

The Effect of Citizenship Education Learning to Improving Student Civic Knowledge

Theodorus Pangalila^{1*}, Darmawan Edi Winoto²

¹Pancasila and Civic Education Department Faculty of Social Science and Law Universitas Negeri Manado, Manado, Indonesia

²History Education Department Faculty of Social Science and Law Universitas Negeri Manado, Manado, Indonesia

Abstract. This study aimed to examine the effect of Civics learning on increasing students' civic knowledge. The location of this research is SMP Negeri 4 Tomohon. The population in this study were all students at SMP Negeri 4 Tomohon, while the sample was grade VII students at SMP Negeri 4 Tomohon, totaling 69 students. The method used is a survey method with a research instrument in the form of a questionnaire. With questions for Civics learning as many as 15 and civic knowledge as many as 15 questions. Data analysis using simple regression or *r* test. The results showed that the effect of Civics Education Learning on improving Students' Civic Knowledge is 39.5%. In contrast, the rest is influenced by other variables.

Keywords. Civics Learning, Civic Knowledge, Students

1 Introduction

Education plays a significant role in supporting human life. Education improves human qualities and allows us to grow in time. Education is also used to educate the Indonesian people, one of the noble ideals of the Indonesian nation, as stated in the fourth paragraph of the Preamble to the 1945 Constitution.

Along with that, in addition to the importance of education, some challenges must be faced in the national education system, one of which is globalization. The era of globalization is a reality that the Indonesian people must meet. The impact of globalization is currently felt to be very strong and open. Although globalization has positive results, such as advances in science and technology, it also has negative impacts, one of which is on humans. Many attitudes and behaviors do not follow the values of Pancasila because the lives of Indonesian people, especially the younger generation in this era of globalization, are heavily influenced by external cultural values.

Many of us, especially young people, have forgotten our Indonesian identities, such as tolerance, friendliness, respect for elders, debauchery, and disappearing individualism. In the era of globalization, the world of education is generally faced with various challenges. One of them is globalization in the fields of culture, ethics, and morals due to technological advances in transportation and information.

What often arises and becomes a severe problem that we often encounter today is the problem of moral decline, especially many deviant behaviors from young

people, such as evil, immoral behavior, drug abuse, and traffic violations—chaotic demonstrations, fighting, and other acts that deviate from the general values in society. Ironically, deviant behavior is mainly carried out by students, but intellectual students must be able to be good examples for the community.

These various phenomena are behaviors that do not follow the values that apply in society, which explicitly indicate the occurrence of moral decline that has hit the younger generation, especially among students. Students as part of the community who are also the nation's next generation are expected to have intellectual and moral strength.

The problem of deviant behavior carried out by students shows that many violations of the law are now rife. As already mentioned, the prevalence of law violations by students is evidence of the low legal awareness of students. Legal awareness is an acknowledgment of what we should do, what we should do, what we should do, and what we shouldn't do, especially to other people. Therefore, legal perception is accompanied by an attitude of tolerance [1].

Thus, legal awareness exists within each individual to obey and obey any applicable regulations or laws that indeed feel the law is reasonable and fair. A sense of legal awareness can create order, peace, tranquillity, and justice in society. Therefore, it is essential to have a sense of legal awareness because, after all, Indonesia is a state of the law in which almost all aspects of it are regulated by law.

This shows how vital the role of students as a young generation is for the country's development. National

* Corresponding author : theopangalila@unima.ac.id

progress can be measured from the community's perception and compliance with the law. The more people who obey the perception of the statutes and regulations of a country, the more orderly life in society and the nation will be.

Competency standards that students must master after receiving Citizenship Education lessons in universities are "Students have knowledge of democratic citizenship and can apply knowledge of these values and skills in daily life; have a solid personality; critical thinking; be rational, ethical, aesthetic, and dynamic; broad-minded; and a civilized democratic attitude [2].

Therefore, from the explanation above, it is clear how important it is to study Citizenship Education at the secondary school level. Through Civics subjects, it is hoped that Indonesian citizens can make a difference in society and transfer learning (self-learning process) and values (process) after completing civil education classes correctly and adequately [3]. Realization of views)) and principle transfer (principle transfer process) Democracy, human rights, and civil society in real life.

Citizenship Education has a substantial effect on the process of socializing the rules. Citizenship Education is the ventilation of knowledge of the regulations obtained formally in schools starting from primary education to tertiary education. So that when the individual was already in the community, the individual knew the rules. One of the factors in suggesting rule enlightenment is that businesses instill rules in citizens, namely using human energy, tools, organizations, and methods so that citizens know, appreciate, acknowledge, and obey the rules [4].

