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The Effect Of PPKn Learning On Students' Responsibility Attitudes At SMPN 6 Trenggalek

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Abstract— This study aims to analyze the effect of Pancasila and Citizenship Education (PPKn) on students' sense of responsibility at SMPN 6 Trenggalek. PPKn, as a subject that integrates civic values, ethics, morals, and national norms, is expected to foster students' character, particularly responsibility. Responsibility is considered a crucial trait that supports both academic achievement and social readiness. This research employed a quantitative method with a survey approach using questionnaires distributed to eighth-grade students. Data were analyzed through statistical tests to examine the relationship between PPKn learning and students' responsibility. The findings reveal that PPKn learning does not significantly influence students' sense of responsibility, as indicated by the correlation coefficient of 0.297, which falls within the weak category. This suggests that while PPKn delivers moral and civic knowledge, its role in shaping responsibility among students has not been fully effective. The study concludes that PPKn at SMPN 6 Trenggalek has yet to provide a meaningful contribution to the development of students' responsibility. Consequently, it is recommended that PPKn teachers adopt more innovative and participatory teaching strategies to encourage greater student involvement. By doing so, students are expected not only to understand civic concepts but also to internalize and practice these values in their daily lives. Such improvements may enhance the role of PPKn as a subject designed to build students' character and strengthen national identity.

Keywords— Citizenship Education, Responsibility, Character Building, Quantitative Research, Innovative Learning

I. INTRODUCTION

Education is a process that not only transfers knowledge but also develops students' personalities and character.[1] In the context of national education, character formation is one of the primary goals, as stated in Law Number 20 of 2003 concerning the national education system.[2] An important character trait that must be developed in students is an attitude of responsibility, which is part of the moral and social values in social and national life. Civics (PPKn) plays a strategic role in communicating students' character values, including responsible work.[3] By studying PPKn, students are taught to understand their rights and duties as citizens and apply them to their daily lives.[4] Learning PPKn with the right approach is an effective way to foster positive and responsible attitudes among students.trait that must be developed in students is an attitude of responsibility, which is part of the moral and social values in social and national life.[5] Civics (PPKn) plays a strategic role in communicating students' character values, including responsible work. By studying PPKn, students are taught to understand their rights and duties as citizens and apply them to their daily lives.[6] Learning PPKn with the right approach is an effective way to foster positive and responsible attitudes among students.[3]

Character education must influence students in a measurable way, directed at their attitudes, behaviors, and habits. In this context, PPKn learning not only aims to improve students' cognitive knowledge but also fosters positive attitudes and values that contribute to a superior personality. A sense of responsibility is essential for all students.[3]

However, the reality in the field shows that not all students can demonstrate optimal attitudes in learning activities, social relationships, and school in general. This raises questions about the extent to which the PPKn process implemented by schools can contribute to the formation of responsibility arrangements.[7] This journal aims to examine the impact of PPKn learning on responsibility attitudes among students at SMPN 6 Trenggalek using a scientific approach based on the theory and research methods developed by Sugiyono. This study is expected to provide a clear basis for improving future learning practices, as well as the effectiveness of PPKn learning in designing student personality.[8]

II. METHOD

This research uses a quantitative approach with an explanatory type. The independent variable is Civics Education (PPKn) learning, and the dependent variable is students' sense of responsibility. The study was conducted at SMP Negeri 6 Trenggalek with eighth-grade students in the 2024/2025 academic year as the subjects. The research sample consisted of 27 students.

The research instrument was a Likert scale questionnaire covering three aspects: (1) students' perceptions of Civics Education (PPKn) learning, (2)

students' sense of responsibility, and (3) students' perception of the relationship between Civics Education learning and their sense of responsibility.

Validity testing was carried out using Pearson Bivariate Correlation, while reliability was tested using Cronbach's Alpha ($\alpha > 0.60$). Data were analyzed using simple linear regression with the help of SPSS, after passing normality and linearity tests. The significance level was set at 5% ($\alpha = 0.05$).[9]

RESULTS AND DISCUSSION

1) VALIDITY TEST

This test is conducted to determine its ability to accurately measure what it is intended to measure. A measuring instrument is considered valid if its questions or indicators accurately represent the concept or variable being studied.

Descriptive Statistics

	Mean	Std. Deviation	N
Civics Learning	22,04	2,410	27
Students' Responsibility	44,96	3,546	27
Correlation of Civics Learning	22,07	1,979	27

Source: Author 2025

Correlations

		Civics Learning	Students' Responsibility	Correlation of Civics Learning
Civics Learning	Pearson Correlation	1	,680**	,661**
	Sig. (2-tailed)		,000	,000
	N	27	27	27
Students' Responsibility	Pearson Correlation	,680**	1	,702**
	Sig. (2-tailed)	,000		,000
	N	27	27	27
Correlation of Civics Learning	Pearson Correlation	,661**	,702**	1
	Sig. (2-tailed)	,000	,000	
	N	27	27	27

Source: Author 2025

A positive and significant correlation indicates that each indicator in the instrument is closely related to the construct being measured. With correlation values above 0.6 and a significance level of 0.000, it can be concluded that the instrument is statistically valid.
From the table above:

- Civics Education Learning has a mean of 22.04 and a standard deviation of 2.41.
- Students' Sense of Responsibility has a mean of 44.96 and a standard deviation of 3.546.
- As for the correlation between the two variables, the mean is 22.07 and the standard deviation is 1.979.
- The total number of respondents (N) is 27.

