The Student's Reflective-Inquiry Competencies on Problem Solving

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Abstract

This study describes student's reflective-inquiry competencies on problem solving at online tutorial (*tuton*) assignments, majoring Curriculum and Materials of Citizenship Education (PKNI4313). This study was conducted in two Tuton periods, 2015.1 and 2015.2 by using four stages of Research and Development. As the research subject, this study is involving 39 student participants. The reflective-inquiry contents are presented in real social or public problems, cases or issues, which give any challenge to the student to think by reflective-inquiry. The student's reflective-inquiry competency is collected by Practical Inquiry Model instrument is used to assess the student's cognitive, social, and teaching presence in the online learning context or computer conference. Generally, results of the study shown that student's reflective-inquiry competency in the problem solving at tuton assignments are "not satisfy" especially in the steps: (1) reflective-inquiry process, such as the ability of reviewing, examining, exploring, or analyzing all the consideration to reach the explication and clarification from the problem; building the relation of valuable linkages and finding the possibility explication; (2) reflective-inquiry post, such as the ability in making resolution or conclusion; and taking a projected decision that they have been clarified, combined, or solved.

Keywords: *Reflective-inquiry, competency, problem-based assignment, online tutorial, citizenship education*

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Introduction

Citizenship education is an integrated scientific discipline and a school program that synergizes substantively, methodologically and epistemologically two or more knowledge (Somantri, 2001; Winataputra, 2001; Sapriya, 2012). Citizenship education like another discipline has paradigms or traditions in providing a framework or a conceptual model for their community member to problem solving. One of them is a reflective inquiry paradigm or tradition that focused on a degree of interest and involvement in public affairs (Barr, Barth, & Shermis, 1977; Cogan, 1998).

Reflective-inquiry tradition is firstly created and developed by John Dewey in his work "*How We Think*" (1910), and it has to become *the inaugural social studies program* through a big contribution of the Old Masters and founders of social studies (Saxe, 1991). Reflective-inquiry is used, firstly, in citizenship education since the first period of Commission on Social Studies (1913-1916) in XII class with focus on to study on the community civics and the problems of democracy in economic, social, and politic (Hunt & Metcalf, 1955; Massialas & Cox, 1966; Saxe, 1991).

According to Dewey (1910), reflective-inquiry is "distinctively intellectual thinking," a "thinking operation in which present facts suggest other facts (or truths) is such a way as to induce a belief in the latter upon the ground or warrant of the former" (p. 8-9). Inquiry is not connected with knowledge but a belief on to the fact or truth. Reflective inquiry is "as ground of belief…to confirm or to refute the suggested belief" (p. 8, 10); or "belief…as to be a fitting designation for the outcome of inquiry" (Dewey, 1938, p.7). In other words, the essence of reflective inquiry thinking is "to maintain the state of doubt and to carry on systematic and protracted inquiry" (Dewey, 1910, p.13). Reflective inquiry is based on the manner of "active, persistent, and careful consideration of any belief or supposed from of knowledge in the light of the grounds that support it; and the further conclusions to which it tends" (p.6).

The ultimate of reflective-inquiry thinking is to build an intelligent citizenship and a transformative citizenship, a critical thinker who can make "an authentic decision" (Lee, 2000:4); a citizen can make "a good problem-solving and wise decision-making" (Lindquist, 1995:1, 8-11); be active for adopting and participating in plurality and globalization (Banks, 2009); a well-informed and civic-minded citizenry that can sustain and build on democratic traditions by studying on issues and public problems with all the implication actively, participative, and critical (Pace, 2007; NCSS, 2010). The ultimate is seen by the experts as the heart of democratic citizenship (Stanley, 1985b), and the key defining aspects of social studies (NCSS, 1993:213). According to Banks (1995; 2009) and Lee' (2000), reflective-inquiry paradigm as the last paradigm in the citizenship program in creating a character.

In the procedural, reflective-inquiry thinking consists of three important elements, such as: (1) *pre-reflective*: a state of perplexity, confusion, hesitation, doubt, due to the fact that one is implicated in an incomplete situation whose full character is not yet determined; (2) *reflective processes*: an act to make a tentative interpretation of the given elements, attributing to them a tendency to effect certain consequences (a conjectural anticipation); to search, investigate, exanimate, inspect, explore, and analyze of all attainable consideration which will define and clarify the problem in hand and direct toward bringing to light further facts which serve to corroborate or to nullify the suggested belief (a careful survey); to make of the tentative hypothesis to make it more precise and more consistent, because squaring with a wider range of facts (a consequent elaboration, integration); and (3) *post-reflective*: an act to take one stand upon the projected hypothesis as a plan of action which is applied to the existing state of affairs: doing something overtly to bring about the anticipated result, and thereby testing the hypothesis (taking the projected hypothesis) (Dewey, 1910, p. 9; p. 106-107; 1964, p. 150).

