

The Dilemma of Civic Education Online-Based Learning: Student-Teacher-Parent Relationship (STPR) on The Efforts to Improve Student's Civic Disposition During The Covid-19 Pandemic

Dwi Asih Triska Wardhani¹, Susan Fitriasari²
Universitas Pendidikan Indonesia, Bandung, Indonesia^{1,2}

Abstract: Intensity of interaction and affordability of space between Civic Education teachers and students are decreased. It is make parents having to take further part in efforts to improve student's civic disposition. The aim of this article is to elaborate the STPR in civic education online-based learning to improve student's civic disposition during the pandemic. This article is the result of research with qualitative phenomenological design. Informants of this research are all teachers of Civic Education in Senior High School of Muhammadiyah Taman and representatives of students with their parents. The results showed that there was a dilemma of Civic Education online-based learning to improving student's civic disposition due to changes in STPR patterns. There needs to be an adjustment of the role between teachers and parents. The conclusion is the dilemma on efforts to improve Student's Civic Disposition during the pandemic will continue if trust, participation, and openness among parties are not improved on Civic Education Online-Based Learning.

Keywords: Civic education, pembelajaran online, civic disposition, Student-Teacher-Parent-Relationship (STPR)

Introduction

The Covid-19 pandemic changed the lifestyles of the world's citizens in various areas of life. The changes that occur affect the orientation of individual characteristics that must be formed through Civic Education Learning. So that it is necessary to adjust the substance of education. Education must have a dynamic structure and must adapt the substance of learning quickly in the face of changing conditions (Akbulut et al., 2020). In this context, the Covid-19 pandemic offers unexpected and very challenging learning opportunities (Besand, 2020).

Civic Education learning during the pandemic in improving student's civic disposition experienced various challenges. Face-to-face meetings and crowd-causing activities must be missed. As a result, learning should also be done online as a form of distance learning. Various problems occur in online learning that affects the improvement of the sanity character of learners such as forced readiness (Cutri et al, 2020) and inequality between government policies and learning practices conducted by teachers (Jones, 2020). It is also found that in online learning during the pandemic most teachers are unable to provide instruction effectively and quality remotely (Adedoyin & Soykan, 2020).

In this condition, the role of teachers in managing learning is very influential on the success of civic disposition improvement. The process of transforming the value of the pandemic provides a different color because of the learner's environment changes. As a result, there must be adjustments to how to build a harmonious relationship between teachers and

¹ E-Mail: dwiwardhani@upi.edu

students. The relationship between teachers and learners in learning greatly affects the behavior of learners (Schwab & Rossmann, 2019; Wanders et al, 2020; Sjögren, 2020; Pianta, 1999) even influenced the behavior of future learners (Bergen et al, 2020).

In addition to teachers and students, parents also contribute to supporting the achievement of learning objectives. However, parental involvement is an inseparable entity in the formal education process as stated in standards, Professional Engagement, Overview (Australian Institute for Teacher and School Leadership, 2011). Moreover, in online learning there is a phenomenon of increasing involvement of parents informal education, especially to improve student's civic disposition. But the problem is that during this pandemic, parents are often less prepared to help.

Various obstacles in improving student's civic disposition during online learning were also found at SMA Muhammadiyah Taman. Based on the results of pre-research, both teachers, parents, and students experienced some obstacles in terms of improving student's civic disposition in Civic Education online-based learning. These constraints include limited learning time, difficulty in classroom management, supervision of student behavior, low learning enthusiasm, various violations of discipline, and decreased manners. Therefore, it takes a good relationship between students, teachers, and parents for these obstacles to be overcome. Based on current conditions and previous research, this article aims to study how STPR is built on Civic Education online-based learning in improving civic disposition at SMA Muhammadiyah 1 Taman.

Literature Review

Albert Bandura and The Phenomenon's Social Cognitive Theory

Albert Bandura's social cognitive theory is a key construct used in studying STPR on online civic education learning to enhance civic disposition. According to social cognitive theory, man is part of his environmental products (Bandura, 1997). This theory provides a framework for understanding, predicting, and changing human habits (Green & Peil, 2009). An equally important fact is that humans create a favorable environment and then proceed to control it. By choosing the environment carefully, man can influence himself and also determine his identity. Man's choice is influenced by his beliefs and abilities. The internal principle of social cognitive theory consists of three interacting elements, namely personal, behavioral, and environmental. This principle is called triadic reciprocity. (Betz, 2007; Green & Peil, 2009). In this theory, two important concepts play a role, namely self-efficacy and self-regulation.