2) NORMALITY TEST

This test aims to determine whether the data in this research are normally distributed. The data are considered appropriate if the distribution is symmetrical and resembles a normal curve. This process is crucial in order to select the appropriate statistical analysis method, especially since several parametric analyses require the data to be normally distributed.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Civics Learning	27	100,0%	0	0,0%	27	100,0%

Descriptives

			Statistic	Std. Error
	Mean		22,04	,464
	95% Confidence Interval for Mean	Lower Bound	21,08	
		Upper Bound	22,99	
	5% Trimmed Mean		22,18	
	Median		22,00	
	Variance		5,806	
	Std. Deviation		2,410	
	Minimum		16	
	Maximum		25	
	Range		9	
	Interquartile Range		3	
	Skewness		-,617	,448
	Kurtosis		,019	,872

Tests of Normality

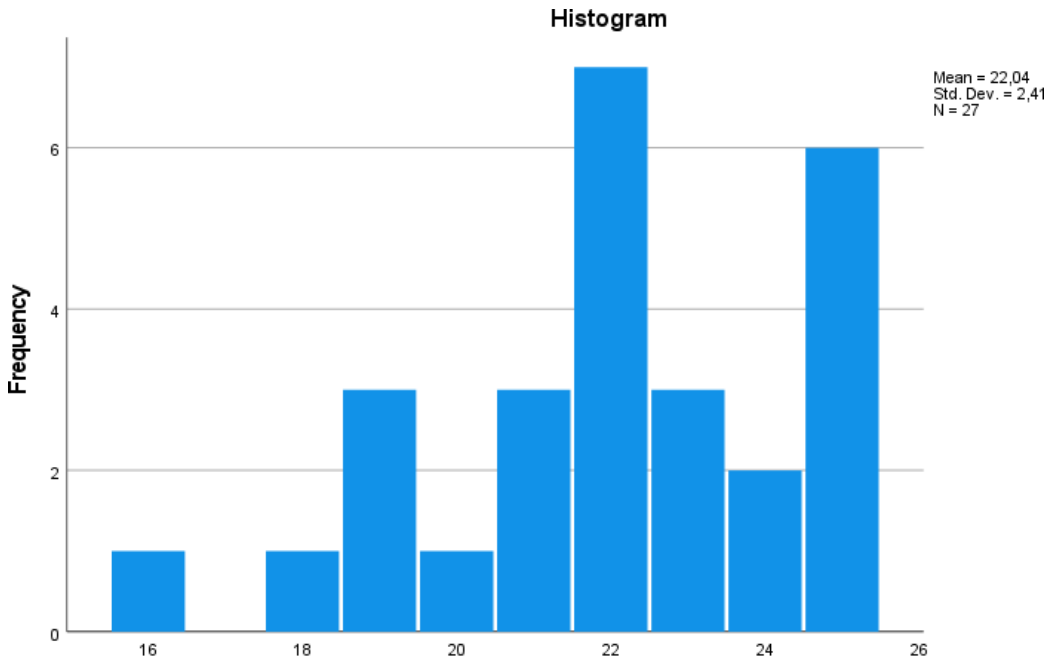
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Civics Learning	,161	27	,072	,924	27	,049

a. Lilliefors Significance Correction

Source: Author 2025

civics learning

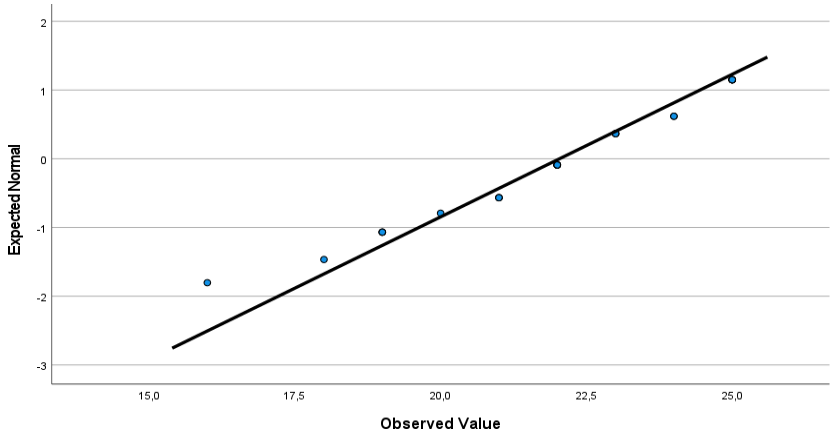
The table above shows that the number of data points (N) is 27, with a mean of 22.04, a standard deviation of 2.410, skewness of -0.617 (indicating a slight left skew), and kurtosis of 0.019 (close to a normal distribution). For the normality test, the Kolmogorov-Smirnov significance value is 0.072, while the Shapiro-Wilk significance value is 0.049 (indicating non-normality since $p < 0.05$).

