

## THE ROLE OF CIVIC EDUCATION IN DEVELOPING STUDENT'S NATIONALISM

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### A. Introduction

Character formation is a non-stop process, lasting throughout life. Students as an asset and the next generation who determine the fate and future of the nation should have a superior character. The existence of character is important in human life. If we lose wealth, we don't lose anything essential, if we lose health, we lose something, but if we lose character, we lose everything (Billy Graham, in Budimansyah, 2011). In the context of life as a nation and a state, character could strengthen the unity of a pluralistic nation. Soekarno reminded the people that character is a capital crucial to build this country to become a great, resilient and independent nation. The founders of the state were able to agree on the right choice on the basis of the state that was in accordance with the character of the nation; the basis very original of a modern country with religious characteristics neither as a secular state nor as a religious state (As'Ad Said Ali, 2009: ix). Unfortunately, there is a rampant hate speech on social media. Through the schemes carried out by some groups that understand the socio-cultural context of the nation, information is formulated and twisted in such a way as to generate hatred and enmity (Cherian George in Benny Sabdo, 2019). This incident indicates that we are experiencing a setback: our identity as a peaceful nation framed by the motto of Bhineka Tunggal Ika is ripped. There is something changing: the decreasing quality embedded in a human personality, the diminishing of character values (Arni Naiyya Balaya and Ashif Azzafi, 2020). This happens because character development is neglected. The condition of Indonesian is like an iceberg that looks strong but has a fragile soul or foundation. Nowadays people tend to prioritize things visible from the outside, which give a great impression, which provide personal benefits (Rizal Badudu 2019: 7).

As if we forget that we are brothers from the same nation and state. History records that the invaders could be eliminated from the archipelago because our ancestors had a shared determination and enthusiasm. They united to repel the invaders. We need to learn from the founding fathers about a common home and a common future. Character education in universities is grouped into Pancasila Education, Civic Education, and Indonesian Language. The development of national character has a very broad scope and level of urgency and is multidimensional (Udin Saripudin Winataputra, 2011: 12). Civic education is a material taught at every level of education, from elementary school to higher education. From various events happening in this country, it seems like the character education has no trace. Endang Soemantri (2013: 1) says that to raise mental awareness, to stimulate the role of our conscience as God's creatures, as individuals, and as Indonesians can be done through national education management, such as agreeing on the direction of national education, saving money on education costs, and desiring to become educators, both as teachers and students. The teachers who continue to learn and become role models for students, their families, and their environment. Indonesia is rich in natural resources and is accelerating itself to catch up with the backwardness of information technology. However, without being accompanied by an honest, peace-loving character and a willingness to accept diversity as wealth, it is just awaiting its destruction. The existence of Indonesia as a pluralistic nation and state is in danger if the foundation of the state and the constitution are not used as a measure and reference in thinking and behaving as citizens (Rikard Bangun, 2010). Francis Fukuyama in the book *Rindu Pancasila* states that the biggest threat of the 21st century is a "failed state" which is marked by poverty, unemployment, conflicts between groups, and the spread of terror acts.

Character education is currently considered as something urgent. Being less intelligent can be corrected and being less proficient can be eliminated with experience. Nevertheless, dishonesty is difficult to correct (Muhammad Hatta in Silfia Hanani & Susi Ratna Sari, 2018: 33). Moral education is inseparable from civic education. Various events that occur in the country inspire and remind this nation about the importance of character education for human-being. The multidimensional crisis affects the material and spiritual development of the nation. In this condition, what often appears is

the violent culture, the corruption, the anarchic demonstrations, the anti-establishment, and even the imbalance between reason and emotion. Without morality, everything done is not beneficial for the nation and state. The added value of character education is its implementation in real life. Various values that have been learned must be manifested in life. Thomas Lickona stated that character education is a character education with a “plus” because it involves aspects of knowledge (cognitive), feeling, and action.

