

Reinforcement of Law Concept to Improve Students' Citizenship Knowledge (A Case Study at the Department of Pancasila and Citizenship Education STKIP Pasundan, Bandung)

Yusuf Faisal Ali
STKIP Pasundan Cimahi

ABSTRACT: This study aimed to determine the reinforcement of legal concepts to increase citizenship knowledge for prospective Citizenship Education teacher. This study was motivated by the importance of the concept of law to enhance the citizenship knowledge of students that was useful for their career as teacher candidates of Citizenship Education in the future. Citizenship knowledge for prospective teachers of Citizenship Education could be done through various instruments, namely in the classroom, environment and supporting activities in the context of reinforcing the concept of law for students. The process of forming students' character could be done through learning in the classroom, environment and supporting programs that provided legal education, so that the internalization of legal awareness on students would also strengthen their character as good citizens. The research approach used was descriptive qualitative research method. The results of this study indicated that reinforcing the concept of law to increase the citizenship knowledge of prospective teachers on Citizenship Education could be done in three ways, namely: (1) internalization of legal concepts through learning Citizenship Education; (2) accustoming students on legal awareness in the campus environment; and (3) supporting programs that involved extracurricular activities that could override the reinforcement of legal concepts to increase citizenship knowledge of prospective teacher in Citizenship Education course.

KEYWORDS: Legal Concept, Civic Knowledge, Citizenship Education

I. INTRODUCTION

Citizenship Knowledge for prospective teacher of Citizenship Education is important for their role as educators. Carter & Goldie (2018) argue that the teaching role of academics is in a state of transition, shifting from traditional teaching and research responsibility. Then, Önal, Öztürk, & Kenan (2018) state that the teacher's understanding on Citizenship Education is a challenge and compulsory by teachers in the classroom. Therefore, having citizenship knowledge for prospective Citizenship Education teacher is fundamental to the sustainability of their professionalism.

Citizenship Knowledge can teach prospective Citizenship Education teacher in terms of state's matter. Sutton (2008) states that the stability of modern democracy depends not only on the fairness of its institutions, but also on the quality and attitudes of its citizens. Then, Weaver, O'Keefe, Hamer, & Palmer (2019) stated that the growth of human capacity in knowledge and innovation is very important if people want to achieve development goals such as an efficient, sustainable and equitable resource management. Therefore, in improving the quality and attitudes of citizens, Citizenship Education teachers have become the important part of the process.

The reinforcement of legal concepts in prospective Citizenship Education teacher can strengthen their Citizenship Knowledge as prospective educators. Sim, Chua, & Krishnasamy (2017) state that the teacher's understanding of social knowledge can generally be categorized as three conceptions of citizenship and driven by character, social-participatory, and critical reflexive. Then, Siddins (2018) states that evidence-based curriculum reforms have been developed for various specific disciplines includes law itself. Hence, reinforcing the concept of law can make prospective Citizenship Education teachers to be a good educator.

In connection with the focus of research on reinforcing the concept of law on prospective Citizenship Education teacher who can enhance citizenship knowledge, the researchers have summarized some previous researches related to this study. Almaamari & Menter (2013) investigated Omani student teachers' perception about the study of social citizenship has shows various interesting views about citizenship that highlighted the influence of social, cultural and political contexts in forming the meaning of citizenship and Citizenship Education. The results of the research resulted in that Citizenship Education was a multi-faceted concept. Citizenship Education is an important field in the school curriculum, and that the Social Studies is still the main approach in Citizenship

Education, Citizenship Education is a field that is included in the teachers' preparation program, while Citizenship Education is practiced to some extents in the training program. Brooks & Holford's study (2009) has resulted that in recent years, the development of citizenship research has commissioned several large-scale research projects in this field. It was based on the explosion of sociological, political and legal literature on Citizenship Education over the past decades that has been aligned in many countries with policy initiatives to develop and expand Citizenship Education. Besides, Myers & Rivero's study (2020) on knowledge of internationalized global content on the preparation of Social Studies teachers has produces two findings, namely (1) pre-official teachers obtained a shared conceptual vocabulary for globalization that included events and actors represented in simulations, and (2) a more systematic and critical understanding of empowering ways and conflicts form events and actors.