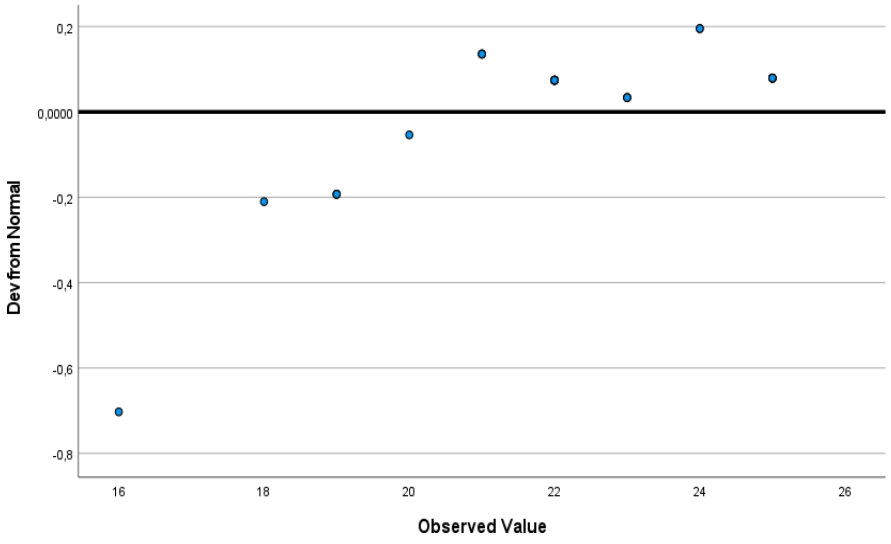


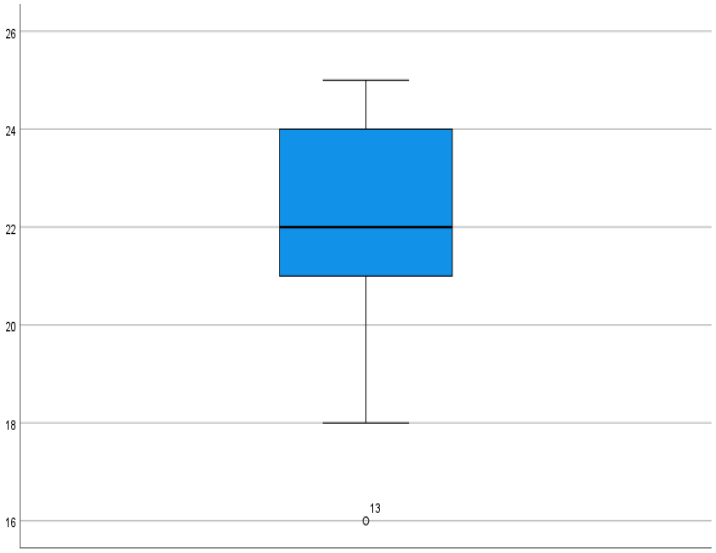
Civics Education Learning Stem-and-Leaf Plot

Frequency	Stem & Leaf
1.00	Extremes (≤ 16.0)
1,00	18 . 0
3,00	19 . 000
1,00	20 . 0
3,00	21 . 000
7,00	22 . 0000000
3,00	23 . 000
2,00	24 . 00
6,00	25 . 000000

Stem width: 1
Each leaf: 1 case(s)







Civics Learning

Case Processing Summary

Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
students' responsible attitude	27	100,0%	0	0,0%	27	100,0%

Descriptives

			Statistic	Std. Error
students' responsible attitude	Mean		44,96	,682
	95% Confidence Interval for Mean	Lower Bound	43,56	
		Upper Bound	46,37	
	5% Trimmed Mean		45,00	
	Median		45,00	
	Variance		12,575	
	Std. Deviation		3,546	
	Minimum		39	
	Maximum		50	

	Range	11	
	Interquartile Range	6	
	Skewness	-,202	,448
	Kurtosis	-1,297	,872

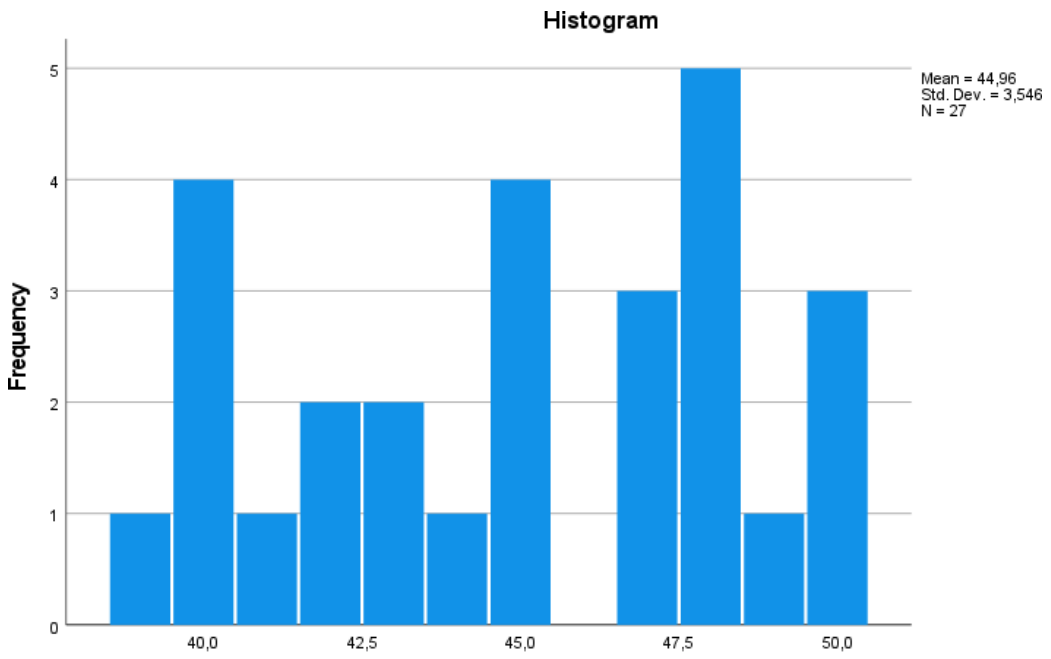
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sikap_Tanggung_Jawab_Siswa	,162	27	,068	,922	27	,045

a. Lilliefors Significance Correction

Source: Author 2025

The table above shows that the number of data (N): 27, the mean value: 44.96, the standard deviation: 3.546, the skewness: -0.202 (close to symmetrical), and the kurtosis: 1.297 (slightly flattened data). The Kolmogorov-Smirnova normality test showed a Sig. of 0.068, while the Shapiro-Wilk Sig. of 0.045 (indicating non-normality because $p < 0.05$).