The problems of the study are how: (1) the validity of the results of improvement of tuton assignment's product of PKNI4313 course; (2) the profile on student's reflective-inquiry competency in finishing problem solving on tuton assignments; and (3) the student' point of view on to the taboo materials in citizenship education? The aim of this study is to describe on: (1) validity of the results of improvement of tuton assignment's product of PKNI4313 course; (2) profile on student's reflective-inquiry competency in finishing problem solving on tuton assignments; and (3) student' point of view on to the taboo materials in citizenship education.

The problems are important to be studied because, so far, in Indonesia, reflective-inquiry tradition in the developments of concept and praxis of citizenship education are not done very well. The academic consensus among citizenship experts to become it as a common paradigm is not a valuable. Reflective-inquiry just an academic discourse without a consensus, even impressed ignored. In a while, the world citizenship' community has developed a new dynamic thinking about the significance of transformative citizenship conceptualization (Banks, 2009; Lee, 2000). A thinking which is focused upon the importance of reflective-inquiry thinking and necessitates the need for reinterpretation and reconstruction the foundations of citizenship epistemology towards a more reconstructive and transformative formation in

civic competence and character are better andmore able to adapt and participate actively in community diversity and globalization.

Research Method

This research uses a research and development model in four steps: *Define, Design, Develop*, and *Disseminate* (Thiagarajan, D. S Semmel, & M. I. Semmel, 1974) which is held in two tuton periods, 2015.1 and 2015.2 in UT-Online Portal (http://elearning.ut.ac.id/). The research subject is 39 citizenship education students as majoring in the tuton of PKNI4313' subject.

In the *Defining* step has analyzed: the concept/theory of reflective-inquiry content; issues and real problems in citizenship education subject; and analysis the maps of reflective-inquiry competency in PKNI4313 subject. In *Designing* step has planned: the structure of reflective-inquiry competency in PKNI4313 subject; and content of three tutorial assignments based on the result of mapping which has been done in defining step. In *Developing* step has improved and tested the products of tuton assignments are result by: (a) quality test/validation of the first product by the experts (instructional design, material, and evaluation); (b) revision/improvement the first product based on expert's evaluation and suggestion; (c) quality test/validation of the product by the users (tuton participants); and (d) limited field test of the product in tuton 2015.1 (March to April 2015). Finally, in *Disseminating* step, the product has developed used commonly in tuton 2015.2 (31 August to 25 October 2015).
Reflective-inquiry contents in tuton assignments are improved from: events, phenomena, or social or public problems which are problematic, very enigmas to be realized in the student' live of individuals and/or communal (Dewey, 1964, p. 66, 141, 150).

Data result of the product that improved for every step is collected and analysed by using mapping and validation technique. Data of student' reflective-inquiry competency is collected and analysed descriptively using the *Practical Inquiry Model* (Garrison, Anderson, & Archer, 2000a; 2000b; 2007). This model is especially improved and used to access the participant's cognitive presence, social presence, and teaching presence within the context of online learning or computer conference. In this research, analysis focused on the students' cognitive presence in solving the reflective problems that developed in three tuton assignments.

Results and Discussions
Results
Validity Test of thePproduct

The analysis results to competencies PKNI4313 subject does not find direct and specific competency containing of reflective contents, which support the improvement of student' reflective-inquiry thinking. Competency of PKNI4313 subject only consists of sign and guideline how the student to do the analysis for the purpose and function, materials, main substance, and the context of citizenship education content in Junior High School and Senior High School curriculum. Because of that, in the Definition level, the analysis of competency map and content of the citizenship education curriculum 2013 in Junior High School and Senior High School levels also focused to the reflective issues, problems, or factual topics within. Based on these analyses then defined three cases as tutorial assignment content PKNI4313, such as: (1) Death Punishment in Indonesia (Assignment 1); Controversy on Islamic Radicalism in Senior High School text-books (Assignment 2); and ISIS and Citizenship (Assignment 3).

