

# IMPLEMENTATION OF CIVIC EDUCATION ON IMPROVING STUDENT'S CIVIC INTELLIGENCE THROUGH LEARNING MODELS

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## ABSTRACT

The purpose of this research is to find out the implementation of Civic Education through the utilization of learning models to improve the civic Intelligence of students, considering the quality of Indonesian education which is quite alarming, this is one of the factors than hinder the progress of the nation. Until now, the quality of education in each region is still not evenly distributed, which makes the quality of education in Indonesia still very far from perfect. The poor quality of Indonesian education has an impact on the level of intelligence of the students. Based on the World Population Review in 2022 released data on IQ or the level of intelligence possessed by the population in Indonesia at 78.49, placing Indonesia at the 130<sup>th</sup> position out of 199 countries tested. In the Southeast Asia region itself, these results put Indonesia at the bottom compared to other countries. The decline in intelligence levels is also not only in intellectual intelligence also a concern. Students, as the next generation of the nation are, required to have Civic Intelligence because not only intellectual intelligence is needed, but also how they can become "good and smart citizens". Civic Education is one of the platforms to improve the Civic Intelligence of Students, because these two things cannot be separated. The implementation, of Civic Education continues to develop until now, one of which is the development of learning models. Researchers conducted research using the narrative Review method of 35 National and International Journals from 2012 to 2022 and the focused on observing the implementation of learning models to increase students' Civic Intelligence through the implementation of civic Education in various ways. Overall, this review is an appropriate reference point for further research by identifying research needs in the implementation of civic education on improving students Civic Intelligence in Schools' effectively and efficiently.

**Keywords:** *Civic Education, Learning Model, Civic Intelligence, School*

## 1. INTRODUCTION

Learning is an activity that humans do as long as they live. Learning is also a process of formation in human character. Learning can also be interpreted as a goal-directed process and also an objectively coordinated process and also a series of actions through the journey (Sudjana, 1989) explains that learning is process of seeing, observing and understanding something. Thus, it can be explained that learning is a process in which there are various activities such as seeing and observing something from an individual's own experience.

Education is a human effort to be able to optimize the various potentials that exist in each person in accordance with the values that exist in society and education is a legacy that exist in human civilization. Education in essence will not be separated form the inheritance of a culture that exist in society. This relationship is related to the same business or interest, namely the development of values in education process, because there will be no educational

process without culture in the sense of process without education (Supriyoko, 2003).

Education is one of the places to form a good image in humans, so that they develop various potentials within themselves. Listed to *Undang-Undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* which explains that education is a place or olace to be able to develop all the potential that exist in humans. Education becomes a place for students not only to improve intellectual intelligence or human knowledge. But also to improve intelligence in attitude and also behavior to be a provision when student plunge into society later.

Civic intelligence is defined as the ability of a person to be able to play a proactive role as a citizen and society in a complex life system based on national identity. A smart citizen can be concerned about social conditions, honest, critical, and also resilient in facing life's problems. With Civic Intelligence, a person can become a good and smart citizen (Masrukhi, 2018). Civic Intelligence is explained as the ability of people of people to solve problems together effectively (Schuler, 2014) where the problem includes how a person can work together with other people to be able to solve problems in real life. Civic Intelligence includes emotional, spiritual, and intellectual intelligence (Aini, 2017).

The development of Civic Intelligence needs to be done early and starts in the family environment. Because if someone does not have good morals and behavior from an early age that is taught at home, then this will have an impact n the development of attitudes and morals of an individual, and the impact caused will also harm himself, even have an impact on the surrounding environment, the development of children's civic intelligence can be done by showing a variety of compassion or empathy, how to be honest and fair, apply self-discipline, and also respect others, be brave, and dare to stick to their beliefs, ne responsible, and also care about the surrounding conditions. Parents have an important role, where they need to show good examples to their children such as basic manners such as saying please, excuse me, thank you and sorry. In addition, parents also need to invite children to discuss by aplying civic and moral values to children (U.S Department of Education Office of Communication and Outreach, 2005).

this civic intelligence. This is explained by (Wahab & Sapriya, 2011) that one of the educational objectives of Civic Education is Civic Intelligence. This is reinforced that in the global context if civic education, has a very important role in helping each of the to

able to understand the duties, responsibilities, and also the rights of each citizen and can promote concern for various values regarding civilized society, justice, democracy, respect for the rule of law (Beck, 1996). This is one of the reasons that the development of Civic Intelligence is anchored in Civics, especially when taught in the school environment. Civics has three main functions within its scope, including civic intelligence, fostering civic responsibility, and encouraging civic participation.

Learning Pancasila and Civic Education which is one of the lessons that develops Civic Intelligence Requires Various innovations because at this time, due to the lack of interest of students in learning Civics. Civics is considered a boring subject because most of the material in Civics Subjects is in the form of theory. The very broad scope of material and also the many concepts that need to be understood by students with a small division of time make on of the reason that civics is a subject that is less attractive to students.

Based on this, to achieve one of the goals of Civics learning, namely increasing the Civic Intelligence of students, is to innovate with various learning models and approaches that can support and also increase student learning motivation in learning Pancasila and Civic Education.