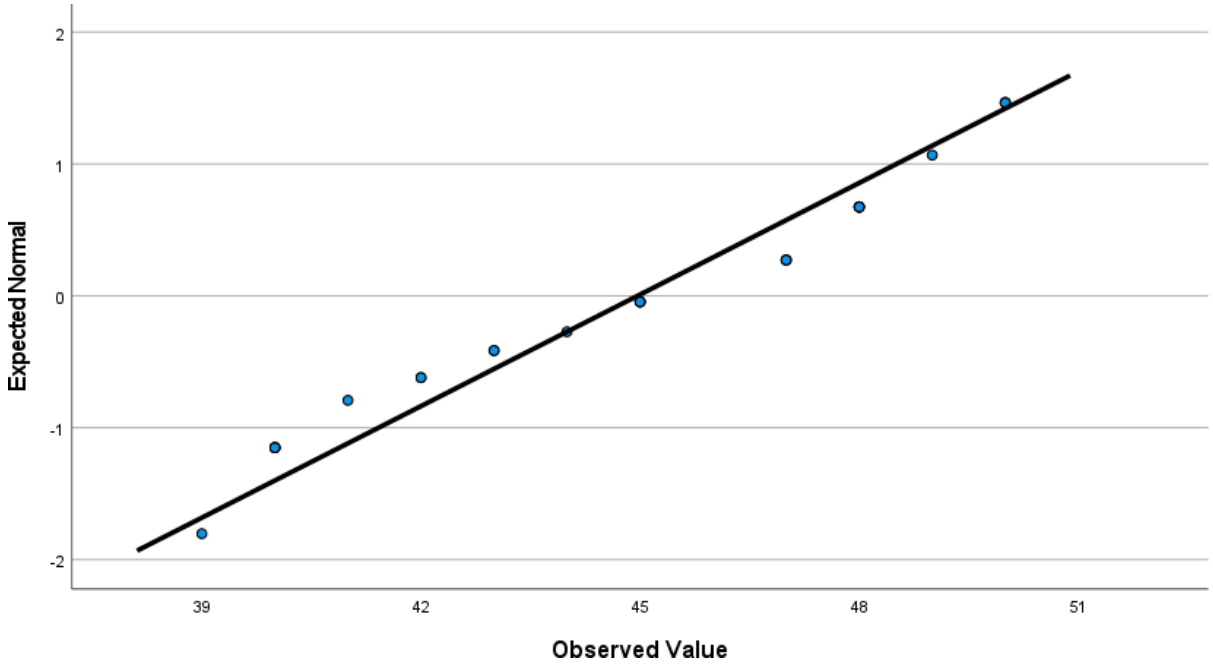


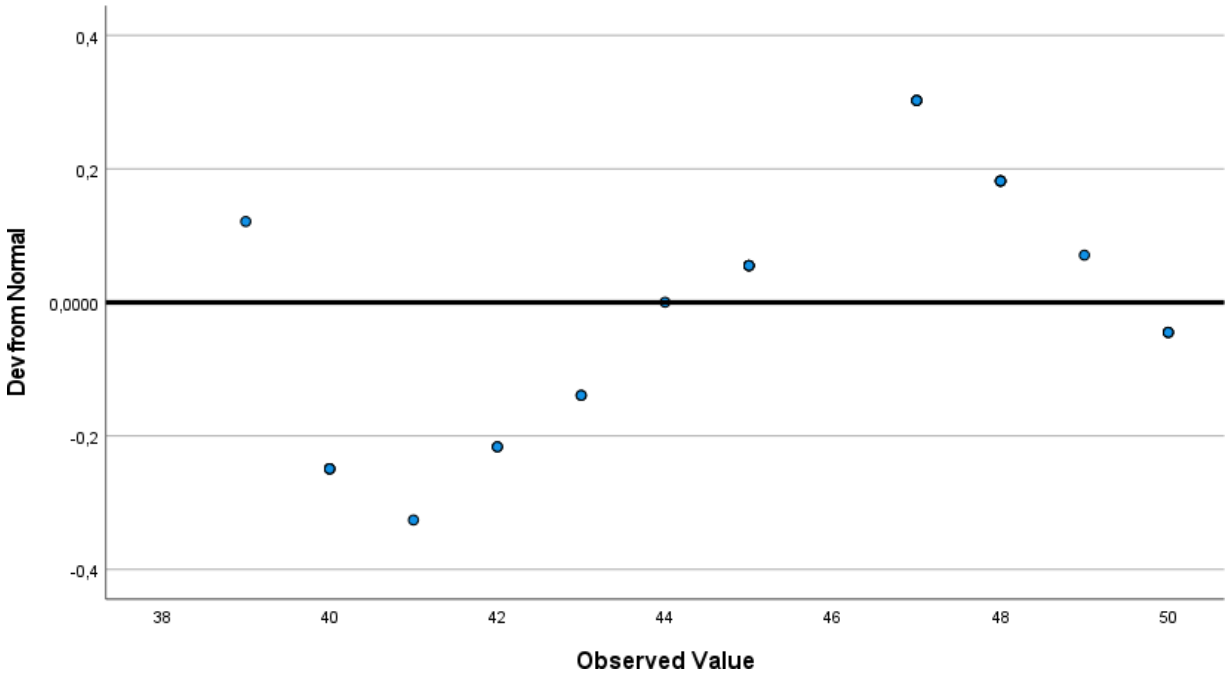
Students' Responsible Attitude

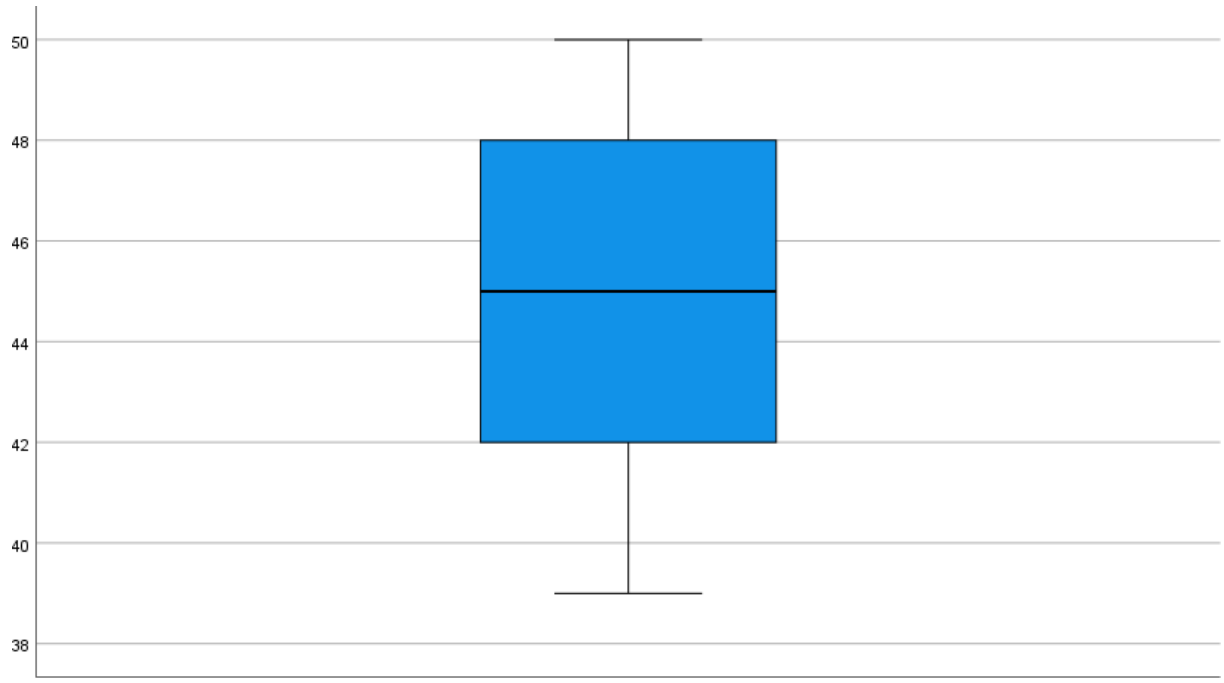
Students' Responsibility Stem-and-Leaf Plot

Frequency	Stem & Leaf
1,00	3 . 9
10,00	4 . 0000122334
13,00	4 . 5555777888889
3,00	5 . 000

Stem width: 10
Each leaf: 1 case(s)







STUDENTS' RESPONSIBILITY ATTITUDE

Case Processing Summary

Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Correlation between Civics Learning and Student Responsibility	27	100,0%	0	0,0%	27	100,0%

Descriptives

			Statistic	Std. Error
Correlation between Civics Learning and Student Responsibility	Mean		22,07	,381
	95% Confidence Interval for Mean	Lower Bound	21,29	
		Upper Bound	22,86	