The result of experts' validity test to the quality of the first design of PKNI4313 tuton assignments showed they have given scores to the five of the descriptors such as: 'very bad' (9.52%); 'bad' (0.00%); 'good' (80.95%); and 'very good' (9.52%). Of all descriptors are only the descriptor of '*tuton assignments content is relevant to the purposes of citizenship education*' which is scored 'very bad' (33%). Another descriptors are commonly scored 'good' (93,34%) such as the structure/systematic of tuton assignments (100%); tuton assignment's contents can improve the student' thinking ability (66.7%); language is used relevant to the student's linguistics ability (100%); the easiness usage for student (100%); the assignment context is relevant to the citizenship basic competency (100%) (see Table 1).

The results of students' validity test to the quality of the first design of PKNI4313 tuton assignments showed they had given scores to the five of the descriptors are 'good' (62.42%), and 'very good' (38.38%), and none of the students who gave a score 'very bad' or 'bad' (0.00%). The detail of student score for every descriptor such as: the structure/systematic tuton assignment is 'good' (57.1%)

and 'very good' (42.9%); contribution of tuton assignment content to improve student's thinking ability is 'good' (61.9%) and very good' (42.9%); the language used is 'good' (45.5%) and 'very good' (54.5%); the easiness of usage for students is 'good' (75.0%) and 'very good' (25.0%); the assignment content relevancy to citizenship basic competency is 'good' (67.5%) and 'very good' (32.5%) (Table 2).

Table 1. Results of Experts' Test on to the Product Quality on the PKNI4313 Tuton Assignments

NO	DESCRIPTORS	QUALITY												TOTAL							
		VERY BAD (VB)			BAD (B)			GOOD (G)			VERY GOOD (VG)			SUM				PERCENTAGE (%)			
		A1	A2	A3	A1	A2	A3	A1	A2	A3	A1	A2	A3	VB	B	G	VG	VB	B	G	VG
1	The structure/systematic of tuton assignments	-	-	-	-	-	-	1	1	1	-	-		0	0	3	0	0	0	100	0
2	Tuton assignments content can improve the student' thinking ability	-	-	-	-	-	-	1	1	-	-	-	1	0	0	2	1	0	0	66,67	33,33
3	Language is used relevant to the student's languistic ability	-	-	-	-	-	-	1	1	1	-	-	-	0	0	3	0	0	0	100	0
4	The easiness usage for student	-	-	-	-	-	-	1	1	1	-	-	-	0	0	3	0	0	0	100	0
5	the assignment context is relevant to:																				
	* The aim of Citizenship (Junior and High School)*)	-	1	-	-	-	-	1	-	-	-	-	1	1	0	1	1	33,33	0	33,33	33,33
	* Citizenship the citizenship basic competency (Junior and High School)*)	-	-	-	-	-	-	1	1	1	-	-	-	0	0	3	0	0	0	100	0
	Sum	0	1	0	0	0	0	6	5	4	0	0	2								
	Total	1			0			15			2										
	Percentage (%)	5,56			0,00			83,33			11,11										

Table 2. Results of Users' Test to the Product Quality on the PKNI4313 Tuton Assignments

NO	DESCRIPTORS	TOTAL							
		SUM				PERCENTAGE (%)			
		VB	B	G	VG	VB	B	G	VG
1	The structure/systematic of tuton assignments	0	0	12	9	0	0	57,1	42,9
2	Tuton assignments content can improve the student' thinking ability	0	0	13	9	0	0	61,9	42,9
3	Language is used relevant to the student's languistic ability	0	0	10	12	0	0	45,5	54,5
4	The easiness usage for student	0	0	15	5	0	0	75,0	25,0
5	the assignment context is relevant to the citizenship basic competency	0	0	0	0	-	-	-	-
	* The aim of Citizenship (Junior and High School)*)	0	0	13	7	0	0	65,0	35,0
	* The citizenship basic competency (Junior and High School)*)	0		14				),0	30,0
	Average	0	0	11	7				
	Percentage (%)					0	0	62,42	38,38

Profile of studentt's pre reflective-inquiry competency

Analysis results of reflective-inquiry competencies from 39 student respondents got such like in Table 3. As We can be seen at Table 3, 73.93% of the students have been done activities in pre reflective-inquiry stage, which is characterized by the sense of confusing situation, problematic, enigma, or incomplete situation on the cases of Death Punishment in Indonesia (82.1%); Controversy on Islamic Radicalism in Senior High School text-books (74.2%); or the Islamic State of Iraqi and Suriah (ISIS) and Citizenship (65.5%).

