

*Dr. Winarno, S Pd, M Si,
Prodi S2 PPKn FKIP UNS*



SCHOOL CIVIC EDUCATION IN INDONESIA (A CASE STUDY OF POST-PANDEMIC LEARNING RECOVERY)

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Scientific Vision of CE Master Program, UNS

di <https://s2ppkn.fkip.uns.ac.id>

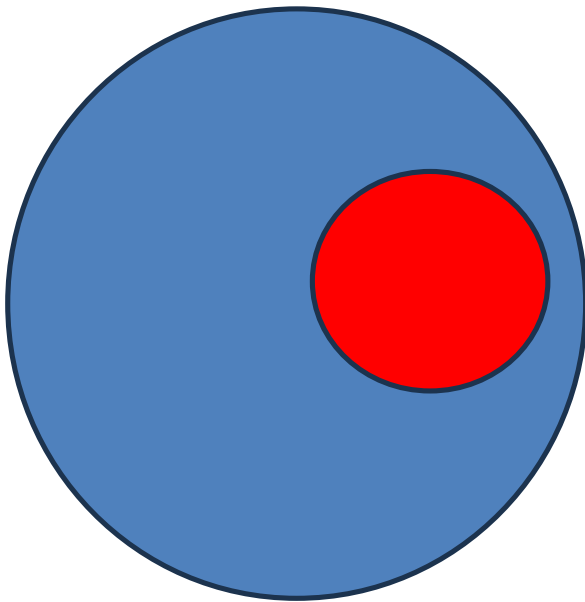
- **Developing civics and civic education based on the values of Pancasila**
- Civics = study of citizenship
- Civic education = application of civics to education
- Pancasila/ Five Principles = ideas / values that are believed to be true, accepted, and agreed upon by the Indonesian people to be the basis of state philosophy
- Study of citizenship includes: conceptions of citizenship, models of citizenship, and dimensions of citizenship.
- Civic Education includes: conception of civic education, components of civic education, areas of civic education, competencies of civic education, objects of civic education, values of civic education and skills of civic education.
- Pancasila as the basis of philosophy, can be the basis of ontology, epistemology and axiology in Indonesia education.
- In this case, Pancasila is used as the ontological basis for the development of Indonesian civics and civics education..

Civic Education

- What is civic education and how is it different from citizenship education?
- What are the competencies of civics education/, competencies of civic education
- What are the areas of civics education?
- What influences a country's civics education
- What is the form of civic education in Indonesia?
- How is Indonesia's civic education post-pandemic?



Civic Education and Citizenship Education



- A normative concept = an educative process by which young people become **informed and active citizens** in their society
- Civic Education = “... *the foundational course work in school designed to prepare young citizens for an active role in their communities in their adult lives*”
- Citizenship education = “ *the more inclusive term and encompasses both these in –school experience as well as ot of-school or non formal/informal learning which takes place in the family, the religios organization, community organization, the media, etc which help to shape the totaly of the citizen*”.

(John Cogan, Murray Print, Paul Morris, 2002)

Competency of civic education

CK

- **Civic** competencies can include content **knowledge** of history, government, and foundations of democracy, etc

CS

- **Civic** intellectual **skills**, such as critical thinking; civic
- civic engagement skills including the ability to dialogue respectfully

CD

- **Civic** **dispositions**, such as tolerance and a concern for the common good

(Brennan, 2017)

Competency of civic education

1

- **Civic knowledge and skills:** where youth gain an understanding of the processes of government, prevalent political ideologies, civic and constitutional rights, and the history and heritage of the above