Civic Disposition in Civic Education

Pancasila and Civic Education is part of the efforts to foster the nation and character building and empowerment of citizens (Wahab and Sapriya, 2011). Based on the explanation Civic Education includes three competencies of citizenship according to Bronson namely civic knowledge, civic skill, civic disposition. The civic competency studied in this study was civic disposition. Civic disposition is a personality of a nation as an important component in the sustainability of the country. The character of citizenship leads to the ownership and reflection of the private character (in the self) and the public character (interaction with the environment) that must exist in the citizen. The character becomes the basis of the maintenance and development of constitutional democracy as evidence of the proficiency/maturity of citizenship through the process of home lessons, schools, and social organizations (Branson, 1998).

Civic Disposition contains individual personality characteristics as citizens namely civility (respect and civil discourse), individual responsibility, self-discipline, civic-mindedness, open-mindedness, (openness, skepticism, recognition of ambiguity), compromise (conflict of principles, compassion, generosity, and loyalty to the nation and its principles)

(Quigley, et al., 1991). The learning process of building civic disposition will be effective if developed through practical activities of students every day inside and outside the classroom (Pasandaran et al, 2018).

STPR on online-based learning

The quality of interpersonal relationships with others has a very significant influence on one's behavior (Bandura 1986). Therefore, a good relationship between teachers and learners must be built because it affects the mentality of learners (Schwab & Rossmann, 2019). The construction of the Definition of Student-Teacher Relationship should emphasize the type of teacher interaction with personalized learners, including the perception of learners who view that teachers pay attention and respect them as individuals, sympathize and be able to see things from the student's perspective, and act as supporting figures that are responsive to the needs of learners (Garcia-Moya, et.al, 2020)

The relationship between learners and teachers plays an important role in generating the passion for learning and bringing togetherness. This is because STR is a relationship that is established due to the interaction between teachers and students as an emotion-based experience. The experience provides opportunities for learners to learn social skills and settings or self-control and to practice basic developmental functions. The basic developments that can be developed with STR are attachment, exploration, play, and mastery (Pianta, 1999).

In online learning during the pandemic, the relationship of teachers and learners is not the only factor that plays an important role in improving student's civic disposition in Civic Education online-based learning. Parental involvement is an inseparable unity in the formal education process, especially as long as students do home learning in a platform conducted online. There is an urgency to build good relationships between teachers and students. Teacher-Parent Relationship has an important correlation with the academic development, career, and personal/social competency development of secondary school students. Families and schools need to work with each other to provide a supportive, enriching, close monitoring, and mentoring environment suitable for students (Deng et al, 2018).

Research Methods

This research was conducted in SMA Muhammadiyah 1 Taman, Sidoarjo, Indonesia. SMA Muhammadiyah 1 Taman is the parent Muhammadiyah High School in Sidoarjo Regency. There are complaints from teachers and parents in Civic Education online-based learning about the formation of civic disposition. In this school online learning is done in total so that there are no students in the school during the effective day. Total online-based learning improves the validity and accountability of research results.

This study uses a qualitative approach with the phenomenological method. The informant is selected with the characteristics:

Table 1
Characteristics of the Informant

Subject	Initial Code	Gender	Age	Detail Position/Job
Student	S1	Female	16 th	Student
	S2	Male	15 th	Student
	S3	Female	15 th	Student
Teacher	T1	Male	30 th	Civic Education Teacher
	T2	Female	26 th	Civic Education Teacher
	T3	Female	26 th	Civic Education Teacher
Parent	P1	Female	49 th	Housewife
	P2	Female	43 th	Entrepreneur
	P3	Female	53 th	Civil servant

Research data is collected with in-depth interview techniques, observations, and documentation. Interviews conducted with informants the average time required is 70 minutes. Interviews with informants are conducted in Bahasa Indonesia so that informants can convey experiences, feelings, and understanding in-depth related to phenomena. Furthermore, the results of the interview are translated into English without changing the meaning and wording of each sentence.

