The Identity of Civic Education as a Systemic Vechle for Democratic Education

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ABSTRACT: Civics education plays a vital role in strengthening democracy amidst global threats such as authoritarianism, political polarization and the spread of disinformation. These threats not only threaten political structures but also affect democratic education, especially critical and inclusive learning. The aim of this research is to find out how Citizenship Education. Identity is a systemic vehicle for democratic education. A qualitative approach is used by collecting data from journals, books and other printed materials, focusing on descriptive and systematic analysis based on empirical facts and social context. The results of this research show that Basic Citizenship Competencies as Citizenship Education are a systemic vehicle for democratic education that Citizenship Education and democratic education are interrelated and complement each other. Citizenship education not only teaches about political and legal structures, but also develops skills and values that support active participation in society. The pillars of Indonesian democracy reaffirm the importance of democratic education as the core of Citizenship Education, with a focus on forming intelligent citizens, aware of their rights and responsibilities, and committed to democratic values and social justice.

KEYWORDS: Democracy, Citizenship Education, Active Participation

INTRODUCTION

Threats to global democracy include rising authoritarianism, deepening political polarization, and the spread of disinformation. These threats not only threaten political structures, but also have significant impacts on democratic education. Authoritarianism tends to control education to conform to the ruling ideology, limiting critical discussion and critical learning. On the other hand, political polarization can create an environment where controversial issues are avoided in the curriculum, hindering the development of an inclusive and tolerant understanding of different perspectives. Meanwhile, the spread of disinformation threatens students' ability to develop the media literacy needed to participate effectively in democratic life. Overall, these threats have the potential to undermine the role of schools as institutions that promote democratic values, reduce space for open discussion and critical analysis, and affect inclusive and fact-based teaching. In facing these challenges, it is important for education to adapt learning strategies that encourage a deep understanding of democracy, critical thinking skills, and active participation in democratic processes, ensuring that democratic values are reinforced and practiced in today's complex global context. Education has a vital role to play in strengthening democracy. Through the teaching of democratic values, critical thinking skills, and active participation in democratic processes (Reimers, 2023). Civic education can be a vehicle for a renewed democratic life of active, participatory citizenship driven by a vibrant and virtuous civic culture. But the concern of most discussions of civic life in democracies is not the problem of individual virtuous citizens, but rather the lack of civic virtue overall Pratte, R. (1988)

Udin. S. Winataputra conveyed his thoughts that Civic Education can be considered as a body of knowledge that has the following characteristics: First: 1). Civil behavior and civic culture in a multidimensional ontological manner, 2). Development and diffusion in the curricular and socio-cultural aspects of democratic education as its epistemology, 3). Facilitating the development of the body of knowledge of Civic Education, curriculum and instruction of Civic education and socio-cultural activities of Civic in the democratic process as its axiology. Second, in terms of paradigm, the Civic Education system has 3 basic interaction components: 1). Scientific study of Civic education, 2). Civic curriculum education and instruction for democratic education, 3). Civic socio-cultural activities. These three components are coherently based on the essence and are intended to develop civic

