

DEVELOPMENT OF CITIZENSHIP EDUCATION IN INDONESIAN

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ABSTRACT

This article tries to contribute to building judgments based on many important issues. This study is intended to evaluate comprehensively, in this case, citizenship education as part of the curriculum. Systematic reviews are used to examine this study, which refers to a methodological combination in which a literature review is an important component. At the same time, assessment is a matching technique. Matching approach compares quality with criteria to a particular result. This study reveals that citizenship education and civil engagement is based on the belief that citizenship education is a powerful instrument with the capacity to influence the future. Consider applying the ideas and practices of citizenship and intercultural education to international and local development. Global Citizenship, digital citizenship and media citizenships are concepts used in contemporary politics.

Keywords:

Citizenship
Education,
Intercultural
Education, Global
Citizenship, Digital
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Citizenships

INTRODUCTION

The ingredients for building an imagined community are feelings of national consciousness that give meaning; Therefore, contemporary political discourse uses concepts such as 'global citizenship,' digital citizenship, and media citizenship (Tolstenko and Baltovskij 2018). Civic education often seeks to raise public awareness of the nation-state and create a sense of national identification and patriotism. Accepting that civic education can help foster national identity, it is important to remember that current literature remains wary of possible malpractices. The topic of Pancasila Moral Education was added to the civic education curriculum in 1975, abbreviated as PMP. Similarly, in the early 1960s, civic education was more commonly referred to as Civics. As for now, based on the 2013 Curriculum, civic education at the primary and secondary education levels uses the name of the PPKn subject (*Civic Education*) as a process of forming national identity (Directorate General of Learning and Student Affairs, Ministry of Research, Technology, 2007).

Citizen participation and civic education opportunities are based on the belief that civic education is a formidable instrument with the capacity to influence the future (Blevins 2022). There is broad-based agreement in the literature that civic education is necessary to prepare students for life in a democratic system (Yuen, 2016). A sustainable career is one in which people have at least a reasonable lifetime level of production, health, and fun. Throughout a person's life, significant hurdles to a sustainable career are possible.

Strengthening character education is carried out through the approach of teachers and students directly through intra-curricular, co-curricular, and extra-curricular activities at each level of education. In addition, PPKn (*Civic Education* in Indonesia) This is done through a cultural approach (Ministry of Education and Culture Team, 2020). Education

is a deliberate and organized effort to establish a learning environment and learning process in which students actively develop religiosity, spiritual power, self-control, personality, intelligence, noble character, and skills necessary for themselves, community, country, and country. (Article 1 of Law No. 20 of 2003). Article 31 Paragraph 3 of the NRI Constitution of 1945 (National Republic of Indonesia) states, "The government seeks and organizes a national education system, which increases faith and piety and noble morals in order to educate the life of the nation, which is regulated by law." In 2020, Indonesia experienced 180 incidents of religious freedom violations in 29 provinces, with a significant increase in actions compared to 2019. The COVID-19 pandemic has led to discrimination and intolerance, with state actors taking the most action with 71 actions and non-state actors with 42 actions. Victims included citizens, individuals, local religions, students, Christians, Christians, the State Civil Apparatus, Khonghucu, Catholics, Muslims, Hindus, Buddhists, and religious organizations. Disturbances occurred in 24 houses of worship, with Muslims experiencing the most disturbances. The COVID-19 pandemic also caused 27 cases of blasphemy, with 12 of the 180 cases being female victims. The failure of the state to identify the specific situation, vulnerability, and impact experienced by women in cases of violations of religious freedom triggers discriminatory treatment of women (Kidung Asmara Sigit 2021).

Civic education without intercultural education risks neglecting fundamental aspects of society, simplifying reality, and failing to address concerns associated with the individuality of different groups and the difficulties and potential variations. It is difficult to build a foundation for common values and norms of behavior of society without common ideals. In this sense, different cultures throughout history have been (Toker Gökçe 2021) produce various common ideals to maintain their survival and national cohesion. One limitation of evaluating values is that they should not be generalized because they vary from person to person, culture to culture, society to society, and even nation to country; Thus, the study of values will vary according to factors such as those mentioned above. In the era of globalization characterized by an atmosphere of materialism, law enforcement officials encounter several obstacles. To complete the task, they must have a steely attitude, high moral standards, and strong character. In this situation, law enforcement officials must be strong and prepared to withstand various trials, tests, and temptations that can lead to the loss of law enforcement power. Law enforcement officials must resist attempts by the public or other authorities to bribe them (Directorate General of Learning and Student Affairs Department of Research, Technology, 2007).