The increasing number of fake diploma, circulation of counterfeit money, student fights and even fights between residents seem to open a new veil that cognitive aspects alone are not sufficient in shaping intelligent and reliable humans. The younger generation is missing a role model. It is necessary to revive leaders who wants to fight and work for the people, so that the participation rate of the younger generation in general elections (Pemilu) and regional head elections (Pemilukada) would increase. The civic education as a character education emphasizes the affective aspects (attitudes, morals, mental, and behavior). Character is reflected in behavior. People with character are like jasmines that continue to be white and spread their fragrant (Rizal Badudu, 2019). Through the implementation of civic education in higher education, a lot of things can be explored from students in relation to understanding, thinking and implementation of each teaching material, especially in the diversity of the nation. It is important to provide the opportunity for students to convey ideas and discuss them. Students as adult/ andragogy learners and millennial generation are more mature, smarter, and more critical. They learn from observations and have the courage to express their opinions and views. Praiseworthy figures, community leaders, lecturers and parents are still important and meaningful for the students.

## **B. Civic Education for College Student**

Students as the next generation, prospective leaders of the nation need to be equipped with good character, expertise and skills. When connected with the goals of national education, character education is directed at: (1) developing capabilities and shaping the character and civilization of a nation with dignity in the context of educating the nation's life, (2) developing humans who believe and have devotion to God Almighty, (3) have noble character, (4) healthy, (5) knowledgeable, (6) competent, (7) creative, (8) independent, (9) democratic, (10) responsible, (Dedi Mulyasana, 2011: 292). Civic education is part of the character development courses in accordance with the Decree of the Minister of National Education No.232 / U / 2020. The purpose of Civic Education based on the Decree of the Director General of Higher Education No.43 / Dikti / Kep / 2006 as described in the vision, mission and competence statement:

- Article 1 Vision: Is a source of values and guidelines in the development and operation of study programs in order to deliver college students to strengthen their personality as a whole human.
- Article 2 Mission: To help students strengthen their personalities so that they are consistently able to realize basic values, religion and culture, a sense of nationality and love for the motherland throughout life in controlling, implementing and develop science, technology and art they have with a sense of responsibility.
- Article 3 (1) Students are required to master knowledge of religious, cultural and national values and be able to apply these values in everyday life, have a solid personality, think critically, be rational, ethical, aesthetically pleasing and dynamic. Broad perspective and civilized democratic attitude. (2) The basic competence is to be a scientist and professional who has a sense of nationality and love for the country, civilized democracy, become citizens who are competitive, disciplined, and actively participate in building a peaceful life based on the Pancasila value system (Pkn UPI 2008 Lecturer Team).

Slowly but surely the students will become the leaders of the nation. Leaders who realize, accept and acknowledge diversity in Indonesia. The diversity that is existed should be a strength. If unity falter, the nation will become weak (Arif Prasetyo, 2017). The presence of the leader is very important. A successful leader is a leader who can lead himself. The leader determines the direction, security, prosperity of society and the country. The following is the importance of the existence of a leader (Myles Munroe 2014: 14):

- a. Nothing happens without leadership
- b. Nothing works without leadership
- c. There is no progress without leadership
- d. Nothing changes without leadership
- e. Nothing is improved without leadership
- f. Nothing develops without leadership

Civic education as character building is seen as important. The way of thinking that has been adopted by most people, that ‘intelligence leads a person to become successful’ is doubtful. Many

smart people are successful, but with shortcuts and in the end they get arrested. There are also smart people but then their certificates are fake, some become jockeys, fights each other, falsify lecturers' signatures, elites who lie without shame. All of this shows a lack of character. Character education cannot be separated from educational programs in general. Character education is the spirit, spirit or driving energy that animates, moves and directs the implementation of education. Character education is understood as a process of humanization (humanizing humans to become human). Teaching students of honesty, kindness, generosity, courage, freedom, equality and respect as part of character education (Endang Soemantri, 2011: 7). Along the way, character education was forgotten. "It would be wrong if in the national education system only intellectual or empirical knowledge was built" (Sukadi, 2007). Through civic education, students emphasize affective aspects in addition to cognitive and psychomotor aspects. In The International Commission on Education for 21 Century, it is revealed that successful education is education which includes aspects of learning to know, learning to do, learning to be, and learning to live together. It means that everyone is in the process from not knowing to knowing, doing with assistance, doing with self-awareness and most importantly being able to live side by side peacefully in diversity. Our nation is being tested whether it is able to live in peace among fellow children of the nation, of different religions, races and ethnicities (Yewangoe, Andreas, 2011: 5). The main target of learning this subject is the development of morals, attitudes and behavior. Civic education is specifically designed to develop the potential of individuals to become citizens who are noble, intelligent, participatory and responsible. The Indonesian nation continues to grow and develop based on heroic values, namely; courageous, unyielding and willing to sacrifice character based on the spirit, determination and spirit of nationality as the foundation of strength in the process of realizing the Unitary State of the Republic of Indonesia (Cik Suabuna, 2011: 550).