In the case of '*Death Punishment in Indonesia*', students' sense of confusing situation, problematic, enigma, or incomplete situation is caused by conscious if there are difference points of view, perspectives, ideas or sharp concept. The case can be understood from perspectives of Human Rights (HAM), Contitution of the State of Indonesia (UUD 1945); foreign countries' intervention; international covenant about civil rights and politic rights and its protocols; and international covenant about economic rights; socio-culture; Criminal Code (KUHP), Laws on Narcotics, Anti-Corruption, Anti-terrorism, and Human Rights; and religious point of view. This situation that makes controversy or

pro-contra of the implementation death punishment in Indonesia or International. Student's point of view in this case divided into three points of view, agree (82%), disagree (7,7%), and neutral (10%).

Table 3. Profile on Students' Reflective Inquiry Competency

STAGES	ACTIVITIES/ ACTIONS	INDICATORS	Assignment 1		Assignment 2		Assignment 3		AVERAGE	
			Σ	%	Σ	%	Σ	%	Σ	%
PRE REFLECTIVE INQUIRY	Incomplete situation	sense and state of perplexity, confusion, hesitation, or doubt situations	32	82,1	23	74,2	19	65,5	25	73,93
REFLECTIVE INQUIRY	A conjectural anticipation:	act to make a tentative interpretation of the given elements	38	97,4	28	90,3	18	62,1	28	83,27
		attributing a tendency to effect certain consequences	38	97,4	29	93,5	20	69	29	86,63
	A careful survey	to search, investigate, exanimate, inspect, explore, and analyze of all attainable consideration which will define and clarify the problem in hand and direct toward bringing to light further facts which serve to corroborate or to nullify the suggested belief	18	46,2	6	19,4	5	17,2	10	27,60
	Integration	to build interconnected information available to make of the tentative hypothesis	19	48,7	6	19,4	4	13,8	10	27,30
POST REFLECTIVE INQUIRY	Resolution; taking the projected hypotesis	to make projective conclusion and decision on the situation which has been clarified, integrated or solved	19	48,7	6	19,4	4	13,8	10	27,30
			27,3	70,08	16,3	52,7	11,7	40,23	18	54,34

In the case of 'Controversy on Islamic Radicalism in Senior High School text-books," students' sense of confusing situation, problematic, enigma, or incomplete situation is caused by the interface between religious sentiments and emotions with the nature of multicultural education. The differences in their point of view and religious sense can be understood from a multicultural perspective but the emergence of radicalism in religious views and attitudes cannot be tolerable, because it can make a discord among religious communities. Student's point of view in this case divided into agree (55%), disagree (42%), and neutral (3.2%).

In the case of "ISIS and Citizenship," students' sense of confusing situation, problematic, enigma, or incomplete situation is caused by some students view that Indonesia does not have a clear legislation about it, but other students also see that it has been regulated in the Laws on Citizenship. Even, the state administrators' point of view also has different point of views for this case. Student's point of view for this case divided into agree (69%), disagree (24%), and neutral (6.9%).

Profile of student's reflective-inquiry process competency
Analysis results show that all of students have not the Reflective-inquiry Process Competency very properly. In the conjectural anticipation activities, 84,95% of students can be well done. They can act to make a tentative interpretation of the given elements of the situation/cases (83.27%); and can make the possible attributions to the effect certain consequences (86.63%), both good/positive and bad/negative for individual, society or for the country. However, both conjectural anticipations are not yet fully supported by the ability to search, investigate, and analyze of all attainable considerations which will define and clarify the problem in hand and direct toward bringing to light further facts, which serve to corroborate or to nullify the suggested belief (27.60%).

They are also not being able to build interconnected or integration between the available information and to find the possible explanation or to make of the tentative hypothesis for the case that is found. Only 27.30% of the students who able to make it. They prefer to use the online references, especially blogs, which is the common's opinion than the use of the expert's opinion or the valid and scientific data/document to support their argument.

Profile of student's post-reflective inquiry competency
Commonly, 70.4% of the students do not have competency in making projective conclusion and decision or taking the projected hypothesis on the situation or the case which has been clarified, integrated or solved, and only 29.6% of them can do that (see Table 3). Conclusion and decision that they choose cannot be as a plan of action, which is can be applied to the existing state of affairs, and as

the basic in doing something overtly to bring about the anticipated result, and thereby testing the hypothesis.