The quality of education presented here can help various education stakeholders to realize their various roles in realizing the quality of education in schools and its improvement. The idea is to understand the conceptual framework for the quality of education in schools from a theoretical and practical perspective as a way to improve the quality of education in schools. This quality of education can also be used as a basis for finding effective ways to improve the quality of education. We aim to propose an integrated conceptual framework for the quality of education in schools that outlines the different components and levels of the education system as a way to help the general public and researchers to understand the quality of education as well as their role in its realization. This integrated conceptual framework for the quality of education can also be

used as a basis for finding effective ways to improve the quality of Education (Garira 2020). Research on the development of citizenship education in Indonesian institutions is crucial to the development of educational innovation. This research enables us to comprehend how civics education can implement innovative approaches and strategies that are pertinent to the evolution of society and the needs of the times. This research can provide new insights about curriculum development, teaching methodologies, and the role and responsibilities of teachers in shaping the character of citizens who are adaptable, critical, and able to contribute in the era of globalization by examining the construction of civic education. In doing so, this research significantly contributes to the modernization of educational practice in Indonesia, thereby paving the way for pertinent and long-lasting changes and enhancements.

Literature Review

a) The Concept of Civic Education

Citizenship is generally considered a legal category, but it is just one of many factors and identities that cross (Bakan 2023). Citizenship is a manifestation of collective identity. It is the government's recognition of its official position and the capacity of individuals to enjoy the rights and benefits associated with that status. Citizenship is also a subjective relationship with national identity (Ruth Chadwick 2012).

Citizenship includes three (three) statuses: legal standing, political actor, and identity. Citizenship as a legal status is considered to be in line with the development of the idea of the rule of law (Winarno, Muchtarom, and Yuliandari 2021). It is a type of relationship between the state and law-abiding individuals who have rights and obligations and the right to seek legal protection. The Bank defines four categories of connected citizenship (Banks 2016)(1) Failed citizenship – when people do not absorb the nation's principles and ethos, feel alienated, and ambivalent about it. (2) Recognized citizenship is when a person or group is recognized, lawful, and given full rights and opportunities to engage in the state. (3) Participatory citizenship—where people can vote and influence local, state, and global politics. (4) Transformative citizenship—when people are empowered by human rights, social justice, and equality to change policy in violation of the law.

Socially, citizenship is defined through the rights and obligations of citizens to national politics; Nevertheless, advanced liberalism reshaped citizenship as active and inspired by the ideal of independence (Woods and Cheshire 2020). The cornerstone of democratic education is the idea of citizenship. This digest explains what citizenship is, why it is important for democracy, and how to teach it in a representative democracy. The collective body of the people, the citizens of a state, is the source of all authority (the legal basis of all power). Citizens are full and equal members (Patrick 1999).

In the last decade, many governments have made civic education a compulsory part of the curriculum to promote social cohesion and active citizenship (Willemse et al. 2015). Active civic education and social integration should address cultural diversity, in accordance with the Dutch policy on civic education (Leenders, Veugelers, and de Kat 2012). Implications of responsible citizenship, as well as advice on how students should be educated in civic competence in schools (De Schaepmeester, van Braak, and Aesaert

2021). Civic education has always emphasized on formal political interpretations where participation and engagement are equated with political contributions and responsibilities (De Schaepmeester et al. 2021).