A research by Willemse, ten Dam, Geijsel, van Wessum, & Volman (2015) on eleven elementary and secondary education schools by involving teachers in developing collaborative inquiry-based curricula for Citizenship Education has resulted an increase of teachers' awareness about Citizenship Education and its presence implicitly in their practice. According to teachers increasing pedagogical professionalism and practical wisdom with regard to teaching Citizenship Education, have required time, space to experiment, and the possibility to collaborate and exchange ideas among their peers in the classroom.

Dusi, Steinbach & Messetti's research (2012) that explored the way that teachers and institutions engaged in education for democratic citizenship from a cross-cultural perspective by involving 47 teachers (8 preschools, 16 elementary schools, 15 secondary schools and 8 high schools), has resulted that some teachers having ambiguous conceptions of citizenship, and others implications that based and found them on ethics and interculturality for the concept of inclusive citizenship. The teacher's description of practical action are divided into seven main categories, namely owning, recognizing differences, listening to others, managing conflict, participating, making shared rules, and building community.

Based on some previous researches, further studies are needed on reinforcing the legal concept for Citizenship Education prospective teachers. Hence, the researchers conducted a research on reinforcing the concept of law to increase citizenship knowledge for prospective Citizenship Education teacher in the Department of Pancasila and Citizenship Education STKIP Pasundan, Cimahi West Java.

II. METHOD

The research began with a preliminary study in the Department of Pancasila and Citizenship Education STKIP Pasundan to determine the objective condition of law's concept reinforcement to increase citizenship knowledge for prospective Citizenship Education teacher. The prospective teachers were students at the Department of Pancasila and Citizenship Education STKIP Pasundan.

This research model was qualitative, because it attempted to reveal the meaning behind the phenomenon. Sugiyono (2018) stated that qualitative observational activities were intertwined, while Moleong (2002) stated that the qualitative approach was a research that employed words. This research focused on reinforcing the concept of law to enhance citizenship knowledge for prospective Citizenship Education teacher. The research instruments were observation, interview and documentation. Bogdan and Taylor in Moleong (2007) argued that the phenomenon in quality was interpreted through observation and in-depth interview. In final step, the analysis of data was conducted by using Miles and Huberman's model, namely data collection, data reduction, data display, and drawing conclusion/verification.

III. RESULTS AND DISCUSSION

The first part in reinforcing the concept of law to improve citizenship knowledge for prospective Citizenship Education teacher candidates at STKIP Pasundan Cimahi was through the internalization of legal concepts through Citizenship Education course. In the Indonesian context, Citizenship Education has become a compulsory subject in Higher Education in accordance with the Article 37 paragraphs (1) and (2) of Law No. 20 of 2003 concerning the National Education System. Rozak & Ubaedillah (2011) state that Citizenship Education is education to form the nation's character. Then, Wahab & Sapriya (2011) state that Citizenship Education is a subject that delivers students to be able to be smart and have a responsibility to the state.

Based on the results of interview with informants, the researchers obtained a result about reinforcing the concept of law to improve citizenship knowledge was to internalize the legal concept through Citizenship Education course. This is in line with Samsuri's opinion (2011) that Citizenship Education is also a preparation for the younger generation to become citizens with a competency of knowledge to be actively participate in their community.

Lunenberg & Korthagen (2014) state that being a good teacher becomes an important part in developing a teacher's pedagogy and skill, so that Citizenship Education course for prospective Citizenship Education teacher students at STKIP Pasundan was a part of processes that did not only focus on knowledge, but also a strong legal concept, so that the professionals can become Citizenship Education teachers.

Having a strong law concept to be a professional Citizenship Education teacher will produce an objective targeted Citizenship Education learning. In addition, Narayaa (2018) says that based on the participatory action research project in the teaching practice project, it was revealed that there is a space for flexibility in the choice of content, assessment, and modalities within the scope of positive learning for students. Then, Carvalho et al (2014) state that given the 21st century European socio-economic and cultural context, the national education system must take into account local curriculum reform and development frameworks and objectives, so that the concept of law was strong. By this viewpoint, the prospective Citizenship Education teacher candidates at STKIP Pasundan have become capitals in the global world.

Citizenship knowledge of prospective teacher of Citizenship Education at STKIP Pasundan was influenced by various factors. Related to this case, Redondo & Ortega Martín (2015) state that the fundamental role of some factors included teacher, skills, student interests and daily habits, had become the proposed teaching for the sake of future development. Based on the results of interview and observation, the researchers found that Citizenship Education course could strengthen the legal concept of prospective teacher of Citizenship Education in STKIP Pasundan, and it could be seen from some parts, namely purpose of learning, material development of Citizenship Education course, Citizenship Education learning process, and in-depth evaluation of Citizenship Education course.

