

# Effectiveness of Cultural Value-Based Ecoliteracy Citizenship Education Materials in Strengthening Student Responses to Global Citizenship Issues

Surya Dharma<sup>1</sup>, Hodriani<sup>2</sup>, Halking<sup>3</sup>

{ suryappkn@unimed.ac.id<sup>1</sup>, hodrianisitompul@gmail.com<sup>2</sup>, halking123@unimed.ac.id<sup>3</sup> }

Lecturer at the Department of Pancasila and Citizenship Education of Faculty of Social Sciences of Universitas Negeri Medan<sup>123</sup>

**Abstract.** The increasingly globalized world has impacts on society, both locally and nationally. Therefore, efforts are needed to raise citizens' awareness in anticipating and addressing various global issues. This study aims to assess the effectiveness of Ecoliteracy-Based Civic Education Material with Cultural Values in strengthening students' responses to global citizenship issues. The research method used is Quantitative Descriptive. The research subjects include students and lecturers teaching Civic Education courses. The instrument used is a questionnaire. The research results show that the use of Ecoliteracy-Based Civic Education Material with Cultural Values has a positive impact on students' responses to various global citizenship issues, with an average score of 78.34. Thus, it can be concluded that the ecoliteracy-based civic education material with cultural values can be an alternative to strengthening citizenship competence, especially in the aspect of civil responsibility.

**Keywords:** Citizenship Education, Ecoliteracy, Cultural Values.

## 1 Introduction

The transmission of citizenship for a more democratic life requires a change in all aspects, including education. One relevant and contributive learning program for this is Citizenship Education, both as a subject/course in higher education and as a sociocultural program. This aligns with what was suggested by [1] which states that Citizenship Education is a learning program aimed at promoting the standard general skills in citizenship. Therefore, Citizenship Education is considered an essential area that needs to be optimized to enhance various citizen competencies [2]

Educating for citizenship is a deliberate and systematic effort, whether within schools or communities, with the ultimate goal of promoting virtuous values and preparing students to participate actively in society [3]. Achieving this goal is not easy and requires serious efforts

and commitments using various methods to provide meaningful learning experiences for students. One effective approach is the use of teaching materials.

Several studies have shown the effectiveness of using teaching materials in civic education courses. For instance, research conducted by [4] demonstrated that teaching materials based on local wisdom are highly suitable for classroom instruction. Their data analysis confirmed that these materials significantly contribute to the success of the learning process.

Another study, conducted by [5] focused on the development of civic education teaching materials and reported an improvement in students' academic achievements. A similar study by [6] explored the development of teaching materials for civic education and concluded that the developed materials were suitable for university-level civic education courses. These research findings have laid the foundation for the development of teaching materials in Ecoliteracy-based civic education, integrating values from local wisdom.

The study aims to determine whether the development of teaching materials in Ecoliteracy-based civic education, incorporating values from local wisdom, is effective in enhancing students' responsibility towards various global issues. This is considered crucial in raising awareness among students about the global issues that affect local, national, and international life. In essence, every citizen should realize that global problems are shared issues and the responsibility of everyone. Addressing these problems requires collective action from nations. The initial step in this process is to (1) acknowledge that we are all global citizens as well as citizens of our own countries. Therefore, our responsibilities as citizens are two-fold; (2) Begin understanding the various forms of global issues [7]. Hence, the development of teaching materials in Ecoliteracy-based civic education that incorporates local wisdom values is considered essential to reinforce students' global responsibility.

## **2 Research Methodology**

### **2.1 Method**

This research aims to determine whether the teaching materials of Civic Education based on Ecological Literacy and Cultural Values contribute to strengthening students' responsibility towards various global issues. To obtain this information, the research method used is a quantitative descriptive approach.

### **2.2 Subject of Research**

This research was conducted at the State University of Medan (Unimed), North Sumatra, Indonesia. The subjects of this study were students. The sampling was done using purposive random sampling, which included 60 students who had taken the Civic Education course. They consisted of Elementary School Teacher Education students, Pancasila and Civic Education (PPKn) students, and Information and Communication Technology Education (ICTE) students.

### **2.3 Data Collection Instruments**

Data was collected through interviews, document analysis, and questionnaire distribution. Interviews were conducted to obtain descriptive information about the implementation of

Civic Education instruction using the developed teaching materials. Questionnaires were distributed to gather students' responses regarding the effectiveness of ecoliteracy-based Civic Education teaching materials on students' global responsibility.

