

The Urgency of Civic Education at Ptain (State Islamic University) in Indonesia (Evaluative and Methodological Studies)

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Abstract

Civic Education is very urgent to provide as subject materials at State Islamic University in Indonesia. It contributes nurturing effects to build up students' characteristics in particular and nation as well as global character in general. The value system taught in Civic Education teaches students with democracy, human rights and civil society. Civic Education is the answer of various questions in relation with the issues of nation problems such as disintegration, violence, human resources, human rights and political education. The ultimate goal of this education is to produce good, responsible, independent, educated and strong character citizen.

Key words: Civic Education, nurturing effects and civil society

A. Background

The idea of change of *kewiraan* subject with civic education subject in some State Islamic University in Indonesia (STAIN, IAIN and UIN) is along with the reformation in Indonesia, after the ruin of new regime period.

Kewiraan education was civic education on new regime period which was stated in national constitution. Number 2 1989. The regulation was relevant with the spirit of democracy. It is therefore, it needs new paradigm in civic education for Indonesian citizen. *Kewiraan* education functioned as civic education in the past was based on the spirit and philosophy of civic education in democratic countries in the world where civic education was taught as an instrument or media for delivering democratic, human rights and civil society values.

The substantial effort of teaching civic education subject at universities in Indonesia can not be distinguished from the idea of finding out new relevant and appropriate format in democracy education. During the process of Indonesian educational history, it has done some attempts to do so, it can be seen from democracy educational terminologies, both in national constitution and classroom learning practices.

B. Discussion

Civic education has been practiced for 10 years at State Islamic Universities in Indonesia. During the time period, it has been some basic change, particularly on its substantial philosophical aspect such as its relevance to the local and global society needs.

Civic education can be seen from several points of view, namely:

1. Philosophical aspect

Principally, civic education is expected to contribute positive effect towards nation citizen characters in dealing with phenomena happened at this day. Therefore, it is necessary to find out philosophical foundation which relevant to the condition faced by the society at this moment.

Civic education is expected to be the way out of overcoming various problems in society. In other words, the materials or theoretical concepts of civic education provided at universities will ultimately be essential experience for the students when they mingle with the real society of world or universe.

The process of teaching civic education at university is of course different from teaching senior high or the level of education under it. It is due different goal of curriculum as well as its outcome. So, it will automatically be different philosophical foundation on its classroom practices. Tentatively, the questions can be formulated that the type of society is democratic society, while the persons who stay in that society are those whose responsibility, discipline, independent and understanding of their rights and obligation both individual and group.

Some essential questions should be considered in looking for philosophical foundation of civic education. First question, what type of society that will be built up through the contribution of civic education at university? Second, what component persons do live in that society?

However, the formulated societies are beyond from the expected direction. Therefore, civic education curriculum at Universities should be put on the real society's context. Today, the condition of societies is suffering from 'illness' where violence is of life. Furthermore, power, wealth and intellectual arrogance are happening in our real life. It is hoped that the use of philosophical concept of civic education is oriented with social reconstructions in order to solve some social diseases which happened in the society.

Thus, civic education should be one of the educational instruments that is able to. Through this, the social pathology, malpractice of social community can be analyzed in order to find out the solution via civic education at University. In this context, civic education can be defined and utilized as an instrument to conduct social engineering in order to build up effective social capital.

Along with the reformation movement, civic education must be reformed its philosophical concept. By new orientation, civic education at University does not merely discuss about cognitive domain (moral knowledge) but also provide social action. directed dengan adanya gerakan reformasi, *Civic Education* Both of these factors must be given big portion in teaching civic education at State Islamic University in order to obtain good and responsible citizen as an ultimate goal of the subject.

By mean of applying this approach, it is expected that university students can understand and apply social and moral skill, so they are able to solve actual citizenship problems such as; tolerance, different opinions, empathy, pluralism, law awareness, social discipline, human rights, democracy and local wisdom.

In relation with local wisdom, we can create civic education programs which are based on localized and globalized ancestor's tradition and local rules. Thus, it can be avoided from anxious of losing local esteem as citizen due to globalization era.

2. Basic Competence Aspect

Civic Education at University should have clear target which enable to build up students' basic competence. Through this competence, they are expected to be citizens who have strong ability to do significant change in society after finishing their study at University.

Thus, the students should become agent of change in society. Beside, the nurturing effects of this competence enable to encourage students to become good citizen in society.

The students should have basic competences to conduct transfer of tearing, transfer of values and transfer of principle from the process and result of learning civic education for the real society life. In other word, it needs sufficient experiences when they learn civic education at University. Students are faced great experiences. In one hand, they are in the process of learning civic education. On the other hand, in the real life, they are living in societies which notably are circled with a lot of cases. This experience becomes striking challenge for the students. Thus, the students conduct dialogues with society about importance and actual issues. This becomes one of effective way to obtain learning experiences. The problems faced are not rumors but they are actual and real domestic or personal problems which can become public problems that should be given priority to be solved in order to accommodate public needs.