2

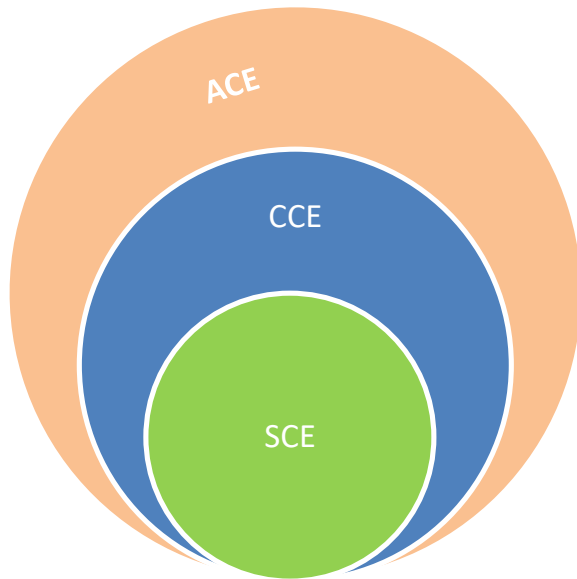
- **Civic values and dispositions:** where youth gain an appreciation for civil discourse, free speech, and engaging with those whose perspectives differ from their own.

3

- **Civic behaviors:** where students develop the civic agency and confidence to vote, volunteer, attend public meetings, and engage with their communities.

(Rebecca Winthrop, 2020)

Area of civic education



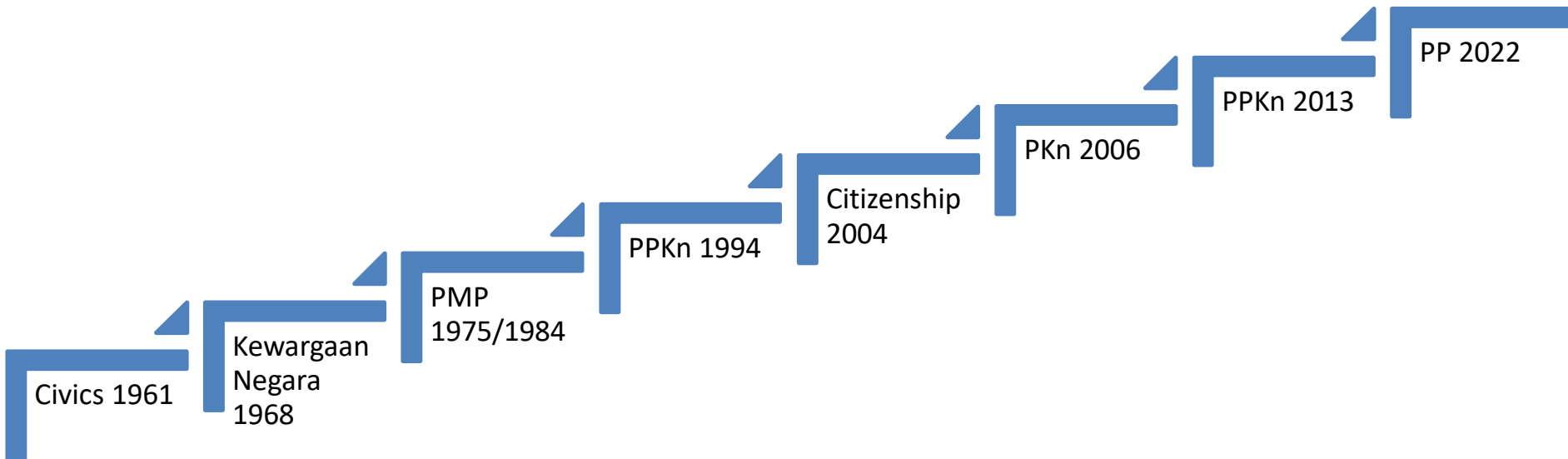
- Schools play a crucial role in providing high-quality civic education to students
- **Civic education in schools** can range from teaching young people about civics to creating learning for practicing civic behaviors
- Service learning is an example of **community civic education**, which enables students to engage in meaningful community projects while building social, civic, and academic skills
- **Academic institutions, such as colleges and universities, for undergraduate and graduate students, aims to develop students' understanding of civic issues, critical thinking skills, and the ability to engage in public debate**
- **Civic education in academic settings can**

Factors of citizenship education



- The main contextual factors are :
 - 1) historical tradition, 2) geographical position, 3) socio-political structure , 4) economic system, and 5) global trends (David Kerr, 1999)
- ✓ Indonesia case : Covid 19 pandemic in 2020-2022 and Kurikulum Merdeka 2022 ? Includes what factors ?

