

Exploring Children's Politics in School Setting: Evidence from Private School in Yogyakarta

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Abstract. This study sets out to conceptualize children's politics in official school setting concerning children's role as student and the politics played out in children's school life. More over to demonstrate how childhood policies typically seek to involve children in politics towards the student activity as responsibility and caring. This qualitative research took place in a Private School that include representative student from every grades, teachers, and head master as the subjects. The data was collected by observation, interview, and documentation. Data analysis techniques used in this study are the Miles and Huberman models. The result explain that school activity both inside or outside classroom do affect children political attitude through interaction to the diversity and variety of school environment. It's give them the opportunity to develop courage, responsibility, trust, caring and sense of social sensitivity that become the political concept for individual to maintain their world.

Keywords: children, politics, education

1 Introduction

Education for the Indonesian people is a major investment that must be developed along with necessity that runs from time to time. Education is all life situations that affect the growth and development of life [1]. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. as well as the skills needed by himself, society, nation and state. In an effort to realize ideals of national education, various elements of education must always develop their capacity and professionalism in accordance with the demands of the times. Students are members of the community who are trying to develop their potential through an educational process [2]. Throughout his life span, from the time of pregnancy until death, humans always experience changes both in changes in physical form or psychological mental abilities [3]. Human development from the previous period will always affect the period afterwards. Children in primary school on average have an age range from 7 to 13 years where someone who will experience a childhood period or called the play period [3]. At that time humans will experience learning that reaches independence, personal freedom and responsibility. Elementary school age students are in the stage of making self-reflective decisions from their environment, it takes a good environment to be able to occur positive reciprocity in the child [4], at this time someone will experience the formation of a fundamental character.

School as one of the forms of environment that is programmed to become a container of the educational process plays an important role in providing learning experiences to students.

Schools in providing learning experiences cannot be separated from the role of government as policy holders and the synergy of all aspects of the school component itself. Previous research indicates that most political knowledge and attitudes have been acquired before adolescence [5].

1.1 Children's Politics

Children are seen not as mechanical reproducers of political culture, but also they are selective appropriators of information provided by schools, homes, and mass media and they use the information input to build personal political structures and understanding [6]. Yet there are some studies where the meaning of children's everyday practices have been considered in terms of politics [7]. For example, children choice at school and everyday authority when they're are not with their parents. This brief example illustrates how children can engage with matters important to them in their everyday lives, for instance negotiating free time and making use of extraordinary time-spaces for their own purposes. Caring is also political for children. Hence, care is political concept and is central to individual and collective survival. The first dimension of care is how children maintain their world. The children maintain their world through their efforts to protect what they have, what they know, or what they believe to be true [8].

Schools as a form of implementing education at a time cannot be separated from the political policies of the government at that time. By far the biggest concern is the acts of violence perpetrated by young people, and the abusive attitude of younger children; they often lack respect for parents, teachers, and other authority figures, emotional character and behavior that is not commendable that hit students as mentioned above is a common phenomenon that applies everywhere, including in Indonesia. Admittedly, the issue of character or morals is not completely ignored by educational institutions, but with the facts surrounding the deterioration of character around us shows that there is a failure of institutions in our education in growing humans who are blessed with noble character. Preschool experience do affect someone political orientation in the future. School children at age 23 were often described as: feeling easily victimized, easily offended, indeciseve, fearful, rigin, inhibited, and relatively over-controlled and vulnerable. IQ during school did not relate to subsequent liberalism or consevatism but did relate in subsequent decades [9].

Schools in carrying out their role to provide political education experience to their students can through various ways. Dewey states that creating miniature of democratic activities in public school classrooms today is still a thing to be avoided. If children are given the opportunity to experience democratic activities in their daily lives such as school by giving responsibilities, providing information to form personal perspectives, and given the authority to regulate the effectiveness of their own groups such as class, then they will be able to become cadres of democracy for one to each other [10]. Preparing students for intelligent political participation is a central function of social studies programs in elementary schools [6].

Politics according to is an attempt to determine regulations that can be well received by most citizens, to bring the community towards a harmonious shared life [11]. One entity that is closely related to politics is the state, which will involve concepts including power, government, influence, authority, state, government, regime, policy, and conflict which will contribute to the practice of political practices in a country is no exception to the education system [12]. School life as a human laboratory is now the main media for carrying out political socialization. Schools as one of the agents of political socialization have an important

role to socialize the ideology and basis of the state that can be delivered directly in the teaching and learning process in the classroom. Schools in line with their role as agents of political outreach, of course also make efforts to political education called political education. Political education is defined as the preparation of generations to think independently about the essence of power and its pillars, about the factors that influence institutions or influence in society through these institutions. Political education must also start from the level of elementary school education to provide a good understanding of the state administration system and one's role in political science functionalists in the practice of life. The development of political attitudes in students is largely determined by the school where they study. The life of students at the elementary school level who experience various dynamics and influences from the surrounding environment will have an influence on their outlook and perception on something.