The Identity of Civic Education as a Systemic Vechle for Democratic Education

intelligence of democratic, religious and civilized citizenship in the context of Indonesian constitutional democracy as formulated in civic competence. Referring to the opinion of the paradigm. The trend of democratic development requires education for citizens and has become one of the goals of the education system for many years. Civic education as a science and subject is expected to obtain the quality of active citizenship for a democratic country (a country that adheres to the principles of democracy). Civic education does not only consist of knowledge, values and skills, but also includes the application of knowledge, values, and skills in real life situations by actively participating (Doğanay, 2012). Based on Winataputra and Doganay's thoughts regarding Civic Education, they voice the importance of integrating political, legal, cultural and historical aspects in education to form intelligent, good and active citizens in society. Winataputra also emphasized that Civic Education is not only knowledge of values and skills but also involves everyday life through active participation. Winataputra also wrote his views on the necessary integration between political and legal structures with the cultural and historical values of Civic Education. This emphasizes the importance of building a strong and positive national identity, so that citizens not only understand their political rights and obligations, but are also able to contribute in accordance with the values of the nation. Winataputra also pointed out that Citizenship Education should be formulated as a body of knowledge with characteristics of civil behavior and culture, and make the curriculum integrated multidimensionally. This includes the development of democracy as an epistemological foundation, with a focus on the development of Citizenship Education knowledge. According to the author, the shortcomings of Winataputra's thinking are first: It is not clear whether Citizenship Education can be implemented effectively in practical contexts, according to the author this thinking may not provide a picture of concrete methods or strategies for implementing Citizenship Education in schools or in society, second: there is a risk of focusing on theoretical and curricular aspects, not describing concretely in fostering active citizenship such as the lack of emphasis on direct learning and practical experience. Here the author is interested in the shortcomings of the concept (Cogan, 1999) where the emphasis of Citizenship Education does not emphasize the dynamic and changing role of politics, law and culture in the contemporary era, the impact of this approach is less adaptive to the development of the times and challenges that develop in society, besides not highlighting the role of modern technology and globalization in shaping the current understanding of citizenship. Ignoring this aspect can make Civic Education lose its relevance to today's social reality. So it can be concluded that Winataputra and Cogan's (1999) view provides a strong foundation for holistic Civic Education by improving and paying attention to more practical applications, novelty, and adaptability to the ever-changing global socio-political changes. In order to strengthen the view of Civic Education and multidimensional integration by Udin, S. Winataputra and Cogan (1999), as well as the shortcomings identified in the previous analysis, we can see from the view put forward by James A. Banks ("Civic Education and Globalization: Education for Democratic Citizenship in Multicultural Societies, 2008. James A Bank highlights the importance of integrating Civic Education with diverse cultures, history, politics and social contexts in a multicultural society. Bank conveys his thoughts that effective Civic Education must reflect the complex reality of modern society consisting of diverse identities and cultural values. The following Bank's approach makes an important contribution to Civic Education: 1). Multiculturalism where Citizenship Education must include a deep understanding of cultural diversity and identity in society, promoting appreciation for differences and intercultural dialogue, 2). Social involvement that emphasizes the importance of active involvement in society as an integral part of Citizenship Education, including participation in social, political and other citizenship activities, 3). Global Context that emphasizes Citizenship Education with an increasingly connected global reality, where citizens need to understand global issues and participate in collective action to achieve democratic citizenship goals. It can be concluded that Banks' theory adds an important dimension to strengthen Winataputra and Cogan's views by emphasizing that effective Citizenship Education must be literate towards cultural diversity and global social contexts, active participation in society.

Civic Education in Indonesia has undergone several curriculum changes since 1957, of course, each change aims to adjust the function of the vision and mission of education to form better citizens, namely individuals who have strong character and nationality. The Civic Education curriculum in Indonesia 157 focuses on the formation of " nation and character building " schools are considered socio-political institutions. In 1968 the curriculum was changed to Civic Education supported by MPR Decree Number II / MPR / 1978 concerning the Appreciation and Observation of Pancasila (P4) the aim of indoctrinating citizens as a formal product. In 1994 Civic Education changed to Pancasila and Civic Education (PPKn) changed again to Civic Education (PKN) in 2004, the new curriculum for the Education Unit Level (KTSP) was implemented again. Pancasila values remain the orientation that emphasizes forming citizens who have an understanding of the basic values of the Indonesian nation. In line with Marshall's opinion (1950), Civic Education aims to develop awareness of rights, obligations and responsibilities as citizens. It can be concluded that this concept is in accordance with the evolution of the Indonesian PKN curriculum emphasizing the formation of character and citizenship identity.

The Identity of Civic Education as a Systemic Vechle for Democratic Education

NEED OF THE STUDY

Civic Education has various meanings in various countries, especially Indonesia, this is influenced by the ideology adopted by the country. Print (1999) said the implementation of the challenge of Civic Education in Asian and Pacific countries where the term "Civic Education" refers to learning, namely knowledge about government, constitution, law and the rights and obligations of citizens. On the other hand, "Civic Education" refers to knowledge and participation in democratic processes, citizen activities and roles in civil society. "Civic Education also includes learning about government institutions, political culture, democratic processes, citizen rights and responsibilities, public administration and the justice system (Prin, 1999: 11-12). Civic Education also cannot be separated from cultural norms, political priorities, social expectations, and aspirations for economic development, national, geopolitical and past history (Lee, Grossman, Kennedy, & Fairbrother, 2004). Civic Education is not only about governance and democratic processes, but also relates to how societal norms and values influence the understanding and practice of citizens in a broad context.