The existence of Citizenship Education course can provide the affirmation of legal concepts to enhance citizenship knowledge for prospective Citizenship Education teacher as seen from the increase of students' knowledge and understanding of the concept of law. This is in line with the opinion of Ignatkina (2018) that *legal* terminology is seen as a structural framework. By depending on instructional objectives, frame modeling can be limited around a particular concept or frame level.

Based on the results of interview with speakers at STKIP Pasundan, the prospective Citizenship Education teacher can recognize Indonesian social values (includes) law through Citizenship Education course. This is in line with Soemantri's idea (2011) that the development of Citizenship Education in Indonesia begins with moral education in Indonesia, and it is about social value, custom and religion. Then, Carretero, Haste, & Bermudez (2015) state that Citizenship Education is now a single part that broadens the definition of community participation and the goals of Citizenship Education. However, the concept of law on prospective Citizenship Education teacher can deliver them to produce better pedagogical innovation.

Strictly speaking, Citizenship Education course for prospective Citizenship Education teacher at STKIP Pasundan has provided input for students to be able to be obedient to the law. Kim & Chung (2020) explain that an analysis of factors that influences youth nationality in relation to the family's socio-economic background has showed that the higher self-esteem, mature job views, and good peer relationships are correlating with higher levels of youth citizenship. Hence, Citizenship Education course for prospective Citizenship Education teacher at STKIP Pasundan could correlate with higher student citizenship levels.

Despaigne & Manzano-Munguía (2020) convey that there are various ways to which students present ideas to see various forms of participation while building and maintaining their communication. The existence of Citizenship Education course for prospective Citizenship Education teacher at STKIP Pasundan has become a strategic step, because it can increase the citizenship knowledge of students to master it well.

The second part in term of reinforcing the concept of law to increase citizenship knowledge for prospective Citizenship Education teacher at STKIP Cimahi was through inhabiting legal awareness to students in the

campus environment. The Citizenship Education prospective teachers at STKIP Pasundan were introduced to various patterns of inhabiting of teaching that can strengthen the values of legal concepts. In this case, Lisnawati (2016) shows that schools have a number of activities, with an emphasis on inhabiting that can form students' character. Therefore, the habit of legal awareness on students in the campus environment is appropriate, so that students can have the values of legal concepts and they can increase citizenship knowledge for their capital as prospective Citizenship Education teachers in Indonesia.

Through accustoming the concept of law to students in the campus environment, the student candidates for Citizenship Education teachers at STKIP Pasundan would have a balanced and harmonious knowledge about their citizenship knowledge. Akar (2012) reveals that there is a complex inter relation between the nationalist concept of citizenship, pedagogy of rote learning, emotional reaction of any controversy, and limited access to think critically and involved in class dialog. Therefore, there needs a custom on the concept of law to students in the campus environment. Student candidates for Citizenship Education teachers at STKIP Pasundan became a mission to improve the welfare of students specifically.

Based on the results of interview with informants about reinforcing the concept of law to increase citizenship knowledge for prospective Citizenship Education teacher at STKIP Pasundan was through the habit of legal awareness of students in the campus environment. This is in line with the opinion of Destiyanti & Setiana (2020) that this type of habit can provide an opportunity to study general habits before emerging within the scope of certain habits. Then, Ardiel, Yu, Giles, & Rankin (2017) also confirm that habit is a form of non-associative learning characterized by a reduced response to repeated sensory input. Through the customary legal awareness of prospective Citizenship Education teachers in STKIP Pasundan, it will deliver students to have a legal concept that strengthens their citizenship knowledge.

Reinforcing legal concepts to increase citizenship knowledge for prospective Citizenship Education teacher at STKIP Pasundan was shown by students' understanding on the purpose and function of law, especially in teaching Citizenship Education. In this case, Fakhri & Talebzadeh (2011) state that education system is responsible for socialization and prepare a new generation to play the role of citizenship in local, national and global communities. Then, reinforcing the concept of law to increase citizenship knowledge for prospective Citizenship Education teacher at STKIP Pasundan that was carried out through habit, was appropriate, so that students could better understand the legal concept in Citizenship Education.