Often, the goal of civic education is to assimilate the younger generation into the national community. This task is opposed in divided communities, especially when the coat of arms is often disputed. Politically, it often emphasizes civic symbols and rites, such as national flags, national anthems, and political institutions. The civic curriculum should emphasize the civic process to equip young people with concepts, vocabulary, and ideas that enable them to participate in developing what they want (Gallagher and Duffy 2016).

b) The concept of globalization

After World War II, countries sought to grow closer to avoid conflict. The world has become a global community. Close state relations have led to globalization. Each country has its own laws and norms. The government enforces these rules and regulations. As the country draws closer, the need for new laws grows. Both countries agreed to this law to protect their citizens (Pham, Dung, and Ngo 2022).

This normative change in international society has a causal explanation. One possible attempt in this direction is to further theorize about the interaction between international actors and the international community during the formation of new global norms. In this regard, an important question is what motivates global community actors to transfer their emerging environmental norms to state societies as opposed to simply consolidating these norms within transnational communities (Yixian 2022).

Globalization is a multifaceted phenomenon that can be studied from several perspectives. The deterritorializing aspect of globalization does not exclude the local nor the global. The national viewpoint is one of the few valid views on globalization (Caselli 2013). The process of globalization and the dynamics of its integration into contemporary society can pose a threat to radical changes that can erode local social and cultural identities, devalue traditional spiritual values, etc. Changes in conventional value orientations (including socioeconomic) are accompanied by compensatory responses typical of society. community, ensuring the required level of optimality by integrating local and global coordinates in the integration process (Shirokanov 2014).

c) Character Concept

Human character can be understood as an extension of life's mission or purpose in life, and is explained as one's primary tool for influencing others and expressing one's purpose in life (Ventegodt et al. 2004). Moral education is the way society transmits its value system to the next generation and families and schools are key institutions for this. The history of moral and character education is as old as human history and Education (Birhan et al. 2021).

National education shapes the character and cultivates a nation with noble morals by educating and developing the potential of students (Prayitno et al. 2022). The quality of education in schools requires an accurate picture of all its components in order to assess its realization and improvement plans. However, it is difficult to get such a description in an effective way. This article aims to propose an integrated conceptual

framework on the quality of education in schools to facilitate the understanding of the quality of education (Garira 2020).

Examinations in subjects are based on learning outcomes, and it is expected that not cognitively a student has but more than that, affective and psychomotor which will be part of a strong character for students. Constructivism is defined as a philosophy of learning whereby individuals shape their knowledge and understanding through their interaction with the environment (Harrison and Laco 2022). School climate structure and expectations affect the way children grow and learn (Afriadi 2020). Education aims to promote the moral development and character building of students. It consists of virtue ethics, moral reasoning, and moral emotion-based education (Birhan et al. 2021). Failure to teach moral and character education to children by society will have a devastating effect on the younger generation. Homicide, pregnancy out of wedlock, and other antisocial behaviors are just some of the consequences of the absence of character and moral education (Birhan et al. 2021).

RESEARCH METHODS

Methods used to Preparation of this article Using an evaluation approach, namely the matching method. The matching method is carried out by matching and comparing land characteristics with criteria so that certain conclusions are obtained. The method used in analyzing is this study is Systematic reviews, i.e. refers to any combination of methods in which one important component is a literature review. Systematic reviews who use systematic methods to collect secondary data, conduct research studies. In the context of a review refers to a combination of review approaches combining quantitative research with qualitative or results with process studies(Grant and Booth 2009).

The purpose of this study is to collect all empirical data that meet predetermined eligibility criteria to answer a specific research question. The systematic review has the following characteristics: (a) direct questions with inclusion and exclusion criteria; (b) rigorous and systematic literature search; (c) two phases of screening; (d) data extraction and management; (e) analysis and interpretation of results; (f) risk assessment of bias in included studies; (g) and reports for publication. In addition, narrative review uses systematic review by identifying the researcher's writings on the problem or topic being selectively explored. Its purpose is to provide a comprehensive report on the current status of research on new pedagogical methods by synthesizing existing scientific literature. The production of this paper uses an assessment approach, namely the matching method. To come to the inevitable conclusion, the matching approach involves matching and comparing soil characteristics with specified criteria. This research analysis approach is a systematic review, which refers to a combination of methods in which library inquiry plays an important (usually systematic) role. The methodical review uses secondary data and a systematic research approach. Review context refers to review techniques that integrate quantitative and qualitative research or results and process studies.