In the context of nation, diversity tends to narrow and crystallize. There is an understanding that a certain group is better than the other groups. The map of Indonesian plurality is complex, it needs to be treated carefully because it can threaten the spirit of nationality (latent social conflict). The compartments only lead to regret. Like humans who continue to grow and develop, so is the nation of Indonesia. Diversity must contribute to the nation, not threaten the stability and existence of the republic. In the process there are many obstacles, challenges but also opportunities to be achieved for the sake of Indonesia's glory. The process of moral and value degradation is not a short process, therefore it needs efforts to fix it. The experiences that students bring during school are reflected in their daily lives. The culture of respecting elders, polite, friendly, accepting differences, being able to cooperate, tolerance, and so on is becoming 'less visible'. The phenomenon is that students nowadays are more individualistic-egoistic, selfish, losing their sense of co-existence, a 'sense of belonging', love for the nation and the country related to the spirit of nationalism, which has been eroded by globalization (Cik Suabuna 2011: 551). Social media provides heartbreaking information. Crime is increasing and varied, rampant violence against children, increasing drug use, and promiscuity. The law lost its prestige. People prefer to take justice into their own hands. A shift in values occurs, an assessment of a person is no longer based on their attitudes and behavior (friendliness, honesty, solidarity, fighting spirit) but rather on social status, wealth owned. The important assumption is that it doesn't matter where it comes from or how to get it. This phenomenon needs to be addressed. Students must develop a new character that is culturally rooted and progressive oriented in order to be able to speak in the global arena (Hamengku Buwono X, 2010: 212).

Building a new character requires habituation. Habits of things that are inseparable from everyday life (<https://typoonline.com/kbbi>). It is necessary to reintroduce the values of nationalism, to live them, through the habituation approach (Chairul Anwar, 2014). Habit is a series of actions, and with repetition they become spontaneous actions. Habits can be grouped into two, namely good habits and bad habits. Good habits as the essence of life lead to success. Bad habits lead to destruction. Habits start in the family, continue in school and college. Understanding and instilling values in the family and school are the basis for children to grow and develop to form good habits. Good character development needs process, effort and the will to do it. Character is a combination of habits. The role models of parents and teachers are the key to success in shaping habits in children. Character education that is complete and comprehensive complements the calling of humans in history as agents for changing themselves and society. Indonesia is a community of characters that develops from a community of shared experiences (Franz Magnis Suseno in Yudi Latif, 2011). Therefore, character education actually focuses on individual growth. Good character, or moral strength, is a personal security system for your life (Myles Munroe, 2014; 38). Individuals are always ready to change and develop towards a better character. Unfortunately, the quality of togetherness in the family and in educational institutions is decreasing, and moral degradation is increasing.

Student as adult learners is called Andragogy, which is a word that comes from Greek, namely Andra (adult) and Agogos (to lead), or freely interpreted as an appropriate guide for adults. A jargon expressed by Malcolm Knowles in his publication *The Adult Learner, A neglected Species* has become

the basis of teaching and learning theory for adults (in Sunhaji, 2014: 3). Adult education aims to organize a systematic and sustainable learning activity with the aim of changes in knowledge, attitudes, values and skills. This is related to the process of improving self-quality, and efforts to solve concrete problems, so that it will ultimately differentiate it from the learning process of children who are resigned to being formed with steps in the form of imitation. Motivation is an important factor in the teaching and learning process. The relationship between adult education and motivation is very strong (Islamic Psychology, 2017). Abraham Maslow, compiled a theory of human motivation which is arranged in a hierarchical or tiered form. Each level of need can be met if the previous level has been satisfied. Narratively, the most basic needs to the highest needs are written as follows: (1) physiological needs; (2) the need for safety; (3) the need to be owned, loved and loved / love needs; (4) need for self-esteem and (5) need for self-actualization. Maslow's theory of motivation is described as follows:



Figure 1 Abraham Maslow's hierarchy of needs  
(Source: <https://brandadventureindonesia.com>)

Student's learning motivation has an impact on the enthusiasm and learning outcomes achieved. The results of regression testing show the influence of learning motivation on student academic achievement. Academic achievement in this paper is not just a GPA that is printed on paper but an achievement that can manifest itself in everyday life.