Apart from the learning process of citizenship knowledge for prospective Citizenship Education teacher at STKIP Pasundan, rules were also supporting factors at STKIP Pasundan. Based on the results of interview with informants, it was known that citizenship knowledge of the prospective Citizenship Education teachers at STKIP Pasundan Cimahi could be seen from the compliance of candidates for Citizenship Education teacher against the rules applied in STKIP Pasundan. Bradford, Hohl, Jackson, & Macqueen (2014) state that a fair treatment motivates compliance with (legal) rules that govern social behavior. Therefore, reinforcing the concept of law for students has required collaboration from various parties.

The third part in reinforcing the concept of law to increase citizenship knowledge for prospective Citizenship Education teacher at STKIP Pasundan was through extracurricular activities that could counteract the reinforcement of legal concepts. In this institute, there was a Student Activity Unit (UKM) "Utrecht" which stood for the Training of Citizenship Legal Education Unit of STKIP Pasundan Cimahi which was illustrated and acknowledged by a strong desire to form a smart and good citizenship.

The organization was established for the Department of Pancasila and Citizenship Education under the auspices of Deputy Chairman III, the Student Activity Unit (UKM) Utrecht accepted members from other departments, like Department of Physical Health and Recreation Education (PJKR) and the Department of English Language. Based on the interviews with informants, the organization (UKM) was able to be a media in understanding citizenship knowledge. This is in line with Kochoska's opinion (2015) that Citizenship Education has new a meaning for students who face many new subjects and topics related to social life in the local community. The following is the documentation from UKM Utrecht at STKIP Pasundan.



Figure 1.

Student Activity Unit (UKM) Utrecht at STKIP Pasundan Cimahi

Source: <https://pasjabar.com/ukm-utrecht-stkip-pasundan-cimahi-menjadi-community-leader-di-masyarakat/>

Through this organization, students from the Department of Pancasila and Citizenship Education can strengthen their legal concepts through various championships and other activities. Tyler (2006) argues that according to economists, severe legal sanctions prevented violations of the law. According to legal scholars, people can obey the law supported by minor sanctions because of the activation of the norm. Hence, through the organization, the prospective Citizenship Education teacher would have a forum in optimizing their legal concepts. The followings are the documentation of the Department of Pancasila and Citizenship Education who have won a competition:



Figure 1.

Students' Winning on Competition

Source: <https://pasjabar.com/mahasiswa-stkip-pasundan-ini-ingin-bermanfaat-lewat-organisasi/>

Bronson (1999) states that the skills within Citizenship Education learning that needs to be developed are skills, knowledge, and character (disposition). Hence, the organization "Utrecht" at STKIP Pasundan could develop the potency of students which included skills and knowledge to become good citizens, especially for students in the Department of Pancasila and Citizenship Education.

Levinson (2014) states that citizenship has a number of different potential meanings, ranging from someone's law, status in a country for civil, political, and social position in a community to groups of behavior that represent certain ideals of civil virtue. Therefore, through the discussion in the organization "Utrecht" at STKIP Pasundan Cimahi, students in the Department of Pancasila and Citizenship Education could strengthen their legal concepts and strengthen their citizenship knowledge.

The organization (UKM) can become the media for students in the Department of Pancasila and Citizenship Education to strengthen their legal concepts and citizenship knowledge. This is in line with Been's argumentation (2010) that the existence of the community is a set of tools used by neighbors to protect their environment from the burden of daily life. On the other hand, Salkin & Lavine (2010) convey that many things have been learned about the lack of meaningful public participation in the planning and land use process, and it shows that low-income and minority communities are not fully involved in the process, even when it can lead to decisions that have a negative impact on their environment. Therefore, the existence of organization (UKM) "Utrecht" at STKIP Pasundan has become an instrument in reinforcing the legal concept and knowledge of citizenship for prospective Citizenship Education teacher at STKIP Pasundan.

Jarrar (2012) states that some efforts to build the educational foundation for global citizenship can resemble four points, namely (1) world citizenship education, (2) the main issues and challenges of contemporary human thought, (3) philosophical and analytical approaches, and (4) the planning for global citizenship education. However, reinforcing the concept of law and citizenship knowledge through organization (UKM) "Utrecht" at STKIP Pasundan became a strategic effort in collaborating legal awareness, citizenship knowledge, and habit in the students' community and campus environment specifically.

IV. CONCLUSION

Based on the results of the study, the researchers can conclude some points as follows.