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RESEARCH RESULTS

Study by H el ene Leenders, Wiel Veugelers, and Ewoud de Kat in "Moral Development and Citizenship Education in Vocational Schools" shows that teachers and students agree on the goals of moral and civic education. Schools vary in how they focus on social and political issues and how reflective and dialogical they are. Differences in moral education are largely due to cultural differences (Leenders et al. 2012).

Research by Lisa De Schaepmeester, Johan van Braak, and Koen Aesaert in "Teach what you preach? The relationship between teachers' citizenship beliefs and citizenship education in the classroom" explains how teachers shape civic education in primary schools. Taking into account teachers' civic beliefs, the study aims to provide a more complete view of classroom citizenship. With regard to better support for teachers with special attention to the expansion of their civic beliefs and civic education.

Digital citizenship by Nancy Law and Wing On Lee on "Curriculum and digital citizenship" in schools focuses on digital competence and electronic security, not Internet-mediated social engagement and engagement. The use of social media to coordinate place-based protests has grown globally. College students, even teenagers and teenagers, have joined protests on and off campus. Children and young people deserve safety and engagement. Digital citizenship education prepares students for digitally mediated engagements that promote personal and social well-being (Law and Lee 2023).

To advance academically and institutionally, progress must be made in training educators for global citizenship education by John P. Myers dan Keith Rivero. Her research shows how to prepare prospective teachers to teach about global issues and internationalize the curriculum. International simulations have been marketed for a long time as a tool for acquiring difficult knowledge about global issues, but they are rarely examined in teacher education. (1) teacher candidates develop a shared conceptual language for globalization that includes the events and players depicted in the simulation; and (2) they display a more systematic and critical knowledge of how power and conflict shape events and actors (Myers and Rivero 2020).

Youth citizenship is an identity contested by John P. Myers in "Creating the digital citizen: students' co-construction of meaning for global citizenship during online discussions", but traditional citizenship education offers little opportunity to consider it. Online discussions are considered effective spaces for increasing dialogue and critical thinking among diverse students, but little research shows how well they help students build new understandings of citizenship (Myers 2021).

Citizenship research in "Hong Kong: A critical review of civic education in Hong Kong shows that it is buried in mud." Neglect, deliberate tyranny, and twist have produced future problems at different times throughout history. Civic education in Hong Kong is now stuck in a "quagmire", and preparing young people to deal with socio-political problems is increasingly difficult. The research "Civic and Intercultural Education: Tools for Community Development and Attitude Shift" reveals that achieving and evaluating attitude change is a challenge. Byram emphasizes the challenges involved in evaluating attitudes and beliefs. While skills and knowledge are relatively measurable, assessing attitudes and values poses technical and ethical difficulties.

In the study "(Tolstenko, Baltovskij, and Radikov 2019) *Civic Education Opportunities in Russia*," The purpose of civic education is to teach citizenship and culture. Incorporation of educational institutions into the system to teach the next generation and uphold democracy. To defend the ideals of pluralism and democracy, it is important to show as much neutrality as possible to many ethnic cultures by allowing but not supporting their expression. Equal opportunities in education should not conflict with the requirements of cultural diversity. A truly pluralistic society does not require its citizens to adhere to the values "given" by the state; those who disagree should be allowed to live as they please (tolerate the intolerant); participation in voluntary organizations should be developed in different communities (networks of free association); and the private monopoly on power in development must be eliminated.

The strategy for policy-making of two European intergovernmental organizations in the field of civic education entitled "Options for developing a European strategy on civic education" reveals that both the European Council and the EU face significant legal and resource barriers that limit their ability to shape and enforce citizenship education policies – the Council of Europe more than the European Union. Both groups rely heavily on information and, to a lesser extent, financial and organizational means to influence government. .