Udin. S, Winatapura conveyed his thoughts comprehensively related to educational studies that need to be analyzed against various dimensions that are inherent substantively. His thoughts are strengthened by the thoughts (Cogan, 1999) of the concept of "Citizenship Education as a means of education designed to foster and develop intelligent and good citizens in formal, formal and informal education subsystem settings. Based on Winataputra's thoughts, the author agrees because it is important to recognize that Citizenship Education must be integrated in terms of understanding political and legal structures with cultural and historical values which of course are part of the national identity of a country that has a positive impact on citizens who not only understand their rights and obligations in the political system, but are also able to contribute positively to society in accordance with the values upheld by a nation, especially the Indonesian state.

METHOD

This study adopts a qualitative approach by collecting data from sources such as journals, books, and other printed materials. Qualitative methods do not involve statistical calculations or other quantitative approaches (Olsson, 2008). The main focus is on building theories based on empirical facts and social contexts observed in the field. Qualitative research emphasizes systematic and descriptive analysis rather than the use of numbers or statistics (LP Sari & Ain, 2023). Data collection techniques are usually carried out through literature studies to investigate the issues being studied in more depth.

RESULT AND DISCUSSION

Identity of Citizenship Education and Democracy

According to (Banks, 2010) Citizenship Education Identity involves understanding rights, responsibilities, democratic values, tolerance, political participation and social problem solving and aims to shape individuals to act as active, responsible citizens who understand social and political issues in society. Meanwhile, according to Udin S. Winataputra (1996) National identity includes the characteristics of a nation such as language, national symbols, symbols of pride and shared values held by society. Winataputra also describes national identity related to history and culture, including historical narratives, cultural traditions, cultural heritage, national identity is also a shared awareness of citizens of a nation about national identity besides the role of leaders playing a role in the implementation of national values in order to strengthen unity, encourage awareness of national identity. It can be concluded that national identity tends to include broader political and social aspects including government structures, laws, official languages, state symbols and shared beliefs. While national identity focuses more on aspects of culture, history and values of everyday life that form the collective identity of a nation. This means that national identity and national identity complement each other in forming a more comprehensive understanding of a nation's identity.

National identity and citizenship education identity are very important in forming a comprehensive understanding of a nation's identity. Through citizenship education, individuals not only understand the values held together as part of their national identity, but are also equipped with the skills and knowledge to actively participate in a democratic and inclusive society.

Literally, "system" refers to an arrangement or order, according to the definition given in the English-Indonesian dictionary by Echols and Shadily (1975:575). According to Homby, Gatenby, and Wakefield (1962:1024), a system is defined as a group of things or parts that work together in an orderly relationship. In the context of civic education, the systemic approach reflects a systematic effort to build democratic values, principles, and behavior among citizens. The goal is to create a democratic environment in which individuals can grow and develop as members of civil society. This means that civic education does not only focus on delivering knowledge and skills, but also aims to form attitudes and values that support active participation in democratic life. With this approach, civic education is expected to become an integral part of the overall education system, ensuring that every aspect of the curriculum and teaching supports the development of individuals as members of society who play an active role in the democratic process.

The Identity of Civic Education as a Systemic Vechle for Democratic Education

Basic Citizenship Competencies as Citizenship Education as a systemic vehicle for democratic education

Civics is the forerunner that became the basic element of "Civic Education" or Citizenship Education which is recognized as the science of citizenship or science of citizenship (Chreshore: 1886). Since the 1960s, Citizenship Education as a curricular program in schools and outside of school as well as a teacher education program for Citizenship Education subjects. Citizenship education as a system of knowledge in discourse and educational theory levels. Scientific studies of the development of curricular, social and instructional programs in the practice of democratic education for citizens in schools and communities: 1). Substantive aspects of Civic Behavior and Civic Culture as essential elements of Citizenship Education, 2). Learning aspects in order to develop "Civic Behavior and Civic Culture, 3). Socio-cultural aspects in the context of local, national and global citizen participation. Civic education covers three dimensions of scientific study fields: facilitating the development of a "body of knowledge or structure of the civic education knowledge system, underpinning and facilitating the development and implementation of democratic education curricula in schools and outside schools, framing and facilitating the development of socio-cultural corridors of democratization processes in society.