Data collection is done in schools and virtual spaces (online learning applications). Tools in data collection in the form of mobile phones, wireless, voice recorders, and sheet notes. Furthermore, the data is analyzed following the stages of data analysis in phenomenological studies, namely the stage of the description of phenomena, transcription of interview results, horizontalization stage, cluster of meaning (textural description and Structural description), essence description stage, and ended with the withdrawal of conclusions (Creswell, 1998).

Findings & Discussion

Findings and discussion elaborate how learners, teachers, and parents view, feel, and interpret experiences in online-based learning related to relationships between parties in improving student's civic disposition. The results of the data analysis revealed two major themes, namely how the norms apply to the learning process in the framework of civic disposition and Quality Student-Teacher-Parent Relationship (STPR) in improving student's civic disposition.

Student's Civic Disposition During Civic Education Online-Based Learning

Changes in learning patterns also change the order of values formed, both as a result of agreement and growth implied. The basis of the enforcement of discipline in learning is the contract of learning as a consequence that must be adhered to by students and teachers. Learning contracts are created at the beginning of Civic Education online-based learning. The basis of value in the learning contract is of course based on learning activities that make use of the internet. However, until the eighth month of the learning contract is applied, precisely the time the research took place both teachers and students gave the same information, namely;

It seems to be still running, but for implementation may not be like the beginning of learning – S1

There are learning contracts that are discussed and delivered at the beginning of learning. Some are still running but not entirely – S2

Learning contracts cannot be fully implemented. Many adjustments require some rules to be changed or eliminated – T2

Based on this information, it can be known that most agreements in learning contracts are not implemented. Values related to punctuality, appreciation, and sanctions on behavior, as well as a self-discipline in fulfilling obligations in the learning process continue to change. These changes lead to the need to understand each other's condition during online learning. In this case, it confirms that humans are products of the environment (Bandura, 1997). In other words, changes in learning patterns also change the rules of learning. The atmosphere of online-based learning, the availability of infrastructure facilities, the management of classes by teachers, and the limitations that arise in learning during the pandemic resulted in the announcement that later influenced the decision to act students.

Students assess Civic Education teachers during online learning and provide opportunities for students who perform minor violations such as delays. S1 illustrates what students usually do when it is too late as follows;

I sent a personal message. So if it's too late I immediately personally chat with the teacher to say "sorry late" after that can follow the learning.

In addition to self-discipline, another dilemma of civic disposition improvement at the time of the pandemic is about mutual respect, decency, and individual responsibility. In terms of civic disposition, talking without turning on the camera during online learning is an act that reflects the irreverence and lack of respect for others. Related to this, students' active participation in online-based learning also decreases in line with the announcement given by teachers. Based on observations and interviews, S2 is a student who chooses to turn on the camera throughout the learning, the statement is recognized by T3 as a teacher who teaches S2. T3 provides an opportunity for learners to turn off the camera as long as they do not speak while still giving the message as conveyed as follows;

Civic Education is not only targeted at cognitive achievements only. Although the value of your task is good, it will be useless if you do not have manners. And one form of manners in learning like this is turning on the camera.

The T3 decision is based on the view that there needs to be guidance without coercion and the actions of students must come from consideration from within. Efforts to improve civic disposition without forcing it is aim to get individuals actively involved in developing functional patterns of thinking and behaving in response to environmental conditions to achieve personal goals. In this case, effective self-regulation is urgently needed to improve student's civic disposition. Self-regulation is an important technique in shaping identity (Bandura, 1978). Self-regulation refers to the process by which people control and direct their actions.

S2 explains the reasons for keeping the camera turned on and complying with consequent learning rules are as follows;

Because I used to be a student council counselor. That I often feel when explaining why no one listens. That hurts. So I realized that for example, I want to be appreciated, then I also have to respect others

The choice of attitude is based on his awareness that manners and mutual respect are important in interacting with others. It involves cognitive activity in taking a stand. Based on this reality, it can be known that self-regulated learning is very determining the success of improving the character of citizenship owned. There is a cognitive process in decision-making as to what to do and what not to do.