	5% Trimmed Mean		22,12	
	Median		22,00	
	Variance		3,917	
	Std. Deviation		1,979	
	Minimum		18	
	Maximum		25	
	Range		7	
	Interquartile Range		3	
	Skewness		-,046	,448
	Kurtosis		-,711	,872

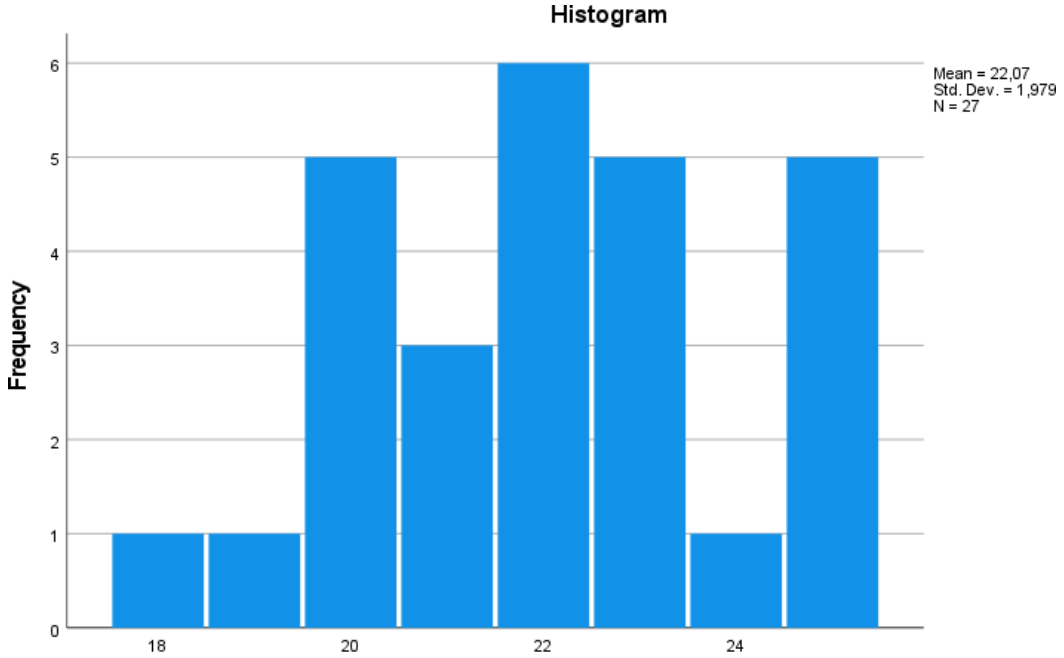
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Correlation between Civics Learning and Student Responsibility	,116	27	,200*	,940	27	,124

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Source: Author 2025

From the table above, it states that the number of data (N): 27, for the average value: 22.07, Standard Deviation 1.979, Skewness: -0.046 (almost symmetrical), Kurtosis: -0.711. For the normality test of the Kolmogorov-Smirnova Sig. is 0.200 while for the Shapiro-Wilk Sig. is 0.124 (normal).