Learning experiences should provide students with great opportunities to do analysis, synthesis and evaluation towards civic education during the process of learning. They will obtain relevant experiences with life challenges if they are able to actualize knowledge, information and skills to analyze various social society phenomena. So, it hoped that they can find the solution both conceptual and empirical action scales. Positive value system is very essential for the students who want to become participative and effective citizen in democratic social strata. Rath, Harmin and Simon (1978) identified negative behavior appearance if someone does not have integrated value system in their life. The negative behaviors include the following:

- a. *Apathetic, listless, uninterested people*, that is passive person, low *motivation* and careless personsyaitu.
- b. *Then there are the flighty*, persons who have strong interests on many things but easily change with other new things.

- c. *Extrem uncertainly*, persons who get difficult to decide and always get confused on everything.
- d. *Then there are very inconsistent people*, persons who like to do things inconsistently. This week he/she works hard but next week, she/he is exhausted at all. Today he/she is generous but later day he/she is mean. Now he/she is peaceful but tomorrow he/she is extreme.
- e. *Other might artly be called drifters*, persons who have less power in their life
- f. *A large number are overconformers*, persons who have no strong and clear ideas in their life. Such persons are commonly as the followers for the dominant ideas.
- g. *Some are overdissenters*, Persons who always find others' guilty, disappointed, against other groups to obtain self status.
- h. *A. Group of poseurs or role players*, persons who always try to play pseudo role in their life.

3. Core Material Aspect

Civic Education at University should contain precise core materials *so the students are able to do transfer of learning, transfer of values, and transfer of principles* di Perguruan Tinggi perlu memilih *core materials* as the preparations as good and responsible citizen. Core materials can be adopted from the idea of Tyler (1949) in arranging curriculum for the sake of learning by formatting four questions, namely:

- a. *What educational purpose should the school seek to attain?*
- b. *What educational experiences can be provided that are likely to attain these purpose?*
- c. *How can these educational experiences be efektifely organized?*
- d. *How can we aetermine whether these porpuse are being attained?*

It needs to answer Tyler's basic questions in order to format core materials for learning process of Civic Education at University. By answering Tyler's basic questions. It also can be adopted ideas of Print (1999) to bear core materials for civic education. There are several things that should be considered in teaching civic education, among others:

- a. Rights and obligation for citizen
- b. Government system at government institutions
- c. History and Constitution
- d. National identity
- e. Law system and law state
- f. Rights of citizen in community aspects, politic, economy and social.
- g. Process and democracy principles
- h. Active and Participative citizen in citizenship issues.
- i. Internasional perspective
- j. Democratic citizen values

However, *core materials* needs to develop contextually or we have to view the nation problems in a long term. For example, low human resource is one of the main factors to achieve the goal. In order to realize civil society (madani society), we have to prepare strong human resources. Civil society can not be achieved unless major of our societies are educated. Civil society must be ruled by educated majority.

The role of civic education in this context is very needed for the University students. It is expected that Civic Education can provide political education to the students. Thus, they can educate the society to support the political party whose clear political platform particularly on society empowerment. perlu selalu di kembangkan secara kontekstual dalam arti kita harus melihat persoalan bangsa dalam jangka panjang, yang paling parah adalah kualitas Sumber Daya Manusia yang amat rendah. yang amat rendah. Perwujudan masyarakat madani dan *civil society* dengan demikain akan terancam karen ada gejala yang semakin jelas bahwa negara ini lama kelamaan akan dikuasai dan dikendalikan oleh *uneducated majority*. Apabila demikian halnya, *Civic Education* di perguruan tinggi perlu memiliki program aksi untuk melakukan advokasi-advokasi agar rakyat sadar untuk tida mendukung partai yang tidak memiliki *platform* dalam bidang pemberdayaan masyarakat secara edukatif.

The limitation of Civic Education materials now is related to five principles as an integral part of Civic Education. By having Civic Education as subject at University, it is automatically that five principles are not compulsory given in education curriculum. based on constitution Number 20 2003.

This idea comes along with Civic Education together life (great ought) and the obligation of approach which based on value (value based approach).

4. Learning Evaluation Aspect

Civic Education is learning process to confront the value system. Therefore, learning system stresses on effective. Thus, the awareness of good and responsible citizen and real action are important aspects comparing with cognitive aspects of core materials of Civic Education. Therefore, learning process should open great opportunities for students to conduct analysis, synthesis and evaluation towards citizenship in term of values certification.

As the implication that pencil and paper are not able to describe the learning result of Civic Education validly. It is due to the fact that pencil and paper evaluation can not give feedback in relation with students' reflection towards values, belief of citizenship issues. Such evaluation can be found by using self evaluation, porto folio, reading report and peer evaluation.

The main goal of Civic Education evaluation is know tolerance, empathy, discipline, responsible, helpful, different opinion. Through this evaluation model, it enables help students to build up individual, group and nation value system.

Value system is very worthwhile. Value refers to quality of human life motivation. Value is prestige or quality of something as human basic behavior. Therefore, in Civic Education methodology does not only focus on lecturing method but also brain storming, power of two, jig saw and poster session.

C. Conclusion

New paradigm of Civic Education is directed to develop students' characteristics in order to become democratic citizen with main focus on democracy, human rights and relationship between nation and citizenship as political democratic education.

However, Civic Education as new paradigm can not be used as the only one media in strengthening and empowering democracy in Indonesia but it should contain Civic intelligence which covers three aspects, namely; *Civic Knowledge*, *Civic Skills* dan *Civic Disposition as well as Civic Participation* through learning interaction.

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