The dilemma that occurs in the learning of *Civic Education* is related to the improve in civic disposition felt by all parties. S2 in interpreting dilemma in improving student's civic disposition using the term "learning ethics" as in the following statement;

If online learning is done continuously then the ethics of learning can be lost. For example, when learning uniforms must be neat while in online learning students become somewhat negligent. For example, online learning starts at 08:00, but students only wake up at 07:50. That shouldn't be done. What is unfortunate is the loss of learning ethics

This condition demands the ability of teachers to understand and organize learning so that civic disposition can still be improved without intimidating learners. However, the agreed value change related to the discipline of learning greatly affects what characters can be improved and what characters are constrained to be improved. The following is the teacher's perception of the implementation of the norms agreed in improving student's civic disposition in Civic Education learning during the pandemic. All Civic Education teachers agree that online learning tolerance should be improved if there is a minor violation of discipline. The consideration is that there are many obstacles that students may experience during online learning. technical difficulties or other rational reasons for fulfilling their obligations in other ways. Other ways in question include catching up with the material by discussing in Whatsapp groups or asking directly to Civic Education teachers.

The implication of tolerance for abuses given by teachers is the reduced dominance of the role of teachers in improving civic disposition. The behavior of students during the pandemic felt less influenced by the instructions given by the teacher. However, the norm on which to act is more to the direction given by parents and the habits made at home with family members as indicated by the following informant statement;

If the same parents usually for example if the value is good so if there is a desire followed - S1

I love the direction continues, do not forget this, do not forget so ... if

I'm an important religion. So S1 can already carry itself - P1

Students and parents have more time to do things together. Also, the internalized value in the character of learners tends to accumulate environmental forgings formed since childhood. With the dominance of the role of parents in improving civic disposition, the way parents treat students is more influential than the teacher's treatment of students. Moreover, in online learning, the interaction of teachers and learners is decreasing.

Based on interviews and observations, Table 2 is a summary of the civic disposition formed in online learning during the pandemic.

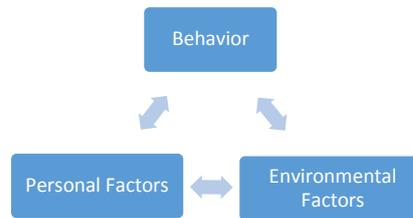
Table 2
Student's Civic Disposition During Civic Education Online-Based Learning

Initial Code	Easy to improve	Difficult to improve
S1	<i>Individual responsibility, compromise</i>	<i>Civility, self-discipline, civic-mindedness, open-mindedness, loyalty to the nation and its principles.</i>
S2	<i>Civility, responsibility, compromise, open-mindedness</i>	<i>individual self-discipline, Civic-mindedness, loyalty to the nation and its principles</i>
S3	<i>Civility</i>	<i>Individual responsibility, self-discipline, civic-mindedness, open-mindedness, compromise, loyalty to the nation and its principles</i>

Table 2 shows that the improvement of student's civic disposition is subject to some aspects, especially regarding self-discipline, respect for others, and loyalty to the nation and its principles. Civic dispositions that are easy and difficult to improve vary. The civic disposition that is difficult to improve through the learning process does not mean that there is no cognitive process, but there are observations without imitation. It may not be reflected in the behavior of learners at this time, but it does not guarantee that in the future it will not be practiced. The condition in social cognitive theory is assumed to be learning without showing behavioral changes (McCormick & Martinko, 2004). This is very much related to the decision of actions taken by learners through cognitive processes.

The behavior of learners as a reflection of civic disposition that is improved through the learning process shows that behavior not only depends on how potential it has in self-control, but other factors affect it. Learners are part of their environmental products. Then students take action according to the possibilities provided by the environment including opportunities and obstacles as a consideration in taking action. Furthermore, learners can control their behavior based on rational choices that are considered correct. The effects of the action will again affect its environment (Bandura, 1997). Illustration of the concept can be described as follows;

Figure 1.
Triadic Reciprocity – Social Cognitive Learning Theory



In the learning process during the pandemic, environmental factors increasingly have many variations. This is because there is no similarity in the learning atmosphere of learners as in face-to-face learning. Also, academic achievements including achievements in the affective realm of learners are increasingly influenced by race, economic level, and resources owned (Adedoyin & Soykan, 2020). For example, online learning requires new tools that support remote interaction, while the ownership of learning support resources for each student is different.

