be asked for the signatures of the head of the curriculum, homeroom teacher, and parents.

## Conclusions

Based on a study carried out at SMP Muhammadiyah 7 Surakarta, it can be concluded that teachers have a vital role in overcoming student apathy. The first is to provide additional material about what is not yet understood. Second, teachers develop learning methods not only by lecturing or explaining. Third, teachers understand that each student has different abilities. Fourth, the teacher provides additional value as motivation for students to learn. Fifth, the teacher's role is to motivate students why they do not answer questions. Sixth, only students who pay attention can provide conclusions at the end of the lesson, finally, the teacher punishes students who do not do their assignments. In this problem, of course, students will be given sanctions to deter students from being punished for doubling assignments. The obstacle is students' low self-confidence in participating in learning, whether in asking, answering, or providing responses. This is due to students' low interest in learning, their lack of enthusiasm for participating, and their fear of making mistakes or not being confident in their abilities. Then, the solution is for teachers to make learning interesting and fun by choosing the right strategies and methods to foster students' enthusiasm for learning. In this way, students will pay attention to what the teacher says and students can understand the material being studied.

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