In the case of '*Death Punishment in Indonesia,*' student's statement about the case is so simple. They state that the case adhering to the rules set out in the Criminal Code, and the real conflict relates to narcotics and terrorism (P-15). Controversy that occurred internationally because they think it does not respect to human rights and contrary to the aspiration of international community that has been deleted the death punishment from their Criminal Code (P-19). In the case of '*Controversy on Islamic Radicalism in Senior High School text-books*' the students tend to use their emotion and do not respond in critic-reflective to solve this case. They think that, "radicalism, in so far, is the enemy for every religion, including for Islam. However, because radicalism always brings the name of Islam, Moslem must suffer the consequences. In fact, they accused certain groups have been deliberately spreading the radical ideology to the public, without supporting evidence and facts. "Groups of people are not responsible in giving the seed of violate which affiliation in ISIS." Student's opinion upon the case of '*ISIS and Citizenship*' is not also based upon the result of clarification, integration, or problem-solving or exploration on the case faced and supported by the strong references and evidence.

Student's views on the closed-area content in the citizenship education

Commonly, students "agree" (62%) for controversial and taboo materials within the closed areas, to be developed at the Junior High School and Senior High School curriculum, and only 31% of them are "disagree," and 6;9% of them do not responses.

They who agree to the cases of '*Death Punishment in Indonesia,*' '*Controversy on Islamic Radicalism in Senior High School text-books,*' and '*ISIS and Citizenship*' put into the curriculum of Junior High School and Senior High School citizenship because it: (1) not taboo materials to be studied by students, and the teacher should give the understanding and knowledge for the students continuously, so they do not wrong in facing the social problems, and can give understanding to the radicalism's risks, ISIS or so on, in the nation's life (P-1; P-7); (2) has been national's urgent, especially for giving students an understanding or horizon that it is deviate to Pancasila's values. The preventive's purpose is to make a socialization the danger of radicalism, so they can understand and do not fall into the wrong understanding (P-3); (3) possible to be used into the citizenship learning materials to make it easy in explaining the abstract concepts associated with ideology. However, teachers should be careful in choosing and sorting the right cases' material, as the open and straightforward cases, because the student's ability of thinking and the limitation of power in reasoning so need to mentor and guiding by the teacher. In the Citizenship Curriculum 2013 (K-13) materials such like issues, problem, and human rights violation in the field of ideology, political, economic, social and cultural rights actually exist and are taught (P-8).

They who disagree to put the controversy, taboo or closed areas materials into the Junior High School and Senior High School curriculum, because it: (1) not appropriate to the citizenship purposes as the mode in developing and conserving noble and moral values for Indonesian; not appropriate to make an character and personality of the student to become Indonesian; and not appropriate to create the balance of physical and spiritual, as the individual or part of society, citizen, and God's creation based on Pancasila and Constitution of the State 1945 (P-5; P-23); (2) can give the bad effects for student, and feared it would bring them into the wrong way of thinking (P-10); (3) a deviation from the true teachings of Islam and can break the unity of Indonesia, and therefore it should be avoided and not disseminated through education (P-28); (4) getting an protest from all levels of society and not fitting in the mind pattern of student in Junior High School or Senior High School (P-26).

Discussions

Student's reflective-inquiry thinking competency

As proposed before, 73.93% of the students have been competent to make incomplete situation in pre-reflective inquiry stage, which is characterized by the sense of confusing situation, problematic, enigma, or doubt situations on the cases have been proposed. They have also been able to make a conjectural anticipation to in-reflective inquiry stage, which is characterized by the act to make a tentative interpretation of the given elements (83,27%), and by attributing a tendency to effect certain consequences (86,63%).

However, students do not able to make a careful survey to build the tentative hypothesis in reflective-inquiry process stage. They also can do not to make conclusions or decisions in post-reflective inquiry stage. The weakness of student's reflective-inquiry thinking competency—in and post

processes-can be seen from three stand points, that are: (1) framework of online tutorial assignments, (2) the nature of reflective-inquiry process, and (3) the development of reflective citizenship in Indonesia.

First, from the stand point of online tutorial assignments framework, the practical reflective-inquiry iterates imperceptibly between psychological and sociological worlds. Reflective-inquiry is "a process reflects the individual's private and reflective world juxtaposed with the community's shared world of discourse" (Swan, Garrison, & Richardson, 2009: p. 48). In this study, each of the tuton assignments be done by a student individually, cannot be done with other students collaboratively. In this condition, the student's reflective-inquiry thinking competency cannot be developed. They cannot explore, share, and brainstorm their information and ideas to another. Students should solve the problems from individual critical reflection, not generated and constructed through the collaborative and confirmatory process of sustained dialogue within a critical community of learners (Garrison & Archer, 2000). This condition contrasts to the characteristic of a reflective-inquiry thinking process as an educational experience which is they must fuse the interests within the individual and society, that individual development was dependent upon community. "Building community is particularly important because it cannot be taken for granted, nor, for that matter, can inquiry" (Swan, Garrison, & Richardson, 2009: p.4). On the other words, the online tutorial assignments framework is impossible for students able to build sustained dialogues within a critical community of learners.

