

# The Urgency of Civic Education Teachers in Realizing Civic Education as Democratic Education

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**Abstract:** This study aims to describe the role of Middle School Civics Teachers in Buleleng Regency in realizing Civics' mission as Democratic Education. This study uses a qualitative descriptive research method. The data analysis method used on this studies is qualitative data analysis. The results of this study indicate that the level of Civics teachers in Buleleng Regency generally agrees that Civics learning carries out the mission of having a democratic education. Specifically, found; First, from the Civics learning aspect, teachers have not been able to develop basic competencies, learning objectives and learning outcome indicators that refer to the development of students' democratic abilities. Second, many Civics teachers have not been able to develop the concepts and principles of democracy and their application in everyday life. Third, there are still many Civics teachers who do not have extensive knowledge and insight into democratic life, and also do not have democratic values.

**Keywords:** The Urgency of Civic Education Teachers, Civic Education, Democratic Education

## 1 Introduction

Civic is a vehicle for developing and preserving noble and moral values that are rooted in Indonesian culture and nation which are expected to be manifested in the form of behavior in everyday life, both as individuals and as members of society, and citizens [1]. In developing the new paradigm of Civics that is more in line with the demands of life in the reform and democratization era in Indonesia, it is hoped that the vision of Civic as education about, through, and for citizenship can become a vehicle for democratic education that can create and realize learning democracy, in democracy, and for democracy for every citizen and citizen [2]. With this vision, Civic Education has a socio-pedagogical, socio-academic, and socio-cultural mission. In the socio-pedagogical mission Civic Education functions to carry out democracy education programs by involving activities of knowing democracy, building democracy, and doing democracy in the classroom. Through its socio-academic mission, Civic Education functions as a vehicle for learning for students to conduct inquiry, problem-based learning, and develop evaluative and reflective thinking skills about the reality of democratic life in society, national life, and state life. Through its socio-cultural mission, finally, Civic Education functions as a vehicle for developing real democratic activities in society through participatory actions as social actors, especially in efforts to participate in formulating public policy decisions that can be contributed in the context of social engineering processes in the life of society, nation, and statehood[3].

Democracy is seen as something important because the values it contains are indispensable as a reference for managing the life of a good nation and state. Democracy is a tool that can be used to realize the common good, or good society and government. The principle of democracy means that everyone's right to have an opinion is highly respected, to have a certain ideology, and to have a certain identity and respect every opinion that comes out of

everyone's mind [4]. The goodness of a democratic system is that government power comes from the people, either directly or through representatives. Theoretically, the opportunity for the political participation of citizens from all walks of life is wide open. The community can also exercise social control over the implementation of government because the position of the community is as the holder of the highest sovereignty. Democratic education as a vehicle for socializing democratic values can be understood by citizens. The purpose of democracy education is to foster awareness of democracy, and knowledge of democratic mechanisms such as democratic responsibility, transferability, peace, and so on [5][5].

The use of various learning innovations such as CTL, STM, problem-based learning, inquiry, cooperative learning, VCT and value analysis, public debate, civics learning projects or practices, and the like which are all based on social constructivism is important and must be applied in Civics learning as a vehicle Democratic Education. Finally, what is equally important is that Civics learning must use an assessment model that applies democratic principles, such as being authentic, actual, respecting individual differences, open or transparent, objective/intersubjective, accountable, and educational. For this, the use of authentic models or alternative assessments, such as the use of written assessment models of descriptions, performance appraisals, self-assessments, and portfolios seems to be a condition sine qua non [6]. The problem is whether the practice of Civics at the junior high school level in Buleleng Regency has carried out the Democracy Education mission as above. The results of the preliminary study do show that Civics teachers or educators already have the competence to carry out Civics practices in the Democracy Education mission. However, in practice, Civics teachers have not fully implemented Civics as a vehicle for democratic education. It is for this condition that it is important to carry out this research by taking the theme "The Urgency of Civic Education Teachers in Realizing Civic Education as Democratic Education".

## **2 Methods**

This study used a qualitative descriptive research method with a focus on the problem of how to describe the role of SMP Civics teachers in Buleleng Regency in realizing Civics' mission as a Democratic Education. This research as a whole was conducted in junior high schools in Buleleng district. The main method of collecting research data is the interview method which will be conducted on key informants from the Chairperson of the Middle School PPKn MGMP in Buleleng Regency. The next method is the library method, this method focuses on reviewing literature reviews which serves to deepen and broaden insights about the problem to be solved. The data analysis technique used in this study was Miles and Huberman's (1984) qualitative data analysis, in this case, the activities in qualitative data analysis were carried out interactively and continuously at each stage of the research so that it was complete, and the data was saturated.

