

Civic Education as Patriotism Education in Indonesia

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Abstract: The purpose of writing this article to illustrate the contribution of Civic Education materials in universities in Indonesia in fostering the value of patriotism of students as a form of preliminary education defend the country. The research process uses a mixed approach with the pattern of "the dominant-less dominant design". Quantitative approach uses survey and qualitative approach as deepening using interview. The population of research is the students at ten universities in West Java. The results showed that the material of Citizenship Education influenced patriotism with different range of each material. This implies the motivation of students to follow the process of Civic Education and understanding the relationship between Citizenship Education and the field of knowledge that became his expertise.

1 INTRODUCTION

Each country has a different policy in the purpose of Citizenship Education. Citizenship Education in Singapore aims to prepare young people to have good, responsible, and participating information (Sim and Print, 2005: 70). Citizenship Education in England aims to focus on British national identity and group cohesion with the state (Andrews and Mycock, 2007; Osler and Starkey, 2001). Citizenship Education in Norway aims for international solidarity (Børhaug, 2010: 74). Understanding and alignment is one of the goals of Civic Education in Germany (Leps, 2010: 88). In Bulgaria, Citizenship Education focuses on order, spatio-temporal, and concepts of common understanding (Hranova, 2011). In general, however, Citizenship Education is a component of the curriculum even though different implementations are either integrated or separate with the aim of establishing "good citizenship" (Kennedy, 2012; Colceru, 2013).

In Indonesia, the objective of Citizenship Education is affirmed in Article 37 of the National Education System Act that is to form learners into human beings who have a sense of nationality and love of the homeland, although often changed name because it is still weak in the study of conceptual-philosophical (Sapriya 2007: 621). Nevertheless, Indonesia should be proud of having "found a village" as the formation of political identity (Petrik, 2010a,

2010b) in the purpose of the Citizenship Education. Similar goals are also owned by Singapore, where the generalization of a strong sense of nationality becomes important to lure citizens loyal to the country (Ortmann, 2009).

Considering the constellation of Citizenship Education in Indonesia, in this article reveals Citizenship Education as Patriotism Education. This is done because Indonesia needs the spirit for the existence of the country that requires citizens who are loyal to the nation. Citizenship Education as patriotism education is based on the 1945 Constitution of the State of the Republic of Indonesia which states the rights and obligations of citizens one of which is to defend the country. Reinforced by Law No. 20 of 2003 and Law No. 12 of 2012. Research on patriotism and Citizenship Education was done by Haynes (2012: 150) but has not yet reached the institutional sphere through education. So it is important to reveal the form of patriotism education in accordance with the demands of the times.

It should be understood first, that patriotism has a different view, because it has a variant of connotation (Kondo and Wu, 2011; Morse and Shive, 2011) there is a view of both as a national identity former and the view that patriotism is a figment only (Meier-Pesti and Kirchler, 2003; Negedu and Atabor, 2015). It is like the results of research Oyetade and Oladiran (2012) which states that the orientation of Citizenship Education and patriotism has experienced

disorientation in schools and the wider community. This is answered by research by Livi et al (2014: 141) which says that with a sample of 146 students, blind patriotism is positively correlated with tradition and negative with universalism, while constructive patriotism is negatively correlated with tradition and positive with universalism. In Bulgaria, patriotic sentiment is positively associated with chauvinistic attitudes (Latcheva, 2010: 187). However, we should also learn that patriotism is a means of achieving the will of the state which strengthens the sense of unity (Vincent 1992, van der Toorn et al. 2014), since essentially patriotism is not associated with hostile animosity (Huddy and Khatib, 2007).

2 METHOD

This research uses mixed method with "the dominant-less dominant design" pattern. This is in accordance with the results of Leung and Yuen (2009) study which states that the approach of research with qualitative and quantitative can be used in research Citizenship Education.