One of them is the law. From this, we can conclude that learning in Citizenship Education affects the socialization of law, namely how the law is socialized through learning in schools and universities. Through this pedagogical learning, students can acquire citizen knowledge. This is because civic education is closely related to social and national life.

By allowing students to take Citizenship Education subjects, it is hoped that teachers can strengthen students' civic knowledge, increase students' legal awareness, and prevent them from doing wrong actions. Contact may violate legal provisions that apply to the entire community, in general, and on campus.

Based on the identification of the problem, this research is limited to the issue of the effect of Civics learning on increasing students' civic knowledge according to the form of the Learning Implementation Plan (RPP) for Civics subjects in schools.

2 Research Method

Information collection techniques using observation and questionnaires. This research uses a quantitative research type. The study was conducted at SMP Negeri 4 Tomohon. The population in this research were all students of SMP Negeri 4 Tomohon with a sample of 69 students with the method of collecting illustrations using the proportional sampling method.

The information obtained is processed by statistical analysis using the simple linear regression method and the F experiment. Before carrying out the simple linear regression experiment and the F experiment, the researchers carried out a prerequisite analysis experiment, including homogeneity and normality experiments [5], [6]. The stages in preparing the information that was tried were, accumulating the information obtained from the respondents, conducting a prerequisite analysis experiment using the homogeneity and normality assumption experiment, and using an assumption experiment using a simple linear regression experiment; after that, the information was presented in the form of a chart, ending with giving answers and conclude.

3 Results and discussion

Table 1. Model Summary

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543	.395	.095	3.068

a. Predictors: (Constant), Pembelajaran PKn, Civic Knowledge

Based on the table above, the correlation value of (R) is 0.543. The percentage of the influence of the independent variable on the dependent variable is called the coefficient of determination which is the result of squaring R. From these results, the determinant coefficient (R²) is 0.395, which means that the effect of Civics Education Learning on the Improvement of Students' Civic Knowledge is 39.5%. In contrast, the rest is influenced by other variables.

Furthermore, the results above show that the correlation or relationship value (R count) is positive, 0.543. The value of the coefficient of determination (R Square) obtained from the calculation results is 0.543, with the following percentages:

$$R^2 = (0,543) \times 100\% \\ = 0.395 \times 100\% \\ = 39.5\%$$

It can be concluded that there is an influence of the Civics variable on the Civic knowledge variable, which is 53.8%, and the remaining 46.2% (100% - 53.8%) is influenced by other factors.

3.1 Learning Citizenship Education

Civics learning is one of the primary school subjects, developing the intelligence of citizens in spiritual, rational, emotional, and social aspects, developing their responsibilities as citizens, and encouraging students to participate as citizens. In studying citizenship, the ability to learn how to learn is one of the main requirements that teachers must have.

The method chosen for community learning is adjusted to the characteristics of the community's learning objectives, the characteristics of community

learning materials, the situation and learning environment of students, the level of development and ability of students, as well as the available time and needs—the will of the students themselves. In political education, it is necessary to distinguish between knowledge, attitudes, opinions, intellectual, and participatory skills [7].

The above aspects need to be integrated synergistically into the learning process so that students can understand well and optimally the learning message and strengthen it in daily activities. Teachers can strive to achieve this by implementing the right learning process. The proper learning process includes three main groups: teachers, students, and subjects. The interaction between the three elements requires facilities and infrastructure such as methods, media, and the learning environment [8].

Citizenship education is broader in scope than democracy and human rights education because civic education includes studies and discussions on government, constitution, civil institutions, sovereignty, the rule of law, citizenship rights and obligations, democratic process, and participation. Active citizenship and civic participation in civil society, knowledge of government institutions and systems, political heritage, public administration and legal systems, knowledge of processes such as active citizenship, critical reflection, inquiry and cooperation, social justice, intercultural understanding, and environmental sustainability and human rights humans [9].

On the other hand, the term political education is the same as political education. Still, according to Rosyada, the term political education educates the younger generation to become intellectual citizens and recognizes their rights and obligations in the context. From the perspective of citizen education, it not only improves social life and national life with an emphasis on political education but also strengthens the willingness of citizens to become citizens of the world (global society). Therefore, the focus of civic education is much broader than civic education [10].

On that basis, it can be concluded that civic education is civic education, in addition to educating the younger generation to become good citizens, namely intelligent citizens, aware of their rights and obligations, but also prepares citizens to become citizens in the world [10].

Citizenship education (civic education) is a subject that must be given in Indonesia, starting at the level of primary education, secondary education, and higher education. Elucidation of Article 37 paragraph (1) of Law Number 20 of 2003 concerning the National Education System states that "civics is intended to form students, who are human beings who essentially have a sense of nationality and love for the homeland" [11].