Correlation between Civics Learning and Student Responsibility

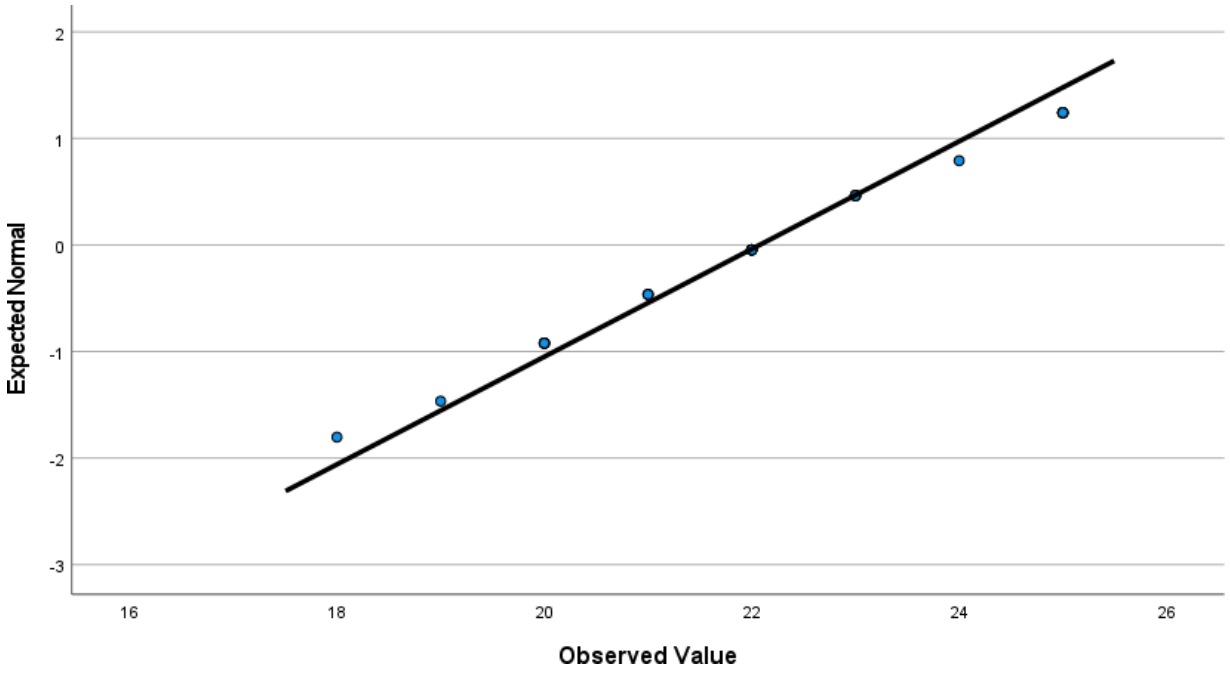


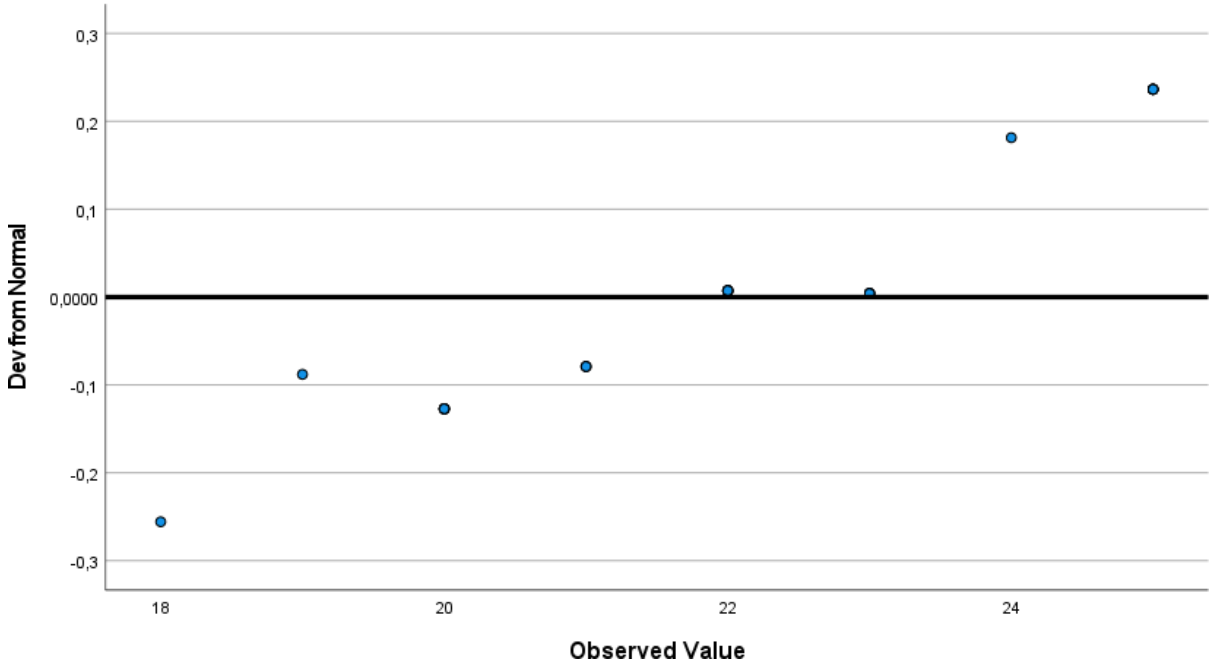
Source: Author 2025

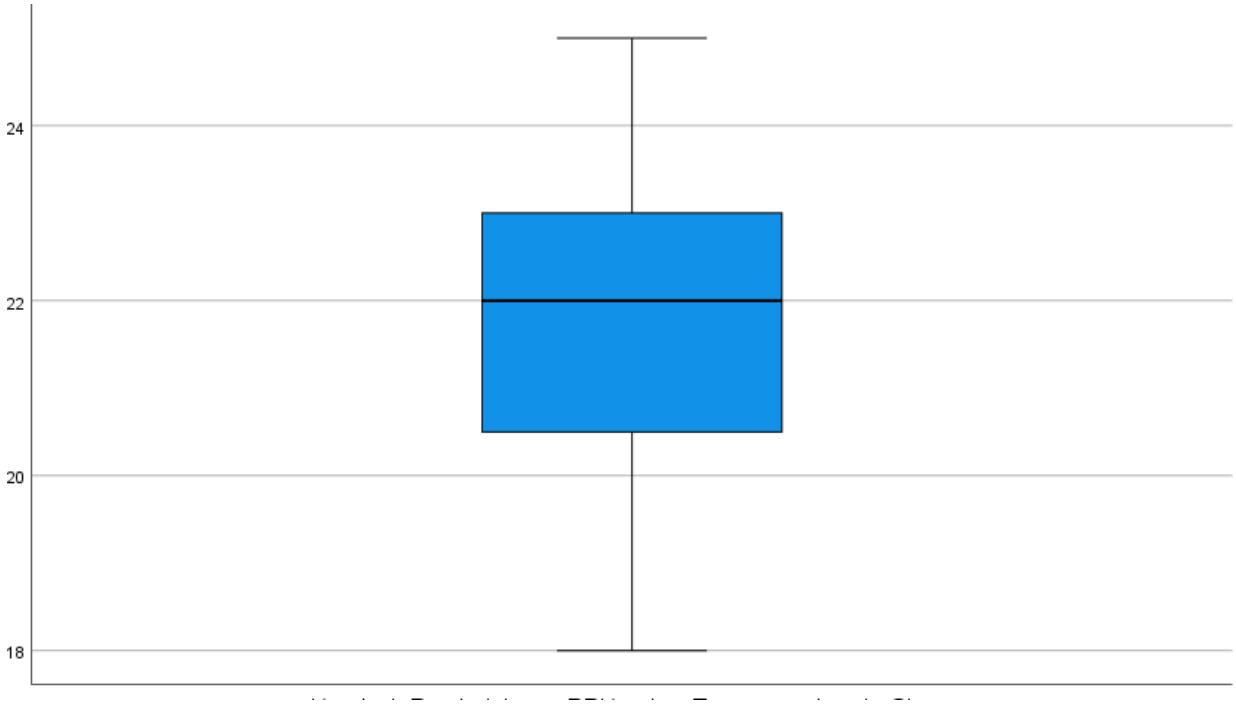
Correlation between Civics Learning and Student Responsibility

Frequency	Stem & Leaf
1,00	18 . 0
1,00	19 . 0
5,00	20 . 00000
3,00	21 . 000
6,00	22 . 000000
5,00	23 . 00000
1,00	24 . 0
5,00	25 . 00000

Stem width: 1
Each leaf: 1 case(s)


Expected Normal
2
1
0
-1
-2
-3
16
18
20
22
24
26
Observed Value


Dev from Normal
0,3
0,2
0,1
0,0000
-0,1
-0,2
-0,3
18
20
22
24
Observed Value



Correlation between Civics Learning and Student Responsibility

Source: Author 2025

Thus, the conclusion is that two variables, namely Civics Learning and Student Responsibility Attitudes, show a non-normal distribution based on the Shapiro-Wilk test. Meanwhile, one variable, the Correlation between Civics Learning and Student Responsibility Attitudes, shows a normal distribution. Stem-and-Leaf Plots are also provided for all three variables, visually depicting the distribution of the numerical data. The number of valid data points is always 27 for each variable, indicating no missing data.

3) LINEARITY TEST
This test aims to determine whether a linear relationship exists between two variables. A relationship is considered linear if changes in the independent variable are accompanied by comparable changes in the dependent variable. The linearity test aims to ensure that the applied regression model fits the pattern of the relationship between the variables being studied.