## **3 Results and Discussions**

Today Indonesia has become one of the three largest democracies in the world along with the USA and India. Juridically, constitutionally, this has been clearly and formally stated both in the Preamble and Body UUD 1945. Pasal 1 (2) UUD 1945 states that "Sovereignty is in the hands of the people and implemented according to Undang-Undang Dasar" [7]. Becoming a democratic country is indeed a necessity for the people and nation of Indonesia. This is due to the geographical conditions, historical background, and socio-cultural characteristics of a pluralistic Indonesian society which requires unity in diversity and diversity in unity (Bhinneka Tunggal Ika). It is through the systems and mechanisms of democratic life that it is believed that Indonesian people will still be able to respect and be tolerant of differences (ethnicity, race,

religion, customs, social stratification, social classification and segregation, language, art, gender, regional origin, etc.). This is what is then formulated into a Pancasila democratic system that has the pillars of intelligence, wisdom, and spirituality[8].

Even though Indonesia has become a large democratic country, it must be honestly admitted, many people consider that democratic life in Indonesia is still limited to formal political euphoria and has not substantially penetrated the joints of people's lives (Sanusi, 1998; Torres, 1998). Many democratic practices shift to the practice of "democracy" or "demo -cracy" which is similar in form to anarchic actions which are precisely anti-democratic. This is shown by both the political elite and the people at the grassroots level [9], [10].

In developing a new paradigm of Citizenship Education that is more in line with the demands of democratization in Indonesia, the vision of Citizenship Education as education about, through, and for citizenship is expected to become a vehicle for democratic education that can create and realize learning democracy, in democracy, and for democracy for every member of society and citizen. With a vision like this, Civic Education has socio-pedagogical, socio-academic, and socio-cultural missions [10]. About the aspects of the vision and mission of Civics as a vehicle for democratic education, the findings can be described regarding the role of Middle School Civics Teachers in Buleleng Regency in realizing the Civics mission as Democratic Education and what things are done by Middle School Civics Teachers in Buleleng Regency in realizing the mission Civic Education as Democratic Education.

Civics learning must use an assessment model that applies democratic principles, such as being authentic, actual, respecting individual differences, open or transparent, objective/intersubjective, accountable, and educational. If the democratic education mission as above can be realized in Civics learning, of course, this is expected to be able to facilitate and guide students optimally to master democratic concepts and principles, foster and develop democratic values and commitments, and attitudes, and have democratic life skills. The achievement of learning outputs like this is very important in the framework of building a democratic society based in Indonesia Pancasila dan UUD 1945. The following is a description of the research findings obtained. If seen from the perspective of reconstructionist ideology, Civics as a vehicle for democratic education cannot be carried out only by the process of socialization and political internalization, especially if it only serves certain political interests. Democratic education by the ideals of reconstructionism, according to Engle and Ochoa (1988), must be able to facilitate and empower students to carry out counter-socialization of society's efforts to dominate and hegemony and to maintain the status quo of power which tends to create injustice in society. Such democratic education creates a critical, creative, and innovative multi-perspective dialogue in an active, participatory, and cooperative learning environment [11]. Civics learning still uses conventional assessment models. In this context, an assessment model should be used that applies democratic principles, such as authentic, actual, respecting individual differences, open or transparent, objective/intersubjective, accountable, and educational.

This study found that Civics teachers in Buleleng Regency generally agree that Civics learning is a subject that carries a democratic educational mission. Their reason is that the multicultural Indonesian society must develop a soul and spirit of democracy to be able to live according to the motto *Bhinneka Tunggal Ika*. Therefore Civics teachers in Buleleng Regency as an intellectual community must also learn to develop the meaning of democratic life intelligently. Civics is a vehicle for political, legal, social, values, and moral education, and ideological education is an appropriate vehicle for students to carry out the mission of democratic education [12].

First, these findings indicate that Civics teachers in Buleleng Regency still have ideals about the ideals of a democratic Indonesian society. Civics teachers in Buleleng Regency realize that the multicultural Indonesian society and nation will be very vulnerable to conflict issues because of their differences. So, the key, according to students, is to develop a pattern of life in a democratic society, nation, and state. Only people who live with the soul and spirit of democracy can appreciate these different perspectives without conflict. They can bring this difference as a gift of extraordinary wealth. Furthermore, they develop a spirit of unity and oneness, because those who are different then develop a sense of belonging to each other so that the community feels they are one big brother. Students realize that the ideals of a democratic society still have many challenges and threats from separatist movements that do not agree with the unity and integrity of Indonesia. Because of that, students as an intellectual young generation need to learn intelligently how to develop ideas about the ideal democratic society. Students find in their learning experience that Civics courses or subjects formally carry out the mission of democratic education.

Second, this study also found that there are still many Civics teachers in Buleleng Regency who have not consistently developed competency-based democratic education goals by only developing cognitive learning goals. Only a small proportion have integrated democratic capabilities more fully covering the domains: knowledge, values and attitudes, democratic social skills, confidence, commitment, and competence. The mission of democratic education carried out by Civics is still not optimally achieved [13].

The learning objectives developed by Civics teachers in Buleleng Regency only facilitate students to master civic concepts and values which are taught using cognitive and textual approaches. In fact, in a democratic society, complete and integrated capabilities are needed whereby the entire community should have sufficient knowledge and insight into citizenship in terms of declarative, procedural knowledge, and cognitive strategies; have good and positive reasoning about civic values and attitudes; have adequate democratic social skills; have high self-confidence; has a strong commitment to realizing his ideals; and have complete competencies that can integrate all of their skills or capabilities [14].