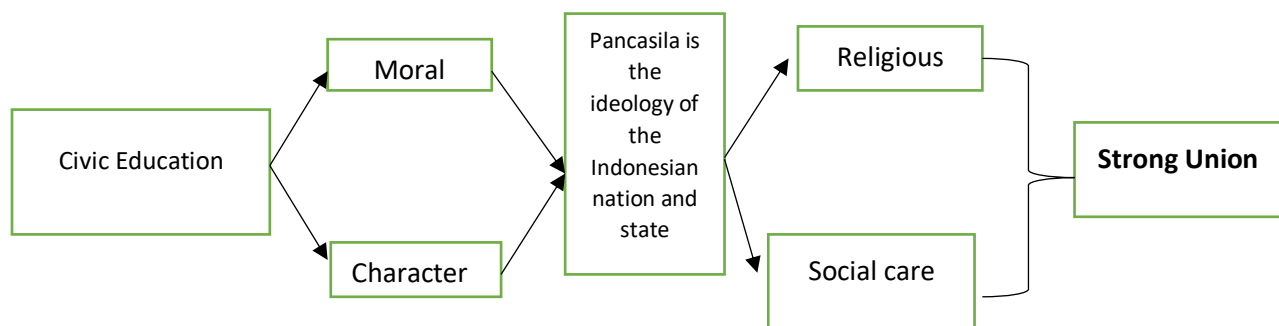
Our culture undergoes continuous transformation. "Civic and Intercultural Education: Tools for Community Development and Attitude Modification" The challenges and opportunities of diversity and globalization can only be managed if civic education and intercultural education are intertwined. There are often inconsistencies among the instructional strategies of this approach. Moreover, even if the concepts and methods of civic and intercultural education are applied to international and local development, some concerns must be addressed.

In response to the problems posed by societal transformation, globalization, and diversity of values, moral education theorists have made careful efforts to create a solid theoretical basis for moral education. To encourage the future expansion of moral education theory and research.

The contribution of geography education to civic education is recognized by geography educators"(Esteves 2012) *Geography Education and Civic Education in Portugal: Challenges for the 21st Century*" Globalization creates new territories and "borders" that are not always easy to cross, but they are all there, and living together gives the idea of a struggle for a new space of meaning. Geography now covers each of these aspects. It is no longer visible in body terms. Education for democratic citizenship should include any formal, non-formal, or informal educational activity, including the family, that enables a person to behave throughout his or her life as a responsible, engaged, and rights-respecting citizen. (1) contributions to students' personal and social development based on diverse democratic life experiences; (2) the development of learners as active members of society who are able to eliminate social mechanisms that build and reproduce inequality and discrimination and who can value diversity as a means of human enrichment; and (3) students' awareness of their social responsibilities.

Analysis and Discussion

A global citizenship program should have globally minded students individually and collectively. Students in a global citizenship class have diverse values and beliefs. Student experience influences how they interact in the classroom presented How Students Conceptualize Global Citizenship (Sklarwitz 2017). Teachers must teach students how local and global issues are intertwined on a diminishing planet. Global citizenship education integrates global awareness into classrooms and schools.



Scheme 1.1 Civic Education in Indonesia

A global citizenship program should have globally minded students individually and collectively. Students in a global citizenship class have diverse values and beliefs. Student experience influences how they interact in the classroom presented How Students Conceptualize Global Citizenship (Sklarwitz 2017). Teachers must teach students how local and global issues are intertwined on a diminishing planet. Global citizenship education integrates global awareness into classrooms and schools. Pancasila, as the ideology of the Indonesian nation and state, plays a crucial role in the development of a comprehensive citizenship education, which includes religious instruction and social responsibility. Pancasila's principles can be instilled in the younger population through citizenship education, fostering an inclusive religious outlook and a sense of social responsibility. Pancasila plays an essential role in education by teaching students values such as compassion, tolerance, unity, and gotong royong. Students can

become responsible citizens, appreciate religious and cultural differences, and contribute to the development of inclusive and harmonious societies by comprehending and practicing the Pancasila values.

Citizenship education based on Pancasila also fosters a deeper appreciation for the values of diversity in religious and social contexts. By studying the religions of Indonesia, students can gain a deeper understanding of the differences in beliefs and cultures, as well as learn to respect and value such diversity. Pancasila's citizenship-centered approach to education also encourages students to have a high level of social concern and a sense of community responsibility. By engaging students in social activities and empowering communities, Pancasila-based citizenship education contributes to the unity of diversity, nurtures the spirit of unity, and strengthens solidarity in the construction of a just, democratic, and civilized nation.