The population in this study are students in West Java who are or have contracted the subject of Civic Education in Higher Education. Sampling is based on the division of West Java which is divided into five development areas, covering (1) Bogor, Depok, Sukabumi, Cianjur; (2) Purwasuka Region (Purwakarta, Karawang, Bekasi, Subang); (3) Bandung Raya (Cimahi City, Bandung City, Bandung Regency); (4) Priangan (Sumedang, Garut, Tasikmalaya, Ciomis, Banjar); (5) Cirebon Region (Cirebon, Indramayu, Kuningan, Majalengka). From each region, one district and one city were randomly assigned so that the total number of districts / municipalities sampled were five cities and five districts. The ten universities, including (1) Universitas Pendidikan Indonesia; (2) Siliwangi University; (3) State University of Kuningan; (4) IAIN Cirebon; (5) STKIP Garut; (6) STKIP Pasundan Cimahi; (7) Universitas Suryakencana Cianjur; (8) Muhammadiyah University of Sukabumi; (9) University of Bale Bandung; and (10) Islamic University "45" Bekasi. The subject of the study of students amounted to 400 people scattered from 10 universities, while the lecturer amounted to 10 people.

The development of instruments based on the theory of civic education and patriotism. The research instruments used are the SSHA (Survey of Study Habits and Attitudes) scales from Brown and Holtzman that have been adapted to the Indonesian

cultural environment with the following scale: 5 = Always; 4 = Often; 3 = Sometimes; 2 = Rarely and 1 = Never.

3 RESULTS AND DISCUSSION

Based on the results of the survey results of 400 students in ten universities in West Java, in accordance with Article 4 of the Directorate General of Higher Education Decree no. 43 / Higher Education / 2006 determined that the Basic Substance of Citizenship Education Study Course is as in table 1:

Table 1: The results of the calculations are based on the hypothesis test of the substance of citizenship education.

Substance	Hypothesis Testing
The Philosophy Of Pancasila	Patriotism 0,600>0,05
National Identity	Patriotism 0,478>0,05
Politics and strategy	Patriotism 0,072>0,05
Indonesia Democracy	Patriotism 0,170>0,05
Human rights and the Rule of Law	Patriotism 0,073>0,05
The rights and obligations of citizens	Patriotism 0,254>0,05
The Geopolitics Of Indonesia	Patriotism 0,120>0,05
Geostrategic	Patriotism 0,140>0,05

Source: The research team, 2016

From these tables, consistent materials contributed the most in developing and fostering the patriotism of university students, namely the rights and obligations of the citizens, Indonesian democracy, geopolitics and geostrategy. The smallest results are found in political and strategic materials and human rights and the rule of law.

Meanwhile, the results of interviews conducted on ten lecturers of West Java college obtained information that Civic Education materials that can develop and foster patriotism value of students are: (1) national ideology, national identity, insight nusantara, wiyatamandala, history of the struggle of the Indonesian nation, and the independence of Indonesia, and (2) the enrichment of patriotism material in the Civic Education course on campus such as honesty in saying and acting, caring for the environment, willing to sacrifice, putting ego aside and giving priority to general silence, and exemplary.

However, the results cannot be generalized, because there is still a possibility of errors in the use of learning methods, so that the material is considered not to contribute to the development and fostering of patriotism. As for the views of Lecturer of Citizenship

Education in ten high-ranking universities, generally stated that learning matters can be used in developing and fostering student patriotism such as (1) the use of historical and geographic approaches. It is like the statement of Hitchmough (2011), that with this historical approach the spirit of patriotism can inspire the conscience of the nation through the collective feeling (13); (2) giving concrete example to the students through discussion about Indonesian identity. This is in accordance with the results of the Meier-Pesti and Kirchler (2003) study in Europe which states that European identity is influenced by patriotism; (3) linking learning materials to events that may generate sympathy and empathy for the hero's struggle; (4) motivating the students to have an unyielding spirit in nation building with real work; (5) preserving the local culture and providing space for students to express thoughts and concrete results that are beneficial to the wider community. This is in line with Komalasari's view (2009) which states that the learning of Citizenship Education significantly affects the competence of citizens in accordance with socio-cultural values.

The method of learning by the Citizenship Education Lecturer in order to apply the Civic Education materials in daily life to deepen the sense of patriotism of students is done through (1) self-reflection as the Indonesian nation by involving students in the agenda of national day ceremonies; (2) using constructivism method that is building knowledge based on personal experience, cultivating children's mental, attitude and behavior change; (3) love the country and the country itself by way of starting love and preserve the culture, the product of the nation and so on. The statement is in line with the view of Jabbour (2014) which states that Citizenship Education should be directed to the lives of local communities, preparing learners to become active citizens in their local communities and building feelings to appreciate local culture; (4) start from the small things that can be done by students in everyday life, such as follow the ceremony, obey the rules, and willing to sacrifice; (5) to simulate or play an active role in playing the theme of love of the country; (6) practicing examples of national problems such as corruption, drug, free sex in the form of drama with roleplaying learning model (role play); (7) change / invite someone toward goodness. They must be developed to ensure patriotism education runs as expected. Therefore, educators should be trained in the multidimensional domain of interest and personal issues in Citizenship Education (Nogueira and Moreira, 2011, 2012) so that learners are interested in the course. This is very reasonable, because according to Jabbour (2014) research results, many Lebanese citizens (70 schools in 2013) find Citizenship Education boring and irrelevant to their lives; they do