A country and a country can be completely confident. The Citizenship Education Class teaches, develops, and fosters the attitudes, values, morals, and norms of Pancasila and the 1945 Constitution so that they are understood, believed, and practiced correctly in the daily life of families, schools, and communities. Through civic education activities, students absorb the

values of Pancasila. They are guided humanely and reasonably through personal appreciation and experience, as well as an understanding of everyday life in the family, school, and community [12].

Pancasila and Citizenship Education as a scientific discipline play an essential role in growing attitudes and behaviors so that students have attitudes and behaviors that are appropriate and follow the principles of Pancasila. Through educational activities, students are expected to be able to internalize the values of Pancasila towards humans and nature, not only with understanding but also with appreciation and understanding of individuals in life, and everyday life in the family, school, and community environment. Schools should strive to be a good platform for students' spiritual and moral growth and development and impart knowledge and skills. Pancasila and Citizenship Education can be seen as a constant and continuous effort in the teaching and learning process created by teachers and students [13].

The conclusion from the description above is that Pancasila and Citizenship Education is a conscious effort to guide students to develop a program of knowledge, skills, attitudes, and behavior so that it is fully realized. Indonesian people have personality and are guided by the ethics of Pancasila. Education as a vehicle for transforming culture, values, science, technology, and even art has become central in developing the nation's character through formal and non-formal education. Civic education plays an essential role in shaping the surface of students in schools. Citizenship Education shapes students' character to be intelligent and responsible [14].

As good citizens, students must know the urgency and benefits of Civics classes. Many benefits can be drawn from citizenship education lessons. The first is learning the rights and obligations as a citizen, and the last is being able to put yourself in the right place. After knowing and understanding the duties that must be carried out and the rights required, as a good citizen, he can fulfill his responsibilities in complying with the applicable laws and regulations, and the demands for these rights cannot develop as a society. All citizens have equal rights and obligations, without exception [9].

Equality between humans is always upheld to avoid social jealousy, which can cause many problems in life. The second benefit is that learning citizenship subjects can motivate a high sense of nationalism and patriotism. After understanding the role and status of the state, they will become citizens who love their homeland and country more, ready to sacrifice themselves for the sake of the nation and state. By studying civic education, we can strengthen our belief in Pancasila as the state ideology and practice all the values it contains. Whether we realize it or not, the actual state of Pancasila has noble values, including the moral values of life. These ethical values must be a guide in thinking, acting, and behaving. These values are associated with the quality of human resources [12].

3.2 Civic Knowledge

Based on Permendiknas No.22/2006, implicit knowledge of citizenship (citizenship knowledge) is transformed into and includes knowledge of 8 fields of study, namely Unity and National Unity; Standard; law; and regulations; Human rights; the needs of citizens; State Constitution; power and politics; Pancasila; and globalization. To show what research belongs to civic knowledge, it can be determined from the essential skill development of this domain. Each basic skill contains the word "operational work," which can be identified depending on whether it belongs to the cognitive, affective, or psychological domains [15].

Civics teachers need to understand how to identify and design learning models that can develop civic knowledge and understanding. In other words, how to create approaches, strategies, and techniques that can develop students' cognitive domains. Civics learning models must follow the objectives of Civics subjects. Namely, students can think critically, rationally, and creatively; participate actively, responsibly, and act intelligently; active, democratic, and operable development in the relationship between citizens [16].

The intellectual skills required for an informed, effective and responsible citizen are known as critical thinking skills. Intellectual skills can identify, describe, explain, analyze, evaluate, create, and support a place on a problem. Intellectual skills include identifying, describing, analyzing, evaluating, giving, and defending a position on an issue. Administrative skills are divided into intellectual skills and participatory skills. In comparison, participatory skills include interaction, monitoring, and influence. Citizenship skills in question include skills to participate in the life of the nation and state, actively participate in the creation of civil society, skills to influence and monitor government and political decision-making processes, social problem-solving skills, alliance formation, cooperation, and conflict management skills [1].

There are two components of citizenship skills: intellectual and participatory. The National Standard for Citizenship and Government and the National Assessment of Educational Progress (NAEP) Citizenship Framework 1998 categorize these skills. The intellectual skills that are important for informed, effective and responsible citizens are known as critical thinking skills [17].

The citizenship skills in question include skills to participate in the life of the nation and state, actively participate in the creation of civil society, skills to influence and monitor government and political decision-making processes, social problem-solving skills, alliance formation, cooperation, and conflict management skills. What is meant by citizenship skills in works published by National Education are participatory citizenship skills. At the same time, intellectual citizenship skills are intellectual skills whose frame of reference is based on citizenship subjects [18].