Basic Competence of Citizenship as Citizenship Education: consists of: Civic Knowledge , civic values and attitudes (Civic Dispositions), civic education in schools or " School Civic Education is a curricular program that is considered as a core program or program of democratic education, " community civic" and socio-cultural activities of citizens, (civic dispositions) consists of concern for personal and social issues, tolerance, respect for the right to life, respect for political positions and institutions, citizenship, economics, politics, culture, society etc. In developed countries, Civic Education in formal education at elementary and secondary levels has various nomenclatures. The main goal is to form citizens in accordance with the expected ideology. According to Kerr (1999) and Birzea (2000) Civic Education in Europe explicitly mentions various terms such as civics, civic education, and education for citizenship and an integrated approach with other fields of study.

Table 1.1 The substance of Civic Education material is based on the results of studies in various countries.

Menurut Print, 1999: 12	Menurut Waterwoth, 1998:3
Rights and responsibilities of citizens	Appreciate the cultural heritage of the people.
Government and institutions	Use the right to vote.
History and constitution.	Respect for the law and norms of society.
National identity.	Understand various political and economic processes.
Legal system and rule of law	Exercise the right to speak
Human rights, political, economic and social rights.	Making a donation for the good of family and community.
The process and principles of democracy.	Caring for the local environment
Active participation of citizens in the discourse of citizenship	
International insight.	
The values of democratic citizenship	

Based on the analysis of Print (1999) and Waterworth (1998), it can be concluded that Citizenship Education covers various aspects that reflect the purpose of education to form citizens who are aware of their rights and responsibilities. Print highlights elements such as the rights and responsibilities of citizens, government institutions, history and constitution, national identity, legal system, human rights, democratic processes, active citizen participation, international insight, and democratic citizenship values. Meanwhile, Waterworth emphasizes appreciation of cultural heritage, use of voting rights, respect for laws and community norms, understanding of political and economic processes, the right to free speech, contribution to the good of the community, and concern for the local environment.

From these two perspectives, it can be concluded that Citizenship Education does not only focus on knowledge of political and legal structures, but also on the development of skills and values that support active and constructive participation in society. This includes appreciation of cultural diversity, involvement in democratic processes, and understanding and respect for individual rights and responsibilities in the wider society.

The 10 pillars of Indonesian democracy proposed by (Abdul Aziz Wahab, 2000:5) consist of: Constitutionalism, faith and the gravity of god almighty, smart citizenship, people's sovereignty, human rights, the division of power, a free justice system, local government, social welfare and social justice. Based on the description in these provisions, it can be concluded that

The Identity of Civic Education as a Systemic Vechle for Democratic Education

democratic education is an integral part of the national education system. Currently, democratic education requires collective awareness of the importance of reform and reaffirmation of the vision, mission, and psychopedagogical and socioandragogical strategies in civic education, with democratic education as its core. Civic Education is a discipline that studies civic policy and culture, utilizing the disciplines of education and political science as a basic framework, as well as other relevant disciplines. This field of study is organized in an integrated manner in the form of a civic curriculum program, so that Civic Education becomes a structured and consistent educational concept, including an understanding of the ideals, values, concepts, and principles of democracy.

CONCLUSION

Civic Education, as a discipline that studies citizenship policy and culture, uses the disciplines of education and political science as a basic framework, as well as other relevant disciplines. This field of study is organized in an integrated manner in the form of a citizenship curriculum program, so that it becomes a structured and consistent educational concept, including an understanding of the ideals, values, concepts, and principles of democracy. Overall, civic education plays an important role in strengthening democracy by teaching democratic values, critical thinking skills, and active participation in democratic processes. This education should include a deep understanding of cultural diversity and identity in society, promote respect for differences and intercultural dialogue, and emphasize the importance of active involvement in society as an integral part of civic education. In facing today's global challenges, education must adapt learning strategies that encourage a deep understanding of democracy, critical thinking skills, and active participation in democratic processes. Civic Education should be formulated as a body of knowledge with characteristics of civic behavior and culture, and make the curriculum integrated multidimensionally, including the development of democracy as its epistemological foundation, and focus on the development of civic education knowledge. Through the teaching of democratic values, critical thinking skills, and active participation in democratic processes, citizenship education can become a vehicle for a renewed democratic life, of active, participatory citizenship driven by a dynamic and virtuous civic culture.

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