not understand the benefits of the education. This is in accordance with the results of interviews to private lecturers at one of the universities in West Java which states that many students still assume that the subject of Civic Education does not provide direct feedback. This happens because the subject of Citizenship Education is not considered important because it is not related to the field of expertise that is being experienced by the students.

It should be emphasized that Citizenship Education as patriotism education developed in Indonesia is not an education of patriotic patriotism (Schlosser, 2017). Because patriotism in the context of Indonesian covers various fields including economics, arts, education, etc. that are bound by social-cultural values not only militaristic (Morse and Shive, 2011; Piirimäe, 2009; Stilz, 2003; Komalsari, 2009). It should also be understood that patriotism education not only instills the value of love and respect for the state but also can be interpreted as a battle against drugs and alcohol, hard work for the welfare of the state, serving / landing people, military service, recreation of youth organizations (Omelchenco, et.al .2015). So the education of patriotism developed does not lead to a narrow understanding. Therefore, the materials of Citizenship Education in Indonesia should be stimulated so that students can develop attitudes and behaviors that can illustrate the implementation of patriotic values in the students by connecting the material with the context facing students today. In Singapore, the patriotism developed is constructive patriotism. Because the most popular critical patriotism learned in the classroom is considered not the best. In Singapore, Singapore implements critical patriotism with a different spirit, first supporting consensus as opposed to confrontation and secondly, supporting gradual change over radical change (Shuyi and Sim, 2017).

Based on the results of interviews with ten lecturers of Citizenship Education (2016), it is found that there is the influence of the course of Citizenship Education to the sense of patriotism of students, namely (1) basically the value of patriotism in Civic Education is a means of forming personal character for every student; (2) giving understanding and awareness about the importance of the spirit of patriotism giving students enthusiasm in defending the unitary state of the Republic of Indonesia; (3) the implementation of patriotism value development will depend on student behavior itself; (4) the effect of Citizenship Education on small patriotism if it is not supported by adaptation to technological progress.

From the above explanation, it can be concluded that, Indonesian Citizenship Education can be developed into patriotism education, by (1) Citizenship Education should encourage tolerance

and patience that modern citizens require with virtue values (Schochet 2001, Stilz, 2003) ; (2) Citizenship Education must have an affective label based on a national identity (Guéguen and Jacob, 2012; Uzakbayeva, et.al, 2014) that are firm and clear: Pancasila; (3) Development of democratic learning and developing citizenship of learners' knowledge to increase the participation rate of learners (Blevins, et al., 2014: Mellor and Kennedy, 2003; Ruget, 2006; Finkel, et.al, 2000), for Citizenship Education influencing citizens' knowledge and values on political behavior to uncover prejudices and wrong forms of democracy (Bratton, 1999: Torney-Purta, 2010; Losito and D'Apice, 2003; Katunaric', 2009; Alivernini and Manganelli, 2011); (4) Citizenship Education shall provide awareness of the balance of personal and public interest for the good of all parties in order for learners to be aware and understand where they live (Dooly, 2006; Uzakbayeva, et.al, 2014; Rejekiningsih, 2015); and (5) Citizenship Education should not be assessed in an abstract form regardless of the socio-cultural, institutional, and educational context (Dimitrov, 2011).

4 CONCLUSIONS

Citizenship education as patriotism education needs to be developed to entice the loyalty of citizens towards their country. The development of patriotism education can be done with the Civic Education process that encourages citizens to understand their personal, social, cultural, economic, defense and security lives, to the ideology of their country. The difficulty in the development of patriotism education lies in the perception and definition of patriotism which has various variants. Therefore, the state as the policy holder must firmly determine the direction of the Civic Education goal so that there will be no overlap of objectives with other courses or even with other disciplines. So that the meaning of patriotism in Indonesia "find a house" in accordance with the national identity of his country.

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