:

- The internalization of legal concepts through learning Citizenship Education can strengthen students' readiness to become teachers in the field of prospective Citizenship Education teachers and can be part of preparing Citizenship Education teachers to become more professional.
- The habit of legal awareness for students in the campus environment is an effort to keep students in good relations with officials in the campus environment, namely lecturers and other student chancellors.
- The supporting programs through extracurricular activities can increase the reinforcing of legal concepts as to increase the citizenship knowledge of prospective Citizenship Education teachers. The existence of extracurricular activities carried out routinely can provide knowledge for students' problems that are being faced. It can increase the citizenship knowledge of prospective Citizenship Education teacher at STKIP Pasundan to be able to think critically.

REFERENCES

1. Akar, B. (2012). Teaching for citizenship in Lebanon: Teachers talk about the civics classroom. *Teaching and Teacher Education*, 28(3), 470–480. <https://doi.org/https://doi.org/10.1016/j.tate.2011.12.002>
2. Almaamari, S., & Menter, I. (2013). Citizenship Education: The Perceptions of Social Studies Omani Student Teachers. *Journal of Educational and Psychological Studies [JEPS]*, 7, 446. <https://doi.org/10.24200/jeps.vol7iss4pp446-461>
3. Ardiel, E. L., Yu, A. J., Giles, A. C., & Rankin, C. H. (2017). Habituation as an adaptive shift in response strategy mediated by neuropeptides. *npj Science of Learning*, 2(1), 9. <https://doi.org/10.1038/s41539-017-0011-8>
4. Been, V. (2010). Community Benefits Agreements: A New Local Government Tool or Another Variation on the Exactions Theme? *The University of Chicago Law Review*, 77, 5–35. <https://doi.org/10.2307/40663024>
5. Bradford, B., Hohl, K., Jackson, J., & Macqueen, S. (2014). Obeying the Rules of the Road. *Journal of Contemporary Criminal Justice*, 31. <https://doi.org/10.1177/1043986214568833>
6. Bronson, M. S. (1999). *Belajar Civic Education Dari Amerika*. Yogyakarta: LKiS.
7. Brooks, R., & Holford, J. (2009). Citizenship, Learning, Education: Themes and Issues. *Citizenship Studies*, 13, 85–103. <https://doi.org/10.1080/13621020902749027>
8. Carretero, M., Haste, H., & Bermudez, A. (2015). Civic education, (December).
9. Carter, M.-A., & Goldie, D. (2018). Potential enablers of mental health and wellness for those teaching in tertiary education. *International Journal of Innovation, Creativity and Change.*, 4(2).
10. Carvalho, C., Salema, M. H., Stanciugelu, I., Martins, D., Iorga, E. M., & Puscas, M. (2014). The Impact of Differences in Curriculum on Knowledge Related to European Citizenship: A Comparative Analysis in the Case of Portuguese and Romanian Pupils. *Procedia - Social and Behavioral Sciences*, 149, 152–157. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.08.179>
11. Despaigne, C., & Manzano-Munguía, M. C. (2020). Youth return migration (US-Mexico): Students' citizenship in Mexican schools. *Children and Youth Services Review*, 110, 104652. <https://doi.org/https://doi.org/10.1016/j.childyouth.2019.104652>
12. Destiyanti, I., & Setiana. (2020). *Habituation Behavior to Enhance Student Learning*. <https://doi.org/10.2991/assehr.k.200303.072>
13. Dusi, P., Steinbach, M., & Messetti, G. (2012). Citizenship Education in Multicultural Society: Teachers' Practices. *Procedia - Social and Behavioral Sciences*, 69, 1410–1419. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.12.080>
14. fakhri, L. safaei, & Talebzadeh, F. (2011). A framework for Professional citizenship education based on knowledge management principles. *Procedia - Social and Behavioral Sciences*, 29, 1133–1142.