In observations made in the field of practices of political education such as responsibility and decision making which so far determine one's political attitudes and perceptions, do not get much attention in various public and private schools that have become the object of researcher's observation. Student's knowledge intake about politics is only emphasized on knowledge and information about matters relating to politics, in fact children need a sense of independence, personal freedom which is then framed with a sense of responsibility.

The meaning of students towards the political system in Indonesia is very negative signifying a lack of understanding of politics that must be accepted by students. Politics is not always related to the governance system which is interpreted by students as something that is not good. Education should be make someone's political rights aware, is to determine themselves, the right to choose, the rights to realize their human values [13]. Schools through their policy autonomy system should have a specific agenda related to political education, especially in elementary schools where students will experience the formation of basic characters. Thomas states that schools are central settings in children's live for learning about political power, participation and justice [10].

1.2 Political Education

Even five-year-olds after entering school quickly develops a fairly accurate understanding of the roles of different people in the schools. By the end of their elementary school years they have a very complete understanding of political authority and power. The statement explains that schools are the main environment in which children can learn about political power, participation, and justice. Children at a young age after entering school will be able to understand the role of various people in the school system. Political education in the school period will take an important role in determining the direction of children's views to determine the appropriate roles. One's views on childhood will influence one's political orientation in the future. Nowadays children grow up under social conditions that differ and dynamically change. Consequently an early childhood political socialization is required [14].

Political education must not be forgotten in the education of children since elementary school age. Political education which is implanted essentially not formality by understanding political material holistically and deeply will provide the students with self-provision to become mature and independent individuals in addressing the interests and needs of their lives in the future. Implementation of good political education will teach children from an early age to become future leaders as part of the nation's investment progress.

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school classrooms today is still a thing to be avoided. If children are given the opportunity to experience democratic activities in their daily lives such as school by giving responsibilities, providing information to form personal perspectives, and given the authority to regulate the effectiveness of their own groups such as class, then they will be able to become cadres of democracy for one to each other [10]. This situation is rarely found in elementary schools now. Based on observations conducted at the Syuhada Mosque Elementary School on in 2017 information was obtained that the Syuhada Mosque Elementary School as a private school still pays attention to aspects of political education as a compulsory learning experience for elementary school age children. In addition to political education delivered through learning Citizenship Education in the classroom, Masjid Syuhada Elementary School also implements political education through responsibilities given to students to become school supervisors in the morning or in extracurricular activities that involve students to be responsible and play an active role in determining a policy. School Extracurriculars activities are source of the informal status networks. The status networks and the norms upon which they are based do not inculcate those value which stress the intrinsic worth of education [15]. Therefore researchers conducted research on the application of political education in the Syuhada Mosque Elementary School through learning inside and outside the classroom.

The research sets out to conceptualize children political agency and the spaces of children's politics by addressing children's politics in official school setting. The study concerning child as student engagement and the politics played out in children's school life. More over to demonstrate how childhood policies typically seek to involve children in politics towards the student activity in school as responsibility and caring.

2 Method

The study was conducted at the Syuhada Mosque Elementary School, located at Jalan I Dewa Nyoman Oka, Number 11 A, Kota Baru, Gondokusuman, Kota Yogyakarta, Special Region of Yogyakarta. The study began in October 2016 until May 2017 in the 2016/2017 school year. The Subject as a source of data in this study was taken using a purposive technique. The subjects of this study were six Syuhada Mosque Elementary School students representing grades I to grade VI, two teachers consisting of one class III teacher and one class IV teacher, and the school principal. This qualitative research procedure begins with pre-research observation, followed by data retrieval which was carried out by interview, observation and documentation. Data were analyzed using the Miles and Huberman models. Data analysis activities include data reduction, data display, and conclusion drawing or verification not only once, but repeatedly. The data is then tested for validity by source triangulation and technique triangulation.