### 3 Data Analysis Techniques

The questionnaire results were analyzed using a Likert scale measurement tool. The Likert scale is a measurement tool used to assess respondents' responses or attitudes towards social phenomena. This research used a modified Likert scale with a 5-point measurement scale, which includes SS (Strongly Agree), S (Agree), KS (Somewhat Agree), TS (Disagree), and STS (Strongly Disagree). To obtain accurate results regarding student responses, data analysis was conducted using simple percentages.

### 4 Results and Discussion

To measure whether the developed teaching materials are effective in enhancing students' civic responsibility, the researcher conducted a trial on three study programs: Primary School Teacher Education, Pancasila and Citizenship Education (PPKn), and Information and Communication Technology Education (PTIK), totaling 60 students. The indicators used are as follows: (1) the desire to get closer as global citizens, (2) willingness to collaborate with people from different backgrounds, (3) tolerance for differences, (4) ability to think systematically and critically, (5) the ability to resolve conflicts peacefully, (6) willingness to change consumptive lifestyle habits, (7) actively taking care of the environment, (8) participating in the promotion and protection of human rights (e.g., women's rights, ethnic minorities, etc.), (9) willingness to participate in local, national, and international politics [8] . The results are depicted as follows:

**Table 1.** Students' responses to the teaching materials used so far.

No	Indicator	Porsentase (%)		
		S/SS	TS/STS	Total
1	The ability to perceive and approach issues as a global citizen.	87,34	11,39	98,73
2	The ability to work with others cooperatively and be responsible for one's roles and duties in society.	84,81	15,19	100,00
3	The ability to understand, accept, and be tolerant of cultural diversity.	86,08	11,39	97,47
4	The capacity for systematic and critical thinking.	70,89	26,58	97,47
5	The willingness to resolve conflicts peacefully.	82,28	12,66	94,94
6	The willingness to change non-consumptive lifestyle habits.	72,15	25,32	97,47

7	Environmental preservation	77,22	15,19	92,41
8	The ability to be sensitive and uphold human rights (such as women's rights, ethnic minorities, etc.).	70,89	25,32	96,20
9	Desire and ability to participate in local, national, and international politics.	73,42	22,78	96,20
	<b>Mean</b>	78,34	18,42	96,77

The table above shows the average student responses regarding their global responsibility after using ecoliteracy-based Civic Education teaching materials. In terms of the ability to see and approach issues as global citizens, the average is 87.34%, categorized as good. For the ability to work cooperatively with others and take responsibility for their roles and duties in society, the average is 84.81%, also categorized as good. Regarding the ability to understand and accept cultural diversity and tolerance, the average is 86.08%, again categorized as good. However, the capacity for systematic and critical thinking has an average of 70.89%, categorized as fair.

Furthermore, in terms of the indicator of the willingness to resolve conflicts peacefully, the average is 82.28%, categorized as good. For the indicator of the willingness to change consumptive lifestyle habits, the average is 72.15%, categorized as fair. Regarding the aspect of environmental conservation, the average is 77.22%, categorized as fair. For the capacity to be sensitive to and uphold human rights (e.g., women's rights, ethnic minorities, etc.), the average is 70.89%, categorized as good. Lastly, for the indicator of the willingness and ability to participate in local, national, and international politics, the average is 78.34%, categorized as good.

These percentages demonstrate that ecoliteracy-based Civic Education teaching materials can significantly strengthen students' civic responsibility, with an overall percentage of 78.34, categorized as good. Therefore, it can be concluded that these teaching materials provide an alternative means to enhance civic competencies, particularly in terms of civic responsibility.

In summary, civic responsibility is a critical quality that citizens should possess. This can be reinforced through Civic Education courses at the university level, such as by developing innovative teaching materials that integrate cultural values. This aligns with the findings of a study conducted by [5] on the development of teaching materials based on local content in the Civic Education course. Their research showed that these teaching materials enhanced cultural awareness among students. However, the key difference in this study is the internalization of ecoliteracy values concerning students' global responsibility.