### **C.Campus World and Nationalist Character Development**

Campus as a place for teaching and learning processes needs to pay attention to interrelated factors. Good learning quality is determined by students, lecturers and the environment (Siswoyo, in Anastasia Sri Mendari, 2015). Basically, campus life can be used as a reference in the life of the nation and state because the campus world is very open to diversity. It is rare to find segregations on campus due to differences in ethnicity, race, religion and even thoughts. Differences in views and thoughts are normal. Campus people are people who continue to experience changes and developments because in it there is always a study of various sciences, including the phenomenon of decreasing caring attitude of the young generation towards the homeland, in the form of hate speech, an attitude of not accepting differences and so on.

Competency standards for personality development subject groups in higher education are as follow:

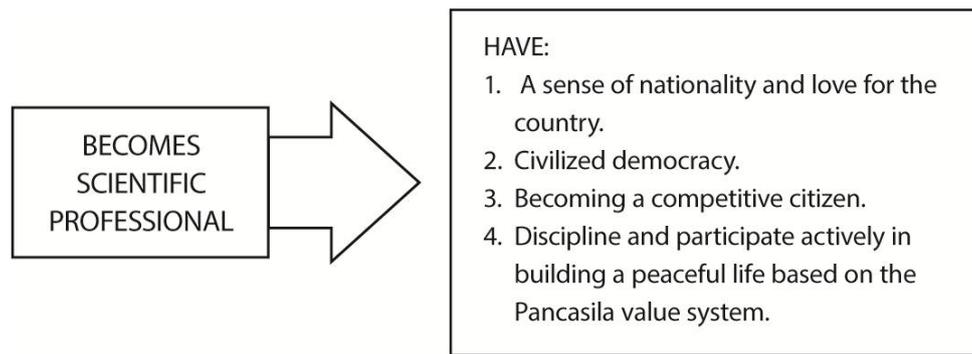


Figure 2 Civic Education Competence in Higher Education  
(Source: Cik Suabuana: 555)

Campus can also be seen as an independent institution because it teaches all students and the academic community about scientific truth. The various studies that have been carried out are expected to be a source that can enlighten the community. It is unfortunate if there are fights at the campus for whatever reason. If this happens, the community does not respect students as scholars and even as the successor of the Indonesian state. The main task of the campus is as a scientific institution, producing research as a guide for positive changes (changes for the better). Students not only have good character but also carry out the process of disseminating all things produced on campus. Some time ago a person's excellence was only judged by achievement or seen from quantitative educational targets, such as GPA. Even though there are more important things such as attitudes, behavior and morality, unfortunately those factors are not considered as a barometer in graduation. In essence, there should be a balance between all those factors.

Teaching and learning activities are a process that is carried out continuously. In this process, there is an interaction between lecturers and students so that the role models of the lecturers (who are imitated) also influence students' perceptions and assessments. The lecturers' speech, attitudes, views, and thoughts have influenced students a lot. In a character development course, the value of nationalism is very important, so every lecturer statement, lecturer action becomes a benchmark for students in assessing lecturers and influencing their indicators. In applying these concepts, the principles of andragogy in the learning process do not absolutely have to be based on the form, unit level or educational level but most importantly the readiness of students. The lecturer is the leader in the class. A leader who has broad insight, nationalist, integrity, and treats students fairly. Lecturers must continue to learn to listen, accept criticism or input from students. Students are given the opportunity to convey their aspirations (maybe in writing, without mentioning their identity) so that they can more freely convey any ideas or ideas related to the material, methods or even tools used in the learning process. Through this good feedback, the characters of lecturers and students both will grow and develop. We don't want this nation to collapse.