The data obtained is a description of political children political attitude carried out at the Syuhada Mosque Elementary School both inside and outside the classroom. The data is collected by interviewing, observing, and documenting conducted with interview guidelines along with its grid, observation and documentation guidelines. Researchers in this study acted as research instruments. Data analysis is carried out by comparing the data obtained and testing its suitability. The analysis must be carried out continuously until it is complete, so that the data is saturated. Data analysis techniques used in this study are the Miles and Huberman models. Data collection was completed within a certain period. Data analysis activities include

data reduction, data display, and conclusion drawing or verification which are not only done once, but repeatedly.

3 Result And Discussion

Syuhada Mosque Elementary School (SDMS) is an elementary school located in the center of Yogyakarta. SDMS Building consists of three floors, with 24 classrooms for 4 classes each level, teacher rooms on each floor, science labs, religious laboratories, music rooms, kitchens, counseling rooms, libraries, front Office rooms, UKS rooms, canteens, security post, ceremony field, and school cooperative.

Research data obtained from interviews proves that the application of political education in the classroom is carried out by implementing learning according to a curriculum that contains political education. One of the most visible lessons in the application of political education is the subject of Civic Education. This is consistent with the results of observations made by researchers, that the subjects of Civic Education explicitly indeed contain political education. One form of channeling political education delivered by a curriculum passed through subjects is by using textbooks. Political education in the classroom is also carried out through the application of values and norms used in the classroom. The application of political education through characterization of values and norms is also seen in the behavior of students observed by researchers when making observations. This is shown by the sense of sharing students with other students who do not bring books, pray before and after the lesson, respect students to the teacher when will leave the class and enter the classroom again by first taking permission, raising their hands when they are going to talk, and so on. Class III C teachers provide reinforcement of the application of these values and norms along with other provisions such as class time, uniforms, shoes, socks, etc. through rules and sanctions agreed upon with students in the form of written rules. Political education in the classroom is also carried out through the democratic practice of forming class administrators. Political education in class politics in addition to being taught through classroom management is also taught by the distribution of daily duty pickets and other learning assignment groups on certain subjects. One tangible form of a student's political approach to his nation is to get to know the president. Elementary school age students already know and begin to understand who and what the role of the president in the government system. In addition to the data revealed by the teacher, there are also photos of the president and vice president, state symbols, and other state attributes that are displayed in the classroom.

Based on the results of research that has been done, the school believes that political education must be given early on to children. This is in line with the results of observations made at the Syuhada Mosque Elementary School which shows that there is indeed a political education carried out both inside and outside the classroom. The forms of political education implemented at the Masjid Syuhada Elementary School are divided into two, namely political education carried out in the classroom and political education carried out outside the classroom.

Political education provided by the teacher in the class can be through the role of the teacher in the class, the teaching strategy of the teacher, how to deal with the teacher on the problems in the classroom, the way the teacher to deal with differences in backgrounds in students, and the teacher's view of how appropriate political education is taught to children primary school. The spread of different student backgrounds is a certain thing that happens in

each class, therefore the teacher has a role to manage the possibility of differences that occur due to these different backgrounds. Differences that occur not infrequently can be a cause of conflict and social inequality in the classroom. Many teachers advocate teaching students to deliberate on controversial political issues as a powerful way of preparing them for political participation [16]. Discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.

Political education implemented in the classroom by SDMS includes teaching and learning carried out in accordance with curriculum directions. The curriculum used at SDMS is a curriculum adopted from policies set by the government. The curriculum is a form of political education form and in determining it becomes the role of school policy to use it or not. Dawson, Prewitt, and Dawson revealed the curriculum is potentially one of the major instruments of political socialization [17]. The curriculum occupies the main function to determine the portion of political education received by students, through the curriculum will be presented with material mapping and direction of learning scenarios in the classroom, teachers who are obedient and do not improvise learning will adopt the curriculum as a steering wheel of learning in the classroom. Therefore the curriculum is vital in its role to monitor the political abilities of students which can be seen theoretically or practically.

The use of textbooks that are part of the curriculum as a media for channeling political education is revealed by Dawson, Prewitt, and Dawson that consciously or not, textbooks and other teaching materials justify and rationalize political practices [17]. All forms of media or material used in learning can be a tool to convey political education, one example is textbooks. The material or content contained in textbooks must adjust the applicable curriculum. The implementation of all types of teaching and learning processes carried out in the classroom can not be separated in the application of values and norms that are reflected in every attitude shown by the learning actor. This is one form of political education in the definition of political education that political education can be interpreted as a process of dialogue between educators, such as government, schools, political parties, and students, in the context of understanding, appreciation, and practicing values, the norms, political symbols of his country which are considered ideal and good [18]. Education that emphasizes good values and norms will bring a political maturity as a provision to determine the attitude of participation that will be taken gradually or spontaneously. The habitual implementation of values and norms that are done repeatedly will be internalized into the character of a person who will then be the basis for determining his attitude in the future.