In addition to the learning environment, the results of interviews and observations show that the self-efficacy and self-regulation of learners appear to have a large role in online learning. Self-efficacy is related to confidence in the ability of oneself to perform the necessary actions successfully to achieve a specific goal (Bandura 1997). In the context of human behavior, self-efficacy causally affects expected behavior, but not the other way around (Bandura, 1986, 1998).

While self-regulation leads to the idea that people can organize their thoughts, emotions, motivations, and actions. Self-regulation is an important technique in shaping identity (Bandura, 1978). Self-regulation is required when one considers appropriate or inappropriate behavior and chooses appropriate action (Williams 2010). Effective self-regulation is a cycle process in which individuals actively monitor the performance environment, develop functional task strategies, implement such plans skillfully, and monitor results (Locke & Latham, 1990). Thus in improving civic disposition through online learning requires a good alignment between environmental factors and personal factors including self-regulation and self-efficacy.

Student-Teacher-Parent Relationship Quality in Improving Student's Civic Disposition

The quality of relationships between students, teachers, and parents is an important factor in improving student's civic disposition. If teachers and students can build trust and positive relationships then it can lead to greater student involvement in the shopper process (McComark, 2019). In this case, teachers need to be aware of the pedagogical role that must be done, especially as an inspiration, feedback giver, and facilitator of interaction in learning activities (Zhang, 2019). In addition to the relationship between teachers and students, a positive relationship between parents and teachers also needs to be built well. The important role of the parent-teacher relationship is a social resource in seeking the positive development of learners (Coleman, 1988). Therefore, the quality of relationships between parties in online learning is important to improve.

The quality of STPR in this section is reviewed through proximity, communication, and problem-solving. First, the closeness between parties tends to be stretched during the pandemic, especially between teachers and students. Second, communication between parties does not work effectively and the intensity is reduced. Third, problem-solving is done by deliberation and giving consequences. The following is a description of all three;

Students and teachers are limited to virtual meetings and communication via Whatsapp only. While various problems arise. Learners tend to withdraw and only speak when asked by

the teacher to speak. Based on S1 experience, students prefer to express complaints related to learning to parents rather than to Civic Education teachers. This is indicated by the following informant statement;

There was one child who told his parents and his parents told the homeroom teacher I continued to be consulted with the teacher. Then the teacher said later if there is a complaint can tell the teacher and do not have to tell the parents - S3

My son sometimes tells me about the difficulty of greeting learning. It is difficult if for example the teacher in front, if now given the question of being told to do can not ask directly to the teacher - P3

Neither S1, S2, nor S3 stated that it had ever disclosed complaints to teachers. Thus, it can be known that the closeness between students and Civic Education teachers and parents with Civic Education teachers is still stretched. Parents should contact the homeroom teacher to inform the teacher of Civic Education. It can also be noted that openness between parties, especially civic education teachers and students needs to be improved. The difficulty of building closeness between students and teachers of Civic Education is also due to the courage of students to speak is still low. Learners prefer silence as described by the following informants;

The student often prefers silence. Especially when it comes to student participation in expressing their views, it is better when face-to-face / Moreover, online learning makes it more difficult for teachers to know what students are doing behind the laptop – T2

When there are difficulties regarding the work of the task no one dares to speak. Until finally I asked about the reason students have not collected assignments, but no one answered – T3

On the other hand, students and parents rarely interact because they are busy with their respective routines that the work of parents is done outside the home such as the following informant statement;

My son occasionally yes toy social media but briefly. Only often if I see him in the room working the duty or memorization the Quran – P1

I spend more time in the room, and occasionally just get out of the house. Met mom and dad at breakfast. After that mom and dad went to work. Dad came home in the afternoon while mom came home sometimes in the afternoon and sometimes at S2.