Variables Entered/Removeda

Model	Variables Entered	Variables Removed	Method
1	Civics Learning b	.	Enter

b. Dependent Variable: Student Responsibility Attitude

c. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,680[a]	,462	,441	2,652

a. Predictors: (Constant), PPKn Learning
b. Dependent Variable: Student Responsibility Attitude
Source: Author 2025

The table above shows that the R (Correlation Coefficient): 0.680 indicates a good and strong relationship between PPKn Learning and Responsibility Attitude.
R Square: 0.462 → approximately 46.2% of the variation in students' responsibility attitudes can be explained by PPKn learning.
Adjusted R Square: 0.441
Standard Error of the Estimate: 2.652

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	151,111	1	151,111	21,483	,000[b]
	Residual	175,852	25	7,034		
	Total	326,963	26			

a. Dependent Variable: Student Responsibility
b. Predictors: (Constant), Civics Learning
Source: Author 2025
The table above shows that F: 21.483
Sig. (p-value): 0.000 → statistically significant ($p < 0.05$), meaning the linear regression model is valid.
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	22,915	4,784		4,790	,000	13,062	32,768
	Civics Learning	1,000	,216	,680	4,635	,000	,556	1,445

a. Dependent Variable: Student Responsibility
Source: Author 2025
The table above shows that every 1-unit increase in the Civics learning score will significantly increase the student's responsibility attitude score by 1,000 points.