Learning civic education is basically learning about Indonesianness, building a sense of nationality and loving the Indonesian homeland (Ristekdikti, 2016). Education that emphasizes the value of openness and democracy helps individuals live their lives as an integral part of society and the state that has the right to participate in the political process in order to create common prosperity (Susan Fitriyani, 2011). National awareness is a sense that is born naturally. Social togetherness grows from culture, history and aspirations of past struggles, as well as togetherness in facing challenges. For the Indonesian people, the same ideals and historical experiences are accompanied by an awareness of plurality and diversity which deserves to be developed as an effort to maintain the existence of the nation and state. Juridically, civic education is intended to shape students into human beings who have a sense of nationality and love for the country (RI Law No. 20 of 2003 article 37). Indonesian Unity is a living idea, meaning ideas that continue to live. Unity is absolute. Our nation is faced with various traditional challenges, such as the difficulty of being united because of the diversity, and the lack of exemplary figures from the nation's leaders. The term Indonesia is an attempt to foster nationalism. Several other identities possessed by Indonesia; Indonesia Raya song, the Red and White flag, Garuda Pancasila, Bhineka Tunggal Ika, Indonesian language, the 1945 Constitution. Initially, the feeling of co-existence was the forerunner to the formation of nationalism. As time goes by, advances in information technology, the flow of globalization, individualism, hedonism, the values and spirit of nationalism have decreased and tend to be in dire conditions. If not treated immediately, it can lead to national breakdown. With globalization, it is very difficult to separate which one is "domestic" and which one is "international" due to increasingly blurred boundaries.

In general, students understand and realize that diversity is an inseparable part of life as a nation and a state. They can mention the types of diversity that exist in society, such as differences in ethnicity, race, customs, area of origin, religion, regional language, skin color, regional specialties and so on. In almost all corners of the country we find diversity. History records that the Indonesian people can live in peace and harmony. They realize that diversity is a destiny that cannot be denied. Diversity is also an asset, becoming a magnet for tourists to come and visit Indonesia. When the topic of diversity was used as a material for discussion involving three hundred students from various regions, eighty percent (80%) answered that diversity is a common thing, there is no problem. Everyone can understand each other and are ready to accept the differences. Meanwhile, students who came from areas around West Java (Cianjur, Sukabumi, Cianjang, Purwakarta) gave slightly different answers, because there were still "barriers" related to diversity.

True nationalism is when everyone pays more attention to and prioritizes the interests of the nation and state above the interests of individuals and groups. It is a pity that the harmony in knitting unity and oneness begins to fade and is almost lost. Barriers are increasingly felt and are increasingly visible in everyday life. Therefore, what has been determined by the government in the curriculum that civic education is a subject that is given to all types and levels of education must continue to be carried out with various studies of the material content contained in it, methods of delivering lessons, applied strategies and evaluations regularly, periodically to students, lecturers, and environment. The results of the evaluation serve as input on civic education materials. Building nationalism can be done in various ways. Nationalism can be in the form of attention to others who need a helping hand, participating in environmental cleanliness, maintaining environmental order, using Indonesian language properly, being honest, having integrity, carrying out every task with full responsibility, obeying rules and regulations, paying taxes, obeying traffic. Nationalism starts in the family, neighborhood, school/campus, place of work. Start with yourself. Let's do it. Implement it in everyday life. Indonesia needs persons who becomes a group of national communities that builds and reflects national personality and identity, namely the Pancasila. Nationalism is like a torch that must keep burning. Various efforts to protect and maintain it are the responsibility of all elements of the nation. Reviving local wisdom by caring and sharing with less fortunate neighbors, siskamling, mutual cooperation, foster parents movement, sharing reading materials, opening a free reading community can be a means of building nationalism.

## Conclusion

Character education is a must. A person's success is determined by his character. Characters develop throughout life. A person's character determines his relationships with others. Character includes an attitude of honesty, toughness, discipline, hard work, able to work with others, willing to accept differences, have tolerance and responsibility. Willing to live side by side in differences in the context of the nation and the state. Nurul Amalia (2018) states that the current state of the nation is like a broken glass. It takes effort so that the cracked glass does not break and injure people. Furthermore, he conveyed the need to strengthen the character education of love for the country, respect diversity, respect differences in beliefs and integrate responsibly. The attitude of opening up, respecting differences is the capital as well as the conditions for the establishment of Indonesia as a large, independent country and respected by other countries. Intelligence without character leads to destruction. Character building is influenced by the environment and role models. A tough leader is a leader who is intelligent and has character. Indonesia needs leaders who have the values of defending the country. Big dreams start with small steps. Create nationalism from yourself. Take part in the activities of the neighborhood, school, campus in a responsible manner. A sense of belonging among the nation's children can be manifested through parents. The more people who are educated, the sense of character and nationality will be more complete.

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