Political education in the classroom is also carried out through habits or rituals in the classroom. Dawson, Prewitt, and Dawson explains that political values are transferred through habits that are practiced in the classroom [17]. Based on research conducted habits in the classroom as a form of political learning are the formation of class administrators, the formation of picket schedules, and the installation of state attributes. In elementary school, children have begun to be introduced to class leadership where there is a structure in the classroom that will give certain authority to someone who enters the structure. Political education in the classroom can also be carried out through grouping learning assignments or other class activities such as picket assignments. This also happened in SDMS classrooms. Peer group or peer group is one of the agents of political socialization [12]. These agents of political socialization are roles that help shape one's political culture. Student assignment groups will provide opportunities for students to be responsible for their assignments, for example in class pickets. The class schedule will divide students into groups whose job is to clean the class, in cleaning the class students will practice for various roles and responsibilities from here also students will learn about trust and understand friends.

Teachers occupy a central role when learning takes place, teachers can conduct political education through strategies used in delivering a subject matter, management of student learning constraints and problem solving, and management of the dynamics of individual differences in class. In the school environment, elementary school-age children will meet with the teacher as the main role model in determining attitudes, behavior, and even in terms of political views. Based on research conducted by researchers in the field, it was found that teachers do have a real influence on the political orientation of their students. The teacher has a role to control the culture of learning in the classroom democratically or with a system of rewards and punishments. The class teacher certainly has a lot of information about the characteristics of each student, so it is not uncommon for the teacher to use his authority in determining the division of groups or the election of class leaders. As revealed by Dawson, Prewit, and Dawson that the teacher has an authority in the classroom and also has a position of general respect and trust in his or her community [17]. The teacher has a strategic position in achieving success political education. Various types of input received by students through the teacher as the main channel of student knowledge will affect the attitudes of characters that appear as a sign of success in learning students. All forms of teaching that are received by students are foundations of the teacher. Teachers who are skilled in delivering political education will make their students more understanding about the political matters around them. Therefore student understanding, or the level of student participation in politics is largely determined by the success of political education conducted by teachers in the classroom. Primary school teachers play an important role in fostering a sense of tolerance student. Class environments that come from different backgrounds require a sense of tolerance to achieve a conducive and harmonious classroom situation. The researcher observed political education outside the classroom fourteen times in the school environment. The existence of political education outside the classroom is done through two major things, the first is the education of students in a multicultural school environment and the second is the development of students' political attitudes in extracurricular activities or other activities that students can participate in developing themselves.

Researcher interviews with the principal, teachers, and students show that the multicultural school environment that takes place in harmony and with different social or cultural backgrounds is not problematic for students to determine their playmates. Students play or group together based on the same preferences. This is in line with the data obtained by researchers through observation. Researchers found that there is a good relationship between school components, there is no discrimination in the school environment, there are no significant social disparities, and the formation of groups of students is based on students' favorite tendencies due to similar hobbies or activities. Political education outside the classroom is also carried out through extracurricular activities and other self-development activities that can be followed by students.

Based on interviews it can be concluded that SDMS has extracurricular activities that students can choose to develop their skills is no exception to develop the political spirit of students. This is in line with observations made by researchers which show the results that SDMS carries out extracurricular activities for students both compulsory such as scouts for all classes, school guard security for class IV, Little Doctors for class V, and those who not mandatory such as Futsal, Pencak Silat, Music, Hadroh, and Karate. Various kinds of extracurricular activities including political learning facilities in their respective ways, some extracurricular activities that have a strong influence in inculcating political attitudes of students. The results of research observations indicate that every student in SDMS must have participated in at least one extracurricular activity, both mandatory and optional. The study on

one high school [15] showed that extracurricular activity can produce competence citizen by conducting competence and attitude towards politics. Extracurricular activities was a form of implementation between knowledge gained in class with the attitude and skills that must be developed in order to have the students form the values of noble character who has become a culture within the school social life [19]. The argument supported the result of this research that indicate that a feeling integration into the school status system is associated with social trust. It is social trust and not be the direct experience of extracurricular participation which is linked with a positive attitude toward politics. Furthermore, the students who are most likely take advantages from the experience of joining, those form of the working class. Thus inferred that these students were insulated from a direct awareness of how the status system actually operates by a belief in equality of opportunity.