This study supports Alavi, Marakas, and Yoo (2002), and Arbaugh (2008) suggestions, that recent technology-mediated education should be simpler and/ or more familiar technologies may produce more significant cognitive learning and sense of community gains. It is very important and crucial, because learning with a new technology may result in frustration for students, or at a minimum, increase the time and attention they give to interact with the technology (Anderson, 2002; Alavi, Marakas, & Yoo, 2002; Yoo, Kanawattanachai, & Citurs, 2002)

Second, from the stand point of the nature of the reflective-inquiry process, the findings of this study suggest to several studies in this area. The studies have found that reflective-inquiry process in an online tutorial more concentrated at the exploration phase where they just make a tentative interpretation and attributing a tendency to affect certain consequences, but they do not do a careful survey and move beyond to make a viable explanation and to make the most viable solution and resolution (Garrison & Arbaugh, 2007; Luebeck & Bice, 2005). Research also shows that the weakness of reflective-inquiry thinking competency is influenced by the quality of cognitive presence, so that many of students tend not to move on to synthesis or resolution phases otherwise (Arnold & Ducate, 2006; Murphy, 2004).

In this context, reseach suggests the instructor's interaction role should be of a nature that intentionally pushes students to think deeply and in an integrative and reflective manner, rather than merely engaging other participants for engagement's engagement's sake (Arbaugh, 2005). Instructor interaction is one of the dimensions of teaching presence by "incorporating timely communication and feedback, explicit guidance on discourse and assignment completion, thought-provoking assignments" (Lambert, & Fisher, 2013: p. 12; Garrison, Anderson, & Archer, 2010).

Third, from the stand point of the reflective citizenship development in Indonesia, first of all, until today, the developing of citizenship curriculum content is based on the *citizenship tradition,* which focuses on transmission of value, attitude, and good citizenship behaviors, and the *social science's tradition,* which focuses on "the social sciences simplified and reorganized for instructional [pedagogical] purposes" (Wesley, 1950; Somantri, 2001). According to Hunt and Metcalf (1955), both traditions are *the traditional concept of content,* which is based on learning theory of associanism. This theory is not enough in facilitating the goals of reflective-thinking education (Shermis, & Barth, 1978). Second, citizenship learning focuses in teaching about decision-making, not in teaching about the process of decision-making, which become the essence of reflective-inquiry thinking education (Shermis, & Barth, 1978). Third, reflective-inquiry thinking tradition within Indonesia' scientific community of citizenship education is just an academic discourse, not become a consensus and a common paradigm (Somantri, 2001; Winataputra, 2001).

Reflective materials and the citizenship education

The finding supports to Garrison, Anderson, and Archer's (2000a), Lambert and Fisher's (2013) studies that reflective materials such the controversial and taboo materials that developed at the citizenship education challenge to the student to think reflectively and produce the resolutions of course-related problems. Research also shows that the quality of cognitive presence is influenced by the reflective-inquiry questions, materials or activities asked of students (Arnold & Ducate, 2006; Murphy, 2004).

Conclusions

The content of tuton assignments in PKNI4313 major is developed by reflective issues, cases or problems are seen by the experts and students in collage highly suitable and can support the student's competency of reflective-thinking, besides highly relevant in the developing of reflective citizenship education.

Student's competency of reflective-thinking to solve the reflective assignments in general is "not satisfactory," mainly in the reflective-processes such as the ability to make a careful survey, to build interconnected or integrated information available, and to make a resolution or to take the projected hypothesis.

The usage of taboo and controversial materials or materials in closed areas in Citizenship curriculum needs to be developed for students in Junior High School and Senior High School to train their critical and reflective thinking. In supporting it, teacher's ability in critical thinking is needed. However, the usage of taboo and controversial materials or materials in closed areas, especially in citizenship curriculum for junior high school, should be thinking and reviewing more. It happens because the levels of their thinking are not able to analyses the taboo and controversial problems or cases. For it, the further study on the issue, case, and/or problem which are suitable for them needs to be done, so they learn to face the reality of social life which full of controversy by using open, critic, and democratic thinking.

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