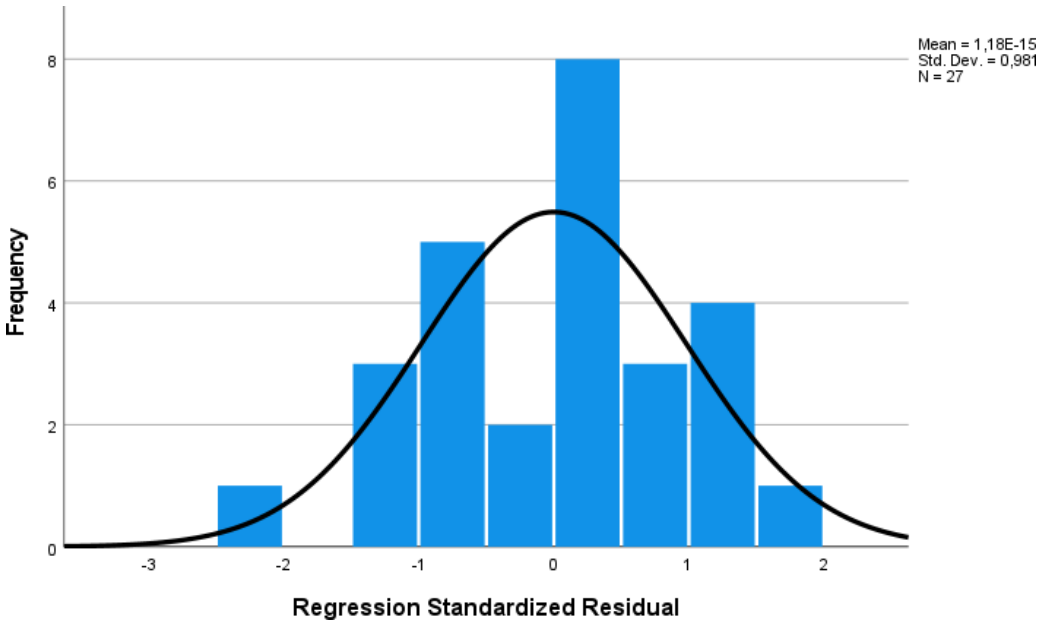
Residuals Statisticsa

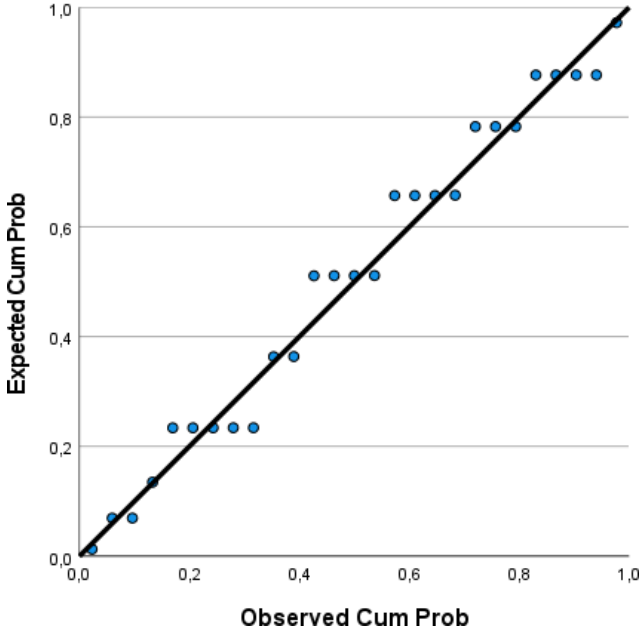
	Minimu m	Maximu m	Mean	Std. Deviation	N
Predicted Value	38,92	47,93	44,96	2,411	27
Residual	-5,926	5,076	,000	2,601	27
Std. Predicted Value	-2,505	1,230	,000	1,000	27
Std. Residual	-2,234	1,914	,000	,981	27

a. Dependent Variable: Student Responsibility
Source: Author 2025

The table above shows that the Minimum - Maximum Predicted Values are: 38.92 – 47.93, the Minimum - Maximum Residuals are: -5.926 to 5.076, and the Std. Residuals range from -2.234 to 1.914 (within reasonable limits).

STUDENTS' RESPONSIBILITY ATTITUDE





3) REABILITY TESTING

Reliability testing is conducted to determine how consistently a research instrument produces similar data when used repeatedly under identical conditions. An instrument is considered reliable if its measurement results are stable and consistent over time. This testing is crucial to ensure that the data obtained are not biased by chance or error in the measurement process.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	27	100,0
	Excluded[a]	0	,0
	Total	27	100,0

a. Listwise deletion based on all variables in the procedure.

Source: Author 2025

Reliability Statistics

Cronbach's Alpha	N of Items
,832	3

The table above shows that the number of valid data items is 27 and there are no missing data items.
Source: Author 2025

The table above shows the results of the Cronbach's Alpha reliability test, which was 0.832 with a total number of items (N of Items) of 3.
Therefore, the α value of 0.832 indicates that the instrument is highly reliable. In general, the interpretation of Cronbach's Alpha is:

≥ 0.90 = Very high
0.80–0.89 = High
0.70–0.79 = Adequate
< 0.70 = Low
Therefore, the instrument used to measure the three variables: Civics Learning, Student Responsibility Attitudes, and their Correlation) is appropriate and consistent for use in research.

4) ANALISIS DATA

Case Processing Summary

		N	%
Cases	Valid	27	100.0
	Excludeda	0	0.0
	Total	27	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.100	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	12.37	6.165	.297	-.283a
P2	12.74	7.584	.055	.065
P3	13.04	7.960	.149	-.030a
P4	12.48	8.490	-.046	.195
P5	12.93	10.610	-.204	.299

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.
Item Correlation to Total Score Is Weak*

Only item P1 has a Corrected Item-Total Correlation value approaching the minimum standard of 0.297. The other items (P2–P5) have very low or even negative correlations (P4 = -0.046, P5 = -0.204). This indicates that most items do not consistently reflect the measurement construct.

Conclusion

This study reveals that Pancasila and Citizenship Education (PPKn) learning does not significantly influence students' sense of responsibility at SMPN 6 Trenggalek. Our quantitative study of eighth-grade students at SMPN 6 Trenggalek showed that Pancasila and Citizenship Education (PPKn) lessons did not have a significant and positive impact on their sense of responsibility. Statistical test results showed a correlation of 0.297.

This finding contradicts Sugiyono's opinion, which states that in the Independent Curriculum, PPKn lessons should focus more on active student participation, material that connects to everyday life, and a contextual and interactive approach. Character education not only conveys values but also forms repetitive habits that become part of students' personalities.

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