- <https://doi.org/https://doi.org/10.1016/j.sbspro.2011.11.347>
15. Ignatkina, A. (2018). Frame Modeling Method in Teaching and Learning Legal Terminology. *Studies in Logic, Grammar and Rhetoric*, 53, 81–104. <https://doi.org/10.2478/slgr-2018-0005>
 16. Jarrar, A. G. (2012). Global Citizenship Education in Jordanian Universities. *Procedia - Social and Behavioral Sciences*, 47, 1922–1926. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.06.924>
 17. Kim, H. J., & Chung, J. Y. (2020). Factors affecting youth citizenship in accordance with socioeconomic background. *Children and Youth Services Review*, 111, 104847. <https://doi.org/https://doi.org/10.1016/j.childyouth.2020.104847>
 18. Kochoska, J. (2015). TEACHING AND LEARNING APPROACHES OF CIVIC EDUCATION. *TEACHER International journal*, Volume 9, 104–110.
 19. Levinson, M. (2014). *Citizenship and Civic Education*. In *Encyclopedia of Educational Theory and Philosophy*, ed. Denis C. Phillips. Thousand Oaks, CA: Sage.
 20. Lisnawati, S. (2016). The Habituation of Behavior as Students' Character Reinforcement in Global Era. *Jurnal Pendidikan Islam*, 2, 413–428. <https://doi.org/10.15575/jpi.v2i3.852>
 21. Lunenberg, M., & Korthagen, F. (2014). *The Professional Teacher Educator Roles , Behaviour , and Professional*.
 22. Moleong, L. J. (2002). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
 23. Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya Offset.
 24. Myers, J. P., & Rivero, K. (2020). Challenging preservice teachers' understandings of globalization: Critical knowledge for global citizenship education. *The Journal of Social Studies Research*. <https://doi.org/https://doi.org/10.1016/j.jssr.2020.05.004>
 25. Narayan, B. (2018). Using a co-experience approach to improve international students' classroom experience: a practice report from within an Australian higher education setting. *International Journal of Innovation, Creativity and Change*, 4(2).
 26. Önal, G., Öztürk, C., & Kenan, S. (2018). Teachers' Perspectives on Citizenship Education in England. *TED EĞİTİM VE BİLİM*, 43. <https://doi.org/10.15390/EB.2018.7060>
 27. Redondo, R., & Ortega Martín, J. (2015). Motivation: The Road to Successful Learning. *PROFILE Issues in Teachers' Professional Development*, 17, 125–136. <https://doi.org/10.15446/profile.v17n2.50563>
 28. Rozak, A., & Ubaedillah, A. (2011). *Pendidikan Kewarganegaraan (Demokrasi, Hak Asasi Manusia dan Masyarakat Madani, Edisi Ketiga)*. Jakarta: ICCE UIN Syarif Hidayatullah Jakarta bekerja sama dengan Penerbit Prenada Media Group, Cetakan ke-7.
 29. Salkin, P., & Lavine, A. (2010). Community Benefits Agreements and Comprehensive Planning: Balancing Community Empowerment and the Police Power.
 30. Samsuri. (2011). *Pendidikan Karakter Warganegara*. Yogyakarta: Diandra Pusaka Indonesia.
 31. Siddins, E. (2018). Paving the way for unique wellbeing intervention in visual art curricula. *International Journal of Innovation, Creativity and Change*, 4(3).
 32. Sim, J. B.-Y., Chua, S., & Krishnasamy, M. (2017). "Riding the citizenship wagon": Citizenship conceptions of social studies teachers in Singapore. *Teaching and Teacher Education*, 63, 92–102. <https://doi.org/https://doi.org/10.1016/j.tate.2016.12.002>
 33. Soemantri. (2011). *Pendidikan Kewarganegaraan*. Bandung: Alfabeta.
 34. Sugiyono. (2018). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
 35. Sutton, M. (2008). Knowledge citizenship for active informed citizenship. *SA Journal of Information Management*, 10. <https://doi.org/10.4102/sajim.v10i4.335>
 36. Tyler, T. (2006). Why do People Obey the Law.
 37. Wahab, A. A., & Sapriya. (2011). *Teori dan Landasan Pendidikan Kewarganegaraan*. Bandung: CVAlfabeta.
 38. Weaver, M. J. T., O'Keeffe, J., Hamer, N., & Palmer, C. G. (2019). A civil society organisation response to water service delivery issues in South Africa drives transformative praxis. Part 2: Knowledge building, learning and active citizenship. *Geoforum*, 107, 14–23. <https://doi.org/https://doi.org/10.1016/j.geoforum.2019.08.021>
 39. Willemse, T. M., ten Dam, G., Geijsel, F., van Wessum, L., & Volman, M. (2015). Fostering teachers' professional development for citizenship education. *Teaching and Teacher Education*, 49, 118–127. <https://doi.org/https://doi.org/10.1016/j.tate.2015.03.008>