The importance of education in the growth of a nation's human capital. Residents with high levels of education can encourage innovation, increase production, and contribute to the prosperity of the nation as a whole. By providing access to quality education, a nation can empower its citizens to reach their maximum potential and foster a more egalitarian society. Education can also improve critical thinking and problem-solving skills, which are important for addressing a country's various challenges.

Civic education helps students become knowledgeable, responsible, and engaged members of society. Different countries and education systems teach citizenship in different ways. It may be more adaptable and emphasize critical thinking, problem-solving, and communication. Civic Education teaches learners their rights, obligations, and responsibilities as citizens. It can help children develop a sense of belonging and teach them how to participate in their communities and democracies.

To be successful, civic education must be inclusive and diverse. Civic education programs may include the following elements: a) History and Government: To understand society, a solid grounding in history and government is required. These include knowledge of democracy, government, and citizen responsibilities, as well as political movements and social transformation; Civic Education should also educate learners about its rights and obligations. This may require an understanding of the law, the judicial system, and how to utilize one's rights and fulfill one's social obligations; Civic education should foster critical thinking and problem-solving skills. This includes researching and evaluating data, considering diverse perspectives, and working together to address societal challenges; d) Communication and collaboration: Civic education should teach students how to communicate with each other and work together to achieve goals. Examples include public speaking, negotiation, and collaboration; Lastly, a proper civic education curriculum should encourage student participation in society. Volunteering, local administration, and the promotion of change on important issues are discussed.

Understanding and participating in politics, respecting the rights and freedoms of others, and assuming responsibility for one's actions constitutes civic education. It is essential for the development of healthy and inclusive societies as well as the education of individuals. Civic education demands several components: a) The first stage is to establish the goals and objectives of the civic education program. (b) The development of the second phase of curriculum shall be aligned with the aims and objectives of the

program. The curriculum should cover history, government, economics, law, and current and relevant events, as well as entertain students; (c) In the third stage develop a teaching approach, engaging and instructing students. Examples include lectures, dialogues, debates, simulations, and hands-on learning; (d) fourth-level professional development in the program should receive ongoing professional development to follow best practices in civic education and improve their teaching skills; (e) The fifth level, community involvement, can enhance students' learning experience and provide real-world examples of the concepts taught. Community development can assist with public projects and policies that reflect community values and needs, as well as increase community ownership and support, through guest lectures and field trips. It enhances democratic decision-making and accountability.

Citizen development has the potential to be an effective strategy for driving beneficial change at the grassroots level and building stronger, more interdependent communities. Civic education is usually driven by the desire to improve people's lives. It can be local, national, or international and includes people from a variety of backgrounds. The promotion of social justice, environmental sustainability, and economic growth are examples of citizen development.

CONCLUSION

Schools play an important role in upholding societal ideals, and moral or character education is essential for research to have a substantial effect. Civic education and engagement is based on the knowledge that it is an effective tool for shaping the future. Civic and multicultural education standards and practices should be used for global and local development. Contemporary politics uses concepts such as "global citizenship", "virtual citizenship", and "media citizenship".

Civic Education through civic and other subjects aims to increase public awareness of the nation-state and create a sense of nationalism and patriotism. Active learning, based on activity-based learning, seeks to create a customizable learning environment and engaging teaching resources. Citizen participation and civic education opportunities are based on the belief that civic education is a powerful instrument that can influence the future. It is important to prepare students for democratic systems and sustainable careers. Strengthening character education is carried out through the approach of teachers and students directly, as well as through a cultural approach.

Civic education without intercultural education risks neglecting fundamental aspects of society and failing to address issues related to individuality and difference. Shared ideals are difficult to build a foundation for shared values and norms of behavior, because they differ from person to person, culture to culture, society to society, and nation to nation. In the era of globalization, law enforcement officers must have a steely attitude, high moral standards, and strong character to overcome challenges and maintain the integrity of the nation.

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