Citizens who take responsibility for various global issues, including the environment, are part of the goals of Civic Education, especially Global Civic Education. According to Oxfam (2015), this can be described as follows: ““Global Civic Education is good education” Global Civic Education aims to:

1. Capable of conducting meaningful learning
2. Challenging individual views that are stereotypical and intolerant

3. Encouraging individuals to work collectively and understand their potential
  4. Promoting values of goodness for a fairer world
  5. Teaching everyone how to have responsibility for one another and learn from one another.
- [9]

The goal of Global Citizenship Education mentioned above, at the very least, encourages how students can fulfill their roles and functions (rights and duties) as citizens in various communities, both locally (family, school, society, etc.), nationally (the country), and globally. In the context of Citizenship Education in Indonesia, this goal can be achieved through meaningful learning, not only as a curricular program (in schools or universities) but also as a socio-cultural program (in society). Therefore, the ultimate aim of learning using Ecoliteracy teaching materials is to promote the strengthening of ideal citizens. This is in line with the findings of the research conducted by [10] that participative and collaborative learning can enhance students' responsibility towards various global issues. Through such learning, students will become more open to differences, appreciate diversity, respect each other, become independent, and express themselves freely [10]

According [11], three types of ideal citizens are identified: (1) Personally responsible citizens; (2) Participatory citizens; and (3) Justice-oriented citizens. Furthermore [11] states that personally responsible citizens act responsibly within their communities, such as working, paying taxes, abiding by the law, recycling, donating blood, or volunteering during crises. These citizens are essential for addressing problems and improving society. Therefore, personally responsible citizens need to possess good character, honesty, responsibility, and law-abiding qualities as members of society [11]

The second ideal type of citizen, according to Stray [11] is participatory citizens. Participatory citizens are active members of community organizations that work to improve society. They contribute to society by participating in community activities, promoting economic development, and cleaning the environment, among other things [11]. What makes participatory citizens outstanding is their understanding of how government works and their knowledge of strategies for completing tasks collectively. Participatory citizens typically believe that solving social problems and improving society requires active participation and leadership within established community systems and structures [11]

In contrast to the first two citizen types, the third type of citizen is referred to as justice-oriented citizens. According to Stray [11] these citizens critically evaluate political, social, and economic structures and address injustices. The strength of these citizens lies in their understanding of democratic social movements as a means to change a system. They typically become angry when social injustices occur and quickly respond through various social movements. Social movements, as a moral response, are efforts to raise awareness that arbitrary treatment of injustice towards humans is an immoral act and goes against meaningful reconciliation [12]. Therefore, the role of citizens is to question, debate, and change established systems and structures that produce patterns of injustice [11]

The three ideal citizen types mentioned above are the aspirations of every nation. Achieving them requires a lengthy process, as well as sincere efforts and commitment from all aspects, including education, especially citizenship education. Because citizenship education is a process of moral and political formation, it aims to prepare individuals to participate

responsibly in community development and to develop the capacity and values necessary for living in a democracy [13]. Therefore, pedagogically, Civic Education must encourage students to understand various citizenship issues as social realities in the life of the nation and state, both in a local, national, and global context. If this is done to the maximum, the effort to build an ideal citizen will be more easily achievable. While being supported by a government that operates the state affairs in line with democratic principles. Thus, citizenship education can be considered as the "guardian of democracy" to prepare students for the future through citizenship dispositions and responsibilities as members of society. This goal represents a "sense of agency" in developing the capacity of citizens' thinking and hearts, including building students' global orientation.

## **5 Conclusion**

In general, students understand the importance of teaching materials that can enhance students' civic responsibility. The current Civic Education teaching materials do not adequately accommodate the strengthening of students' competencies. The research results show that students have very high responses to global responsibilities, with an average of 96.77%. This can be seen in students' responses to various aspects, including: (1) the desire to connect as global citizens; (2) willingness to cooperate with people from different backgrounds; (3) tolerance of differences; (4) the ability to think systematically and critically; (5) the capability to resolve conflicts peacefully; (6) the willingness to change consumptive lifestyles; (7) active involvement in environmental conservation; (8) active promotion and protection of human rights (e.g., women's rights, ethnic minorities, etc.); (9) readiness to participate in local, national, and international politics [8]. These results demonstrate that Ecoliteracy-based Civic Education teaching materials can serve as an alternative to enhance citizenship competencies, particularly in terms of citizens' responsibilities. The increased response of students to global responsibilities is due to the developed teaching materials that not only encourage students to understand various concepts but also promote their collaborative and participatory work.

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