

Strengthening Civic Literacy Using Psycho-Pedagogical Development Approach in Politics of Defence Class: Lesson from Indonesia

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Abstract: The objective of this research is to improve students' civic literacy through psycho-pedagogical development approach in the politics of defence class. Politics of defence is characterized by promoting civic literacy and raising awareness about state defence in order to prevent or overcome threats, challenges, obstacles, and disturbances to defence and security. The first phase of the project was to identify civic literacy, including civic knowledge and civic disposition. The last phase was to develop a learning strategy based on ideology, politics, economy, social culture, defence and security issues. This research employed are & D model proposed by Borg and Gall, consisting of some steps; (1) potentials and problems, (2) information collection, (3) model development, (4) model validation, (5) model revision, (6) model try-out, (7) model revision, (8) wider try outs, (9) model revision. The research results show that strengthening civic literacy is an important aspect in developing a civic attitude and awareness about state defence. They realized that politics of defence are a public discourse, becoming not only military and police domains, but also public domain. Finally, students have an awareness of defending their state.

1 INTRODUCTION

In regard to the enactment of Law Number 3 of 2002 concerning defence in Indonesia, people should be more aware of defence issues. However, in reality, civic literacy about defence issues is very low, resulting low awareness of factual or potential threats in local or national level. Low civic literacy about defence is caused by conservative mind-sets among certain circles which tend to restrict civil knowledge about defence issues. As a matter of fact, serving as citizens' knowledge and ability to resolve social, politics, and state problems, civic literacy is inevitable to respond political changes which demand citizens to act autonomously (Suryadi, 2010). The substantial power of civic literacy lies in critical and empowering political participation of the citizens in relation to main political concepts which will affect their life (Heryanto, 2012). Civic literacy is basically a competence of citizens. It is a competently made to prepare a citizen play a role in democratic life. Other names for this concept include political expertise, political awareness, and civic competence (Cassel and Lo, 1997).

The results of preliminary research indicated that the students' literacy rate about defence issues was low. Such problem led to a question of how to develop a model of strengthening civic literacy using psycho-

pedagogical development approach through ideology, politics, economics, social, culture, defence and security issues (hereinafter referred to as

IPESCDS/Ipoleksosbudhankam)-based learning strategy? Issues of ideology relate to the ideology of the nation, rattling citizen thinking in citizenship. The political issues relate to the policy (political will) of government in public policies. Economic issues relate to resources, sources of inner wealth and inequality and equity of income. Social-cultural issues relate to social life and cultural customs associated with the life of the citizen. Defence and security issues relate to the prevention and control various dimensions of national defence.

The defence politics, learning strategy based on Ipoleksosbudhankam (IPESCDS) are developed based on the constructivism epistemology using a David Ausubel's cognitive model of Meaningful Learning (Novak, 2011). Ausubel believes that the learning outcome is top-down and deductive in nature. Ausubel also stresses the importance of reception rather than discovery learning, and meaningful rather than rote learning. Ausubel's theory consists of three phases: Advance Organizer, presentation of learning tasks and material, and strengthening cognitive organization. Referring to Tennyson (2010) and Novak (2011) using Ausubel's assimilation theory, the meaningful learning

includes five elements: teacher, learner, learning material, context, and evaluation integrated constructively that can improve thinking, feeling and acting.

The reason why the strategy of IPESCDS-based political, defence class is used that it is so relevant in order to improve the civic literacy towards security, defence affairs that has implications for the improvement of civic attitude, due to the objective facts of military threat and non-military threat that are considered to have the ability to harm state sovereignty, territorial integrity and whole nation safety. This learning involving pedagogical and psychological aspects is called psycho-pedagogical development (Budimansyah, 2009; Enns and Shapovalova, 2015). Biggs (2003) and Hong and Lawrence (2011) applied action as the systematically attempt of improving learning method and ensuring that everything runs well, so that the students obtain the better the learning. The objective of research is to improve student's civic literacy, civic attitude and awareness of state defence.

2 METHODS

This research employed Gall et al. (2003) method, consisting of: (1) identifying potency and problems; (2) gathering information; (3) model development; (4) model validation; (5) model revision; (6) model trying out; (7) model revision; (8) large-scale try out; (9) model revision stages. This research would be conducted for two years. In the first year, the research was conducted in 1-5 stages. Data was collected using observation, Focus Group Discussion (FGD), and interview technique. Observation conducted during the learning process consisted of three phases: advance Organizer, presentation of learning tasks and material, and strengthening the cognitive organization (Novak, 2011). FGD was carried out twice in two groups (Classes A and B), each of which consisted of 10 students. FGD was intended to collect data/information about potential and factual threats against the Indonesian defence. Every informant or participant of FGD explored ideology, politics, economy, social-cultural, and defence security issues to result in a consensus. Every participant was given the opportunity of speaking, expressing opinion, and participating actively in discussion. So, the data obtained came from an exploration of social interaction occurring during the discussion process conducted by the informants involved (Carey 1994; Hollander, 2004). We analysed argumentation in one focus group based on various data, including

audiotapes and videotaped conversations, field notes and student interviews.

3 RESULTS AND DISCUSSION

The improvement of students' civic literacy can be seen from their competency in analysing IPESCDS issues. From the results of the research, it is found that the process of learning activity is able to increase critical mind-set of students which can be seen from their analysis and critical attitude about IPESCDS issues existing in the society through the internet, or mass media.

3.1 Civic Literacy

Civic literacy is reinforced through a defence-based political education based on IPESCDS-issues. Ideology issue is viewed from any challenge, threat, constraint and disruption, coming from either outside or inside directly harmful to a nation and state's ideology life sustainability. The students identify some threats categorized as a potential threat and factual threat. Firstly, globalization threat. Through this globalization, foreign values come into the state and can affect the people's perspective and thought about the state ideology. Potential threat in ideology sector concerns mind-set in living within the nation and start tending to be affected by foreign thought and perspective often in contradiction with the existing values in the society. The globalization effect on the change of values in the society should be anticipated. The eroded values existing in the society due to such the view will treat the Pancasila ideology. Therefore, we should receive selectively the views coming into our country. We should be able to