It also decreases parental participation in parenting programs held by schools to maximize learning during the Pandemic. The closeness of learners to parents is also influenced by most of the time students spend in the room

The second aspect in measuring the quality of the student-teacher-parent relationship is communication. communication has also undergone a huge change. T1 has a perception that;

Communication using the media is always a lot of noise. We can not know how psychological, physical condition, including if there is a disorder that occurs in learners. These disorders include a lot of activity at home, or even being left to sleep. The teacher doesn't know either.

Concerning communication media during online learning, the following is a summary of the media used;

Table 3
The application that are used in building communication

Subject	Digital Platform	Description
T1 – Student	<u>Zoom,</u> <u>Whatsapp</u>	Whatsapp is used through group chat, has never had a personal chat with students
T2 – Student	Zoom, Google Meet, Whatsapp	- Google Meet and Zoom are used as needed - Whatsapp is used through group chat, never have personal chat with students
T3 – Students	Zoom, Google Classroom, Whatsapp	- Google classroom and zoom are done interchangeably - Provide student opportunities for personal chat
Teachers – Parent	-	Through a homeroom teacher if you want to communicate directly
Students – Teachers - Parents	Whatsapp	Information on school activities and announcements

Based on table 3 supported by interviews and observations, it can be known that in online learning there is a greater opportunity to communicate more intimately between students and teachers. However, not all teachers build personal communication. This is strongly influenced by the way teachers organize classes during learning. With online learning, students have the opportunity to convey what is personally thought through personal chat in the Whatsapp application. T3 applies learning by prioritizing class discussions. Based on the experience of T3, some students dare to argue when outside of learning.

On the other hand, communication between parents and students is bumped into the time constraints that parents have as conveyed by the informant as follows:

if around me was not, because my parents work. But if for example want to go to work always open the door and ask "learn what le?" after that leave for work – S2

I am bound to work as part of the responsibilities, but if possible I try to come to my child's school events both online and offline - P2

Communication between parents and teachers of Civic Education cannot be done directly, the parents have a position as a bridge between parents and Civic Education teachers;

If the subject teacher has never spoken or sent a message. Parent Whatsapp groups with homeroom guardians only. If there is a need with the teacher of Civic Education delivered to the homeroom teacher, then the homeroom teacher who delivers to the teacher of the subject – P3

We're just reminding. All we can do is remind the students, and we tell the homeroom teacher, then it will be conveyed to the parents if the violation is still committed – T1

In terms of communication, students find it difficult to communicate with Civic Education teachers;

If the same teacher is usually constrained network. So usually if told to zoom meeting or google meet the sound is less clear. so less effective.

Sometimes the picture is blurry, often troubling. – S3

Hampered communication can affect student's civic disposition. Slow in receiving feedback results in a decrease in the learning spirit of learners. This includes respect and closeness to teachers. Moreover, students have a very limited opportunity to communicate with

their parents. Parents claim to spend a lot of time outdoors. It's just how parents can use that little time to be quality time. While related to the relationship between teachers and parents there are barriers that according to both are not a problem. State education teachers and parents must first go through the homeroom teacher to interact. However, indirect communication in pandemic conditions also hinders openness and closeness between parties.

The third aspect of the Student-teacher-parent relationship is problem-solving. In solving problems related to improving civic disposition, teachers have implemented learning that puts forward compromises with learners such as statements delivered by informants as follows;

I tried tabayyun (clarifying) first. I ask why students don't turn on the camera or are late in learning so as not to intimidate and make students feel depressed. Then dialogue with students as a form of reflection on the attitude that has been taken. So there is no direct justification for the actions of students – T3

Civic Education teachers have the viewpoint that rules, violations, and assignments in learning are based on full awareness of the limitations of online-based learning. To improve civic disposition in the form of problem-solving for the actions of learners, T1 and T3 prefer to offer consequences rather than take notes on the book of violations. While T2 uses the score as a form of reward and punishment.

The way that has been put in place has not demonstrated the effectiveness of increasing student's civic disposition in online learning. T1 emphatically says that the spirit of learning and civic disposition aspects tend to decrease compared to the beginning of Civic Education online-based learning.