4 Conclusion

Based on the results of the study's data analysis and the research discussion results, it can be concluded that there is an influence of the Civics variable. Based on the research results and the conclusions presented in this section, some recommendations should be made for the stakeholders involved in this research. For students, students must improve and pay attention to Civics subjects because this is one of the compulsory subjects. Civics is a form of effort that aims to prepare citizens with civic knowledge, civic skills, and civic character, which are very important in shaping their civic knowledge, which arises from awareness, ability, and understanding of policy issues as well as student participation and participation in activities. And civic knowledge activities as a form of rights and obligations as well as responsibilities of citizens. This research still has many shortcomings. Furthermore, it would be better if this research is equipped with adding other variables because it is still focused on individuals. This research should be a source of inspiration for further study by illustration and comparison with additional research.

Acknowledgment

I would like to thank the Chancellor of the Manado State University, the Dean of the Faculty of Social Sciences and Law, the Chair of the Research and Community Service Institute, and the IJCST 2022 committee, who have assisted in the publication of this article.

References

- [1] M. M. Isac, R. Maslowski, and G. van der Werf, "Effective civic education: an educational effectiveness model for explaining students' civic knowledge," *School Effectiveness and School Improvement*, vol. **22**, no. 3, pp. 313–333, (2011).
- [2] T. H. Nurgiansah, F. F. Pratama, and A. S. I. Nurchotimah, "Penelitian Tindakan Kelas Dalam Pendidikan Kewarganegaraan," *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, vol. **2**, no. 1, pp. 10–23, (2021).
- [3] T. Pangalila, "Peningkatan Civic Disposition Melalui Pembelajaran Pendidikan Kewarganegaraan (PKn)," *Jurnal Pendidikan Kewarganegaraan*, vol. **7**, no. 1, (2017).
- [4] A. P. Belladonna and S. N. Anggraena, "Penguatan Pengetahuan Kewarganegaraan (Civic Knowledge) Dalam Meningkatkan Kesadaran Hukum Mahasiswa," *Jurnal Pendidikan Kewarganegaraan*, vol. **3**, no. 2, pp. 196–210, (2019).
- [5] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*. 2016. doi: <https://doi.org/10.3929/ethz-b-000238666>.

- [6] J. W. Creswell, *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: Pustaka Pelajar, (2010).
- [7] K. Bickmore, "Learning inclusion/inclusion in learning: Citizenship education for a pluralistic society," *Theory & Research in Social Education*, vol. **21**, no. 4, pp. 341–384, (1993).
- [8] J. Weinberg and M. Flinders, "Learning for democracy: The politics and practice of citizenship education," *British Educational Research Journal*, vol. **44**, no. 4, pp. 573–592, (2018).
- [9] R. Deakin Crick and C. W. Joldersma, "Habermas, lifelong learning and citizenship education," *Studies in Philosophy and Education*, vol. **26**, no. 2, pp. 77–95, (2007).
- [10] J. Birdwell, R. Scott, and E. Horley, "Active citizenship, education and service learning," *Education, Citizenship and Social Justice*, vol. **8**, no. 2, pp. 185–199, (2013).
- [11] T. H. Nurgiansah, "Pemanfaatan E-Learning Dalam Pembelajaran Pendidikan Kewarganegaraan," *JINTECH: Journal of Information Technology*, vol. **2**, no. 2, pp. 138–146, (2021).
- [12] J. W. Dwintari, "Kompetensi kepribadian guru dalam pembelajaran pendidikan kewarganegaraan berbasis penguatan pendidikan karakter," *Jurnal Pendidikan Kewarganegaraan*, vol. **7**, no. 2, pp. 51–57, (2017).
- [13] J. Otting, "Rendering technical the responsible citizen: implementing citizenship education reform in Kosovo," *Compare: A Journal of Comparative and International Education*, vol. **48**, no. 3, pp. 451–466, (2018).
- [14] H. S. Alazmi, "Leveraging international experts' perspectives to reframe citizenship in Social Studies Curriculum during the globalisation era: shifting to a global citizenship education," *Globalisation, Societies and Education*, vol. **20**, no. 3, pp. 291–309, (2022).
- [15] J. A. Hatcher, "Assessing civic knowledge and engagement," *New Directions for Institutional Research*, vol. **2011**, no. 149, pp. 81–92, (2011).
- [16] B. Cohen, "Urbanization in developing countries: Current trends, future projections, and key challenges for sustainability," *Technol Soc*, vol. **28**, no. 1–2, pp. 63–80, (2006).
- [17] N. A. T. Wulandari and U. Dayati, "Hubungan Pengetahuan Kewarganegaraan dengan Partisipasi Politik Mahasiswa," *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, vol. **4**, no. 2, pp. 361–367, (2020).
- [18] B. Maftuh, "Internalisasi nilai-nilai Pancasila dan nasionalisme melalui pendidikan kewarganegaraan," *Jurnal Educationist*, vol. **2**, no. 2, pp. 134–144, (2008).