A. Background

The local autonomy gives some effects to the management of education in Indonesia (Wardani, 2007: 1). One of them is the implementation of school autonomy, where each school has an authority to manage and improve the school’s quality based on the national education policy. In the scope of the class, the teacher has a strategic role to improve the quality of learning.

Teachers are the adults who have responsibility to educate, teach, and guide the learners (Uno, 2008: 15). The teachers are the school personnel who have more time to meet students. Their role and responsibility in accordance with the school autonomy policy, among others, to retain and develop learning materials, to plan and prepare a learning and to control and evaluate the students’ activities.

Schools have a very important role and responsibility to prepare citizens who have a strong and consistent commitment to defend the Unitary Republic of Indonesia (Anonim, 2010: 1). The effort that can be done is by organizing the educational programs that give some abilities as a citizen through various subjects include Civic Education. It is one of subject that can be used as a mean to make the behavior of students to be better and can improve the education quality as expected.
The Civic education is essentially an education that leads to the formation of good and responsible citizens based on the values and foundation of Indonesian State, Pancasila (Supardiyo, 2009: 11).

One of the Civic learning problems is the most of learning process still use the old paradigm, where teachers impart knowledge to students who are passive (Amelia, 2009: 3). Teachers teach with a conventional method. It is a lecture method and expects students to sit down, keep silent, listen, record and memorize (3DCH), students are less active in teaching and learning activity. They are not interested in Civic education because it is considered as a subject that just need to be memorized.

Creating an inspiring, interactive, and fun classroom situation in learning Civic education is not easy (Sukarto, 2010: 2). Most students assume that the Civic education subject is a subject that emphasizes on memorizing. The knowledge from teacher is considered less empowering their cognitive, affective and psychomotor potential optimally. The society also give criticism that the Civic education material is not consist of practical values, but only political or indoctrination tool for the government’s benefit. The learning method used in teaching and learning activity (PBM) seems very rigid, less flexible, and less democratic. Teachers are more dominant in one way method. Because of the fact, so we need an innovation of learning strategy that is expected more effective and efficient as an alternative, one of which is IT-based learning.
Today, information technology is not something new. It has been used in various field works as well as on education (Wahidin, 2009: 1).

IT-based learning media is closely associated with the students’ development creativity and the ability to solve problems (Anonim, 2007: 17). The use of information technology and multimedia becomes an effective and efficient way to deliver information.

The use of an information technology for education’s need is wider, especially in the developed countries(Widiyanto, 2007: 2). It is a fact that indicates the possibility of an effective teaching and learning process if using the media.

Along with the times, the learning process is no longer centered on an education center such as college, school, courses, or training center (Wen, 2007: 5). Learning gives an opportunity for learners to take control of their learning success. It means learners are given the freedom to decide when it will start and finish, and which parts of module that want to learn first. Learning can be started from their interesting topic or page, or can past the material they though has been mastered.

In the IT-based learning, students can learn anywhere and anytime (Muarifah, 2008: 1). At present, the information technology has been popular in the community, but its use as a tool in the teaching and learning process is still lacking. Therefore, the writer intended to use the information technology to enhance the success of teaching and learning process, especially in Civic education subject.
The same thing is done at SMK Negeri 2 Purbalingga. As the pioneer international standard school, SMK Negeri 2 Purbalingga has an infrastructure that supports the application of IT-based Civic education learning. The infrastructure includes computer laboratory, multimedia room, language laboratory and the qualified and competent educators. In an effort to realize the international school, teachers conduct learning activity using English and Indonesian when deliver the material and utilize the information technology in learning.

B. Focus

Based on the above research background, the focus of this research what are characteristics of civic education based IT management at SMK Negeri 2 Purbalingga?. The focus consists of three subfocus namely:

1. What are the classrooms setting characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?
2. What are the material characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?
3. What are interaction characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?
C. Objectives

This research have main object to describe characteristic of civic education based on the IT management at SMKN 2 Purbalingga. They are:

1. To describe the classroom setting characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?
2. To describe the material characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?
3. To describe interaction characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?

D. Benefit

1. Theoretical Benefits
   a. Help provide scientific information about the alternative of learning Civic Education.
   b. As thinking contribution in developing the theory of strategy, so that it can be used to manage learning in general and in the Civic Education subject in particular.

2. Practical Benefits
   a. As an input for teachers in IT-based Civic Education learning activity.
   b. As an input for the student to improve Civic Education learning outcomes.
E. Glossary

1. IT-based learning in this study is the work carried out by teachers and students in learning the material of Civic Education in high school by using technologies such as various kinds of media, equipment, people, techniques, methods, and learning strategies.

2. Setting of learning is an effort that teachers do as any part of classroom management by managing and coordinating the class well.

3. The material is a set of learning tools provided by the teacher to the student in learning.

4. Student interaction is a form of reciprocal activity between students and students and between students and teachers in learning activities.