The decline in punctuality and some other aspects of attitude is certain to occur. Sometimes students feel saturated, it's a natural thing. The problem is not all students have parents at home. Most of their parents worked, so that helped remind the student it did not exist

On the other hand, parents consider that teachers still play a central role in improving student's civic disposition. The following is a statement made by the informant;

I believe that given by the teacher there must be a benefit – P2

Conclusion and Summary

Parents feel that watching occasionally and responding when there is bad behavior is enough in improving civic disposition. Whereas in online learning during the pandemic the role of parents is much greater in guiding, motivating, and supervising the behavior of learners, including in learning. Teachers can only monitor through virtual apps, but when the camera is turned off, parents know better what the students are doing. These constraints are challenges in transforming value through learning. The learning process in informing the value must contain educational, training, and teaching activities conducted in an integrated and sustainable manner. Besides, the transformation of value in education must be in harmony with the development of students and their environment (Roesminingsih & Susarno, 2015).

With the change in relationship patterns, it is necessary to adjust the role between teachers, parents, and students. Based on interviews and observations of this role adjustment still does not show any effectiveness in improving student's civic disposition. During the Pandemic, schools have held meetings and activities based online, parents will often be unable to attend because they have to work or do other activities that cannot be abandoned. Parents claim to only look at occasionally and consider students can already control themselves without having to always be closely monitored.

Student-teacher-parent relationship adjustments continue from time to time. Unfortunately, there is no joint evaluation agenda regarding deficiencies in the implementation of online-based learning, especially in the improvement of civic disposition. The lack of closeness, the intensity of communication, and decreased teacher control of learners became obstacles in improving civic disposition. So it can be concluded that students, parents, and teachers need to improve mutual trust, openness, and participation in improving student's civic disposition.

Bibliography

- Adedoyin, O.B. & Soykan, E. (2020). COVID-19 Pandemic and Online Learning: The Challenges and Opportunities. *Interactive Learning Environments*, 1-13. <https://doi.org/10.1080/10494820.2020.1813180>
- Akbulut, M, Şahin, U. & Esen, A.C. (2020). More Than A Virus: How COVID 19 Infected Education In Turkey?. *Journal of Social Science Education*, 19, 30-42. <https://doi.org/10.4119/jsse-3490>
- Australian Institute for Teacher and School Leadership (AITSL). (2011). *National Professional Standards for Teachers*. Australian Government. <http://www.teacherstandards.aitsl.edu.au/>.
- Bandura, A. (1998). Health Promotion From The Perspective Of Social Cognitive Theory. *Psychology and Health*, 13(4), 623-649. <https://doi.org/10.1080/08870449808407422>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Bandura, A. (1978). Reflections On Self-Efficacy. *Advances In Behaviour Research And Therapy*, 1(4), 237-269. [https://doi.org/10.1016/0146-6402\(78\)90012-7](https://doi.org/10.1016/0146-6402(78)90012-7)
- Bergen, P.V. Graham, L.J. & Sweller, N.(2020). Memories of Positive and Negative Student–Teacher Relationships in Students With and Without Disruptive Behavior. *School Psychology Review*, 49(2), 178-194. <https://doi.org/10.1080/2372966X.2020.1721319>
- Besand, A. (2020). The Crisis as An Opportunity To Learn. Or: ‘Collateral Civic Education’ In The Context Of The COVID-19 Pandemic. *Journal of Social Science Education*, 19, 8-14. <https://doi.org/10.4119/jsse-3488>
- Betz, N. E. (2007). Career self-efficacy: Exemplary recent research and emerging directions. *Journal of Career Assessment*, 15(4), 403-422. <https://doi.org/10.1177/1069072707305759>
- Branson, M.S. (1998). The Role of Civic Education. Center for Civic Education.
- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. Sage Publications
- Cutri, R.M. Mena, J. & Whiting, E.F. (2020). Faculty Readiness for Online Crisis Teaching: Transitioning to Online Teaching During The COVID-19 Pandemic. *European Journal of Teacher Education*, 1-19. <https://doi.org/10.1080/02619768.2020.1815702>
- Deng, L. Zhou, N. Nie, R. Jin, P. Yang, M. & Fang, X. (2018). Parent-Teacher Partnership And High School Students’ Development In Mainland China: The Mediating Role Of Teacher-Student Relationship. *Asia Pacific Journal of Education*, 38(1), 15-31. <https://doi.org/10.1080/02188791.2017.1361904>
- García-Moya, I. Brooks, F. & Moreno. C. (2020). Humanizing And Conducive to Learning: An Adolescent Students’ Perspective on The Central Attributes of Positive Relationships With Teachers. *European Journal of Psychology of Education*, 35, 1–20. <https://doi.org/10.1007/s10212-019-00413-z>
- Green, M., & Piel, J. A. (2009). *Theories of human development: A comparative approach (second ed)*. Prentice-Hall, Inc.