Dynamics of SCE in Indonesia



Civic education in Indonesia

Before Covid 19 Pandemic

- Online Learning
- 2013 Curriculum or Education Unit Level Curriculum
- PPKn subject
- Student-centered learning
- Competency-based learning
- Teaching tools = Learning Implementation Plan /RPP
- Teacher as learning facilitator

In dan After Covid 19 Pandemic

- Online Learning -> Face-to-Face/Offline Learning
- Emergency Curriculum 2020 -> Merdeka Curriculum 2022, as part of Merdeka Belajar policy
- Pancasila Education Subjects
- Active and differentiated learning
- Outcome-based learning
- Teaching tool = Teaching Module/ Modul Ajar, ATP, P5
- Teacher as learning architect

Civic education in Indonesia (Kurikulum Merdeka, 2022)

Before

- Curriculum 2013 / KTSP
- PPKn Subjects
- Civics is a typical Indonesian values, morals/character, and citizenship education. Civics as a vehicle for value education, morals/character Pancasila
- The scope of Civics includes: Pancasila, 1945 Constitution of the Republic of Indonesia, Unitary State of the Republic of Indonesia, and Unity in Diversity.
- Has core and basic competencies: attitude (KI 1 & 2), knowledge (KI 3) and skills (KI 4).

After

- Independent Curriculum 2022
- Pancasila Education Subjects
- Subjects that focus on forming citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution of the Republic of Indonesia.
- Has learning outcomes (Phase A _ F)

School Civic Education in Indonesia

Pasca Pandemic

- Pancasila Education based on Government Regulation No. 4/2022 on Amendments to Government Regulation No. 57/2021 on National Education Standards /SNP
- Pancasila Education lessons contain the content of Pancasila education and civic education. Regulations / Guidelines used:
 - ✓ Decree of the Head of the Education Standards, Curriculum and Assessment Agency No. 033/H/KR/2022 on Learning Outcomes in Merdeka Curriculum
 - ✓ Kepmendibudristek No. 56 / M / 2022 on Guidelines for the implementation of Curriculum in the context of restoring learning
 - ✓ Kepmendibudristek No. 5 of 2022 on Graduate Competency Standards
 - ✓ Kepmendibudristek No 7 of 2022 on Content Standards
 - ✓ Kepmendibudristek No. 16 of 2022 on Process Morals
 - ✓ Kepmendibudristek No 21 of 2022 on Assessment Standards
 - ✓ Main Textbook: Teacher's Book and Student's Book for Pancasila Education



Findings of School Civic Education in Indonesia Pasca Pandemic



- As many as 60% of students stated that they still need to maintain an online learning system through e-learning applications. (Siregar, et al, 2022)
- There is a cultural readaptation from the pandemic period to the post-pandemic period, for example picket schedules, hand washing, and so on (PRATIWI SYAM. 2022)
- In online learning, students tend to adapt the Auditory learning style. Despite changes in learning style preferences, there is still a significant emphasis on auditory learning style. Students tend to prefer listening to lecturers' explanations and participating in class discussions. There are positive impacts such as flexibility of study time and improved technology skills. There are also negative impacts such as lack of social interaction and difficulty in understanding the material in depth (Sawayli. 2023).
- Learners' motivation to learn has decreased. This is reflected in the various attitudes of students in the learning process, including: indifference to assignments, always arriving late to school, not being actively involved in learning, and no longer having an interest in continuing their education to the next level (Putri Tunggal Dewi, 2023).

“Thanks you”