The results showed that the multicultural conditions in SDMS both in terms of student backgrounds or social differences in other school components were conducive. The conductivity is shown by the intertwined relationships between the components that are intertwined properly without being found meaningful social inequality. Dawson, Prewit, and Dawson revealed that when a child enters the world of school, he will meet with a variety of diversity of friends and parties who have certain authority such as teachers, school principals, or school security guards [17]. Interaction conducted by students with them will teach students to solve common problems, carry out their respective rights and obligations, and the possibility to establish cooperation or conflict. The harmonious relationship that exists between the components of the school shows a positive reciprocity between the interacting components. The attitude of mutual respect and carrying out activities in accordance with their respective roles is something that is applied to bring about harmony. Students who are faced with multicultural environmental conditions will be better trained in tolerance and understanding of the environment.

The multicultural school environment is a miniature of the diversity of the Indonesian nation. Therefore a harmonious multicultural school environment will teach students to behave and prepare themselves to face the multicultural environment at the state level in the next life. The tendency of students in groups or choosing friends also does not matter their background or social differences. Students will group or make friends with friends who they like and have the same likes or activities. Dawson, Prewit, and Dawson revealed that a person's contact with other individuals affects his or her way of viewing the social and political world [17]. Multicultural environment teaches a person to be able to interact with others fairly and well. A tendency for a person to form a social group is definitely happening, not least in elementary school age children. Elementary students will prefer to group and play with friends they like or with friends who have the same interests. The thing that found in the field by the authors is for elementary school age children the difference in social status does not affect their friendship tendencies.

There is a lot of out-of-class learning that is a place for SDMS students to develop their political attitudes. SDMS has approximately 12 extracurricular activities that can be followed by students both mandatory and non-compulsory. Extracurricular activities that must be followed by students include scout extracurricular activities for all classes, extracurricular School Safety Patrol (school guardian) for class IV, and small doctor activities for class V. Extracurricular activities that can be selected by students include futsal, pencak silat, karate, music, hadroh, swimming, and dance. Dawson, Prewit, and Dawson revealed that the extracurricular activity was given an important position in the philosophy of the democratic school [17]. Participation would give him insight and awareness onto social processes. This explains that extracurricular activities can teach a person about social sensitivity, through this

feeling a person can build a spirit of tolerance and social piety Extracurricular which is mandatory is school guardian extracurricular for class IV and little doctor for class V. The existence of school guardian extracurricular originated from the problem of students' departure in the morning. The principal has the idea to teach students about courage, responsibility and to assist security guards in managing departure traffic in the morning. School guardian is an extracurricular that must be followed by all grade IV students, each student will have a guard schedule every once a month. In contrast to school guardian, small doctors as compulsory extracurricular activities in class V, are not followed by all students at that class level. Little doctors have a selection mechanism that is at the beginning of the semester, all students in class V will go through a small doctor test where students who have the best 50% will be recruited to become small doctors who will then receive a guard schedule on certain days. The implications of the existence of school guardian and small doctors are very beneficial to the development of student learning. Students who can carry out the task well will have a sense of satisfaction that will make them want to do even better. School guardian will teach students to be able to survive and dare to serve a friend and help him cross the road, indiscriminately the difference between these friends. Little doctors will teach students about the responsibilities of caring for a friend who is sick. Students who become little doctors will be more sensitive to friends who are sick than students who are not small doctors, from here students will learn to foster the nature of social piety which will then strengthen the building of character to be able to determine political attitude on subsequent occasions. One form of direct political socialization is an apprenticeship or apprenticeship for political activities, one of the activities included in this case is Scouting as an activity that can form a person [20]. Scouting is a scouting activity that is implemented in education units at all levels in Indonesia. The technical implementation and management of these activities are left to the policies of each educational unit. SDMS packs Boy Scout activities into mandatory extracurricular activities which are followed by all grade levels.

4 Conclusions

Exploring children's political concept in school setting can be found in the activity that involving children to maintain their choice. School activity both inside classroom or outside classroom do affect children political attitude, because they met with a variety of diversity of friends and parties who have certain authority such as teachers, school principals, or school security guards. Extracurricular activities also add more experienced children to expand their political attitude discovery, through interaction with one and another, the activities also teaches courage, a sense of responsibility, trust, and a sense of social sensitivity. Caring is also political for children because it's political concept and is central to individual and collective survival that show how children maintain their world through their efforts to protect what they have, what they know, or what they believe to be true. Further research is need to be conducted for better analyze in tracing children political attitude and conceptualization.

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