- Jones, K. (2020). Notes on a Crisis: The Pandemic and English Schools. *Changing English*, 27(3), 235-243. <https://doi.org/10.1080/1358684X.2020.1791691>
- Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological Science*, 1, 240-246. <https://doi.org/10.1111%2Fj.1467-9280.1990.tb00207.x>
- McCormack, O. O'Flaherty, J. & Liddy, M. (2019). Students' Views on Their Participation in Publicly Managed Second Level Schools in Ireland: The Importance Of Student-Teacher Relationships. *Educational Studies*, 1-15. <https://doi.org/10.1080/03055698.2019.1706041>
- Mccormick, M. J., & Martinko, M. J. (2004). Identifying leader social cognitions: Integrating the causal reasoning perspective into social cognitive theory. *Journal of Leadership & Organizational Studies*, 10(4), 2-11. <https://doi.org/10.1177%2F107179190401000401>
- Pasandaran, S. Lonto, A.L, Pangalila,T. and Barahama, R.A. (2018). The Efforts of Civic Education Teachers in Strengthening Students' Civic Disposition. *Annual Civic Education Conference*. 251, 59-61. <https://dx.doi.org/10.2991/acec-18.2018.14>
- Pianta, R. (1999). *Enchancing Relationship Between Children And Teachers*. American Psychological Association
- Quigley,C.N, Buchanan,J.J.H & Bahmueller,C.F. (1991). *Civitas: A Framework for Civic Education*. Center for Civic Education.
- Roesminingsih, M.V. & Susarno, L.H. (2015). *Teori dan Praktik Pendidikan*. Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Universitas Negeri Surabaya.
- Schwab, S. & Rossmann, P.(2019). Peer Integration, Teacher-Student Relationships and The Associations With Depressive Symptoms in Secondary School Students With and Without Special Needs. *Educational Studies*, 1-14. <https://doi.org/10.1080/03055698.2019.1584852>
- Sjögren, B. Thornberg, R. Wänström, L. & Gini, G. (2020). Bystander Behaviour in Peer Victimization: Moral Disengagement, Defender Selfefficacy And Student-Teacher Relationship Quality. *Research Papers in Education*, 1-23. <https://doi.org/10.1080/02671522.2020.1723679>
- Wahab, A.A. & Sapriya. (2011). *Teori dan Landasan Pendidikan Kewarganegaraan*. Alfabeta.
- Wanders, F.H.K. Dijkstra, A. B. Maslowski, R & Veen, I. V. D. (2020). The Effect Of Teacher-Student And Student-Student Relationships on The Societal Involvement of Students. *Research Papers in Education*, 35(3), 266-286. <https://doi.org/10.1080/02671522.2019.1568529>
- Williams, D. M. (2010). Outcome expectancy and self-efficacy: theoretical implications of an unresolved contradiction. *Personality and Social Psychology Review*, 14(4), 417. <https://doi.org/10.1177%2F1088868310368802>
- Zhang, Y. & Lin, C.H. (2019). Student Interaction and The Role of The Teacher In A State Virtual High School: What Predicts Online Learning Satisfaction?. *Technology, Pedagogy and Education*, 1-15. <https://doi.org/10.1080/1475939X.2019.1694061>

About the Author:

Chief Researcher
Dwi Asih Triska Wardhani <i>Universitas Pendidikan Indonesia, Bandung, Indonesia</i>
Researcher Member
Susan Fitriasari <i>Universitas Pendidikan Indonesia, Bandung, Indonesia</i>