## 2. LITERATURE REVIEW

Civic intelligence is the ability of a person to be able to play his role as a citizen and also as a citizen of a society that grows in a complex living system. Every individual as citizen has personality intelligence in the form of intelligence quotient or intellectual intelligence and also Emotional Quotient where based on these two things there are other things that need to be considered, namely civic intelligence. Civic Intelligence is the ability to be able to implement knowledge and skills in community life.

(Schuler, 2016) also explains that civic intelligence is intelligence to be able to describe the ability of a community or even a group to understand the problems they face to develop fair and effective approach to solving a problem. Civic intelligence is an ability of a person to be able to play his role proactively as a citizen and also a citizen in complex life system based on the nation's normative identity (Masrukhi, 2018). Someone who can have civic intelligence will show performance as a citizen who cares about social conditions, is honest in responding to various phenomena that exist, is critical of existing conditions, and also resilient in facing various life problems that exist. Because of this civic intelligence grows and is embedded in a person, then the values that exist in a person will make him a good citizen. Thus, the key to the formation of a good citizen is with civic intelligence.

Civic Education is essentially a subject that focuses on shaping the attitude of a citizen to be good and smart citizen, skilled the attitude and characters in accordance with Pancasila and the 1945 Constitution of the Republic of Indonesia. In addition, Civic Education is explained as a subject in which there is a complete and comprehensive educational process towards the formation of individual character as a good and smart citizenship (Juwana, 2021). (Winataputra, 2012) explains that Civic Education or Citizenship Education is an extension and is more oriented towards civic practice. In simple terms, it can be understood that Civic Education is an educational process that is intact and also

comprehensive in the process of individual character building to subsequently become a good and smart citizen.

In this research, the author compares and refines previous research. First, research on Civic Intelligence Development conducted by Anad Dony Irawan and Meiliana Nurcahyani "Development of Civic Intelligence form an early age in elementary schools through real education" (Irawan & Nurcahyani, 2021) The refinement made is by focusing on a smaller scope, for example, limited classroom environment. At a smaller scope, for example, limited research findings with students in the classroom show that the most effective programs focus on smaller groups. In addition, problem-solving will be more effectively monitored and effectiveness and efficiency have a high chance of success.

Second, a research conducted by Masrukhi in 2020 entitled "Development of Civic Intelligence Based on Extracurricular Activities in Schools" (Masrukhi, 2018). This research provides an overview of how the development of Civic Intelligence is carried outside the scope of classroom learning. But with the utilization of extracurricular activities at school. This research is expected to be useful for education stakeholder, especially in making efforts to shape students into good citizens.

The design of this implementation has several features such as the development of media and methods that will support the implementation of increasing civic intelligence in civic education so that there is a perfect output from students. This concept design will continue to go through system improvements to improve maximum performance in the future.

## 3. METHODS

This research is an Narrative Review where this research has the aim of summarizing and identifying previously published articles, which are carried out with the correct protocol:

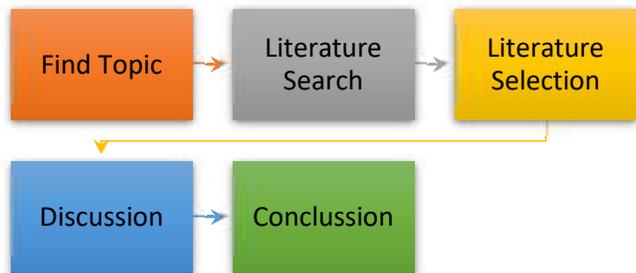


Figure 1. protocol of Narrative Review

The search for articles obtained from national and international journals using the keywords civic education, civic intelligence, implementation of civic intelligence, improving civic intelligence in schools, and implementation of civic education. The results of the search resulted in 45 articles included in the abstract review, then research articles were executed because they did not meet the criteria. This, resulted in 25 articles included in the complete research review and 2 articles included in the comparison for the implementation of Civic Education on improving civic intelligence.

Furthermore, it is discussed to fill the void of previous research and current conditions.

## 4. RESULTS & DISCUSSION

### DEFINITION AND SCOPE OF CIVIC INTELLIGENCE

Civic intelligence is the ability of a person to be able to play a proactive role as a citizen and society in a complex life system based on national identity. A smart citizen will have concern for social conditions, and be honestly critical and resilient in experiencing life's problems. If this civic intelligence flourishes in a person, then he will become a good citizen. (Masrukhi, 2018). Civic intelligence is a hope that we can design a system that can help prevent and reduce disaster damage in the future and can also make efforts to prevent disaster damage in the future and can also make efforts to prevent disaster recovery more effectively and efficiently (Schuler, 2017). In addition, civic intelligence can also integrate various social imaginations, memory or knowledge, metacognition, learning, and engagement so that people can try to find solutions to common problems.

the development of Civic Intelligence can be done early in the family environment. Because if it does not have morals and good behavior from an early age, then in the future there will be many problems that arise. The development of civic intelligence carried out in children can be done by showing affection or empathy, having an honest and fair attitude, being able to apply self discipline, having respect for other, daring to take responsibility, or simply applying basic manners (Irawan & Nurcahyani, 2021). The confirms that civic intelligence is taught first at school as a basis for how students will be able to understand and also further apply what they have learned at home, and later they will get new knowledge at school to be understood and applied in the future lives.