Third, this study also found that most of the Civics teachers in Buleleng Regency had been assessed by their students as being quite democratic in carrying out Civics lessons. This has been shown by Civics teachers in Buleleng Regency by actively involving students in learning either through independent, group cooperative, or participatory learning models. The strategies and methods used by this group of lecturers in Civics learning included: giving independent assignments, group/class discussions, group presentations, debate discussions, problem-based learning, and inquiry. With students learning actively and participatively, it is at least hoped that in class students have tried to imitate or simulate the life of a democratic society. Unfortunately, most of the Civics teachers in Buleleng Regency still teach oriented towards achieving cognitive aspects only and their learning also tends to be textual. This condition certainly does not reflect the creation of a democratic social climate in the classroom, because there are still many factors that can shackle the way students think and act (Engle and Ochoa, 1988). This learning model, although active and participatory, tends not to encourage productivity and creativity, because students' thinking patterns and abilities tend to be limited by mere theoretical truths. Here learning activities tend to only encourage repetition, practice, and imitation. Because it tends to build a conservative society. The learning process will only be a process of socialization and internalization of conventional concepts, values, and attitudes, as well as skills (Engle and Ochoa, 1988). Learning like this has not been liberating and empowering which allows students to contribute actively to make a socially democratic life always leads to better social change [15].

Conjectures like the one above are also supported by evidence that most Civics teachers in Buleleng Regency in assessing students' success in learning tend to still use conventional assessment strategies through essay tests or maximally assign students to compile written work. Learning outcomes like this certainly do not show the development of democratic learning competencies as a whole, comprehensive and authentic. Democracy is an educational process, not something that can be created in an instant. Therefore how important is the process of education and democratic training both in social, economic, and cultural institutions, especially in political institutions because democracy will only grow if there is an awareness of democracy (Democratic Consciousness) and an attitude of responsibility in democracy (Democratic Responsibility) because democracy in principle is not only as a way to gain power but as a means to realize a society that is increasingly literate and participates in democracy.

In the process of implementing democratic values, not only at the state level but also in the family, school, and community environment. The school is second place after the house as a place where it is necessary to instill a democratic system in it. Educating the nation's children will give birth to future future national leaders, that is the reason why it is necessary to realize a democratic life and the importance of efforts so that the world of education can sow the seeds of democracy in students and produce intelligent and reliable fighters for democracy.

School as a small society (mini society) which is a vehicle for the development of students, is required to create a democratic learning climate (democratic instruction) so that a pleasant learning process occurs (joyful learning). With such an educational climate, it is hoped that it will be able to give birth to candidates for future development who are patient, competent, independent, critical, rational, intelligent, creative, and ready to face various kinds of challenges. For countries that adhere to a democratic system, democratic education is important to be carried out from an early age in a planned, systematic and sustainable manner. This is so that a developing democracy will not be misused or lead to anarchy, because freedom that goes too far, thus destroying public facilities, blaspheming, or slandering is also considered part of democracy.

Democracy education aims to increase understanding and awareness of democratic values to make citizens no longer ignore people. Education should lead them to become independent beings and have a bargaining position against those in power. Therefore, teaching children democracy means conveying a set of democratic values as the basis for a philosophy of life that the human person is a free being and is equal to others. This is important for the formation of children's character and character so that they grow into human beings of quality, personality, and tolerance in future life together. By teaching children democracy from an early age, it means that we have helped prepare the next generation with the basic principles of democracy that uphold ethical, moral, and social values and if schools can realize a democratic life, then this will also be accompanied by the formation Democratic country. Greetings Democracy.

#### **4 Conclusions**

This study found that Civics teachers in Buleleng Regency generally agree that Civics lessons carry out the mission of having a democratic education. There are several specific findings, including the following; First, from the Civics learning aspect, competency standards, basic competencies, and learning objectives as well as indicators of learning outcomes that refer to the development of students' democratic abilities must be developed. Second, from the aspect of developing the subject matter, many Civics teachers have not been able to develop it related to the concepts and principles of democracy and their application in constitutional life. Third, in the competency aspect of Civics teachers, there are still many Civics teachers who do not yet

have extensive knowledge and insight into democratic life and also have democratic values and commitment, and skills in social life. Fourth, in real terms Civics learning itself has not fully become a vehicle for learning democratic life in real terms for students. Fifth, Civics learning still uses conventional assessment models.

Based on the results of his research above, Civics teachers in Buleleng Regency as an intellectual community must also learn to develop the meaning of democratic life intelligently. Civic Education is a vehicle for political, legal, social, values, and moral education, and ideological education is an appropriate vehicle for students to carry out this democratic education mission. In the process of implementing democratic values, not only at the state level but also in the family, school, and community environment. The school is second place after the house as a place where it is necessary to instill a democratic system in it. Educating the nation's children will give birth to future national leaders, that is the reason why it is necessary to realize a democratic life and the importance of efforts so that the world of education can sow the seeds of democracy to students and give birth to intelligent and reliable democracy fighters.

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