(Dewey, 1927) explains that civic intelligence has a broader and more complete idea of democracy that can be exemplified in a country even at its best. Civic intelligence is the best action that can be taken for the common good without any interest behind it. The importance of civic intelligence is also explicitly oriented towards dynamic social inquiry and is also explicitly oriented towards dynamic social inquiry and is also directed towards forms of social and environmental improvement (Schuler, 2010). Civic intelligence refers to a manifestation of collective intelligence that specifically addresses the goals of citizenship and uses the means of citizenship (Schuler, 2012).

Based on some explanations about Civic Intelligence above, it can be stated that Civic Intelligence as the development of a person's ability to be able to understand science. Which they can later develop and also understand, also apply because not only intellectual intelligence is obtained, but emotional intelligence, to intelligence in behavior, to later be utilized in the life of a citizen.

### THE ROLE OF CIVIC EDUCATION IN SCHOOLS

The role is a dynamic aspect of the position. If a person carries out duties regarding his rights and obligations in accordance with his position and applicable norms, he has indirectly carried out a role. Or it can also be said that the role is the behavior of a person who is important for the social structure of the role is a concept of the

behavior of a person or group to assemble the rules carried out into the life society and the state (Suharyanto, 2013). From this, it is very clear that a role is an activity and also a treatment that has an impact both on itself and on the surrounding environment.

Civic education is a lesson in conceptualization which is an interacting component, substantively, this subject studies the principles as well as practices of "democratic governance and citizens" (Ihsan, 2017). This is in line with the objectives of Civic Education, namely to make good and smart citizen where with this goal it is clear that Civic Education has a role in addition to making smart citizens, but also more importantly, to make students have good character in accordance with Pancasila and the 1945 Constitution of the Republic of Indonesia. In addition, Civic Education has a role to empower citizens through an educational process in order to play an active role in the life of the nation and state, (Ihsan, 2017).

Civic Education certainly has an important role in fostering the nation's character, especially in current learning where currently implementing the *Merdeka Belajar* curriculum which is a curriculum that emphasizes how students can behave and behave in accordance with Pancasila and have good Character, Civic Education has an important role in shaping the character of students in schools, so that with Civic Education, the goals of National Education will be realized.

### IMPLEMENTATION OF CIVIC EDUCATION ON CITIZENSHIP INTELLIGENCE AT SCHOOL

Pancasila and citizenship Education (PPKn) is a subject that focuses on the formation of diverse characters both from religion, language, customs, age, ethnicity, to make it one to become a good Indonesian citizen, skilled and also a character in accordance with the values of Pancasila and *Undang-Undang Dasar Negara Republik Indonesia Tahun 1945*. In addition, Pancasila and Basic Law Education is also a forum to be able to educate students so that they not only become citizens who have civic intelligence.

As explained by (Somantri, 2001) where teaching is oriented towards grand ground covering techniques that are less able to reveal the potential intelligence, attitudes, and skills of students. In the phenomenon of learning that is still like this, especially during this adaption period, placing the teacher is a drill master while students are placed as text covers. This leads to the inhibition of the potential of learners and does not provide opportunities for learners to be actively involved and also positive in learning activities. Conditions like this will not increase student understanding of the material in Civics learning. By reflecting on the above problems, it is necessary to make an innovation in teaching Civics in a learning model that aims to increase students' interest in Civics Subjects.

Formally curricular, Civic Intelligence is part of the study of Civic Education. This subject, which aims to make good and smart citizens, has an important role as a vehicle for education in the framework of nation and character building which allows every citizen to have complete and powerful civic skills and competencies. Civic Intelligence developed in schools is not only obtained when they learn in class, but can be taught outside of their learning activities in class, such as participating in extracurricular activities in class, such as participating in extracurricular activities

and others. Extracurricular activities do not develop civic intelligence, but extracurricular activities develop the intelligence of students, morally, and mentally, and can also develop themselves from each student according to their respective talents and interests (Masrukhi, 2018).

Thus, it can be explained that in addition to using civic education subjects as the basis for developing Civic Intelligence, which is utilized with various learning models and approaches other activities at school also support the development of Civic Intelligence so that not intellectually, but morals, attitudes and also the development of talents and interests of students will be honed so that later students will become good and smart citizens.

## 5. CONCLUSION

Civic intelligence is the foundation that every learner must have. Because in the current era, intellectual intelligence is not enough. But civic intelligence where is not only knowledge or intellectual intelligence where is not only knowledge or intellectual intelligence, but they also develop attitudinal and moral intelligence, which will form the character and personality of students in accordance with Pancasila and *Undang-Undang Dasar Negara Republik Indonesia Tahun 1945*. Civic education has a very large role in developing students' civic intelligence. Civic education becomes a forum for developing civic intelligence with various approaches and also interactive learning models so that it can make it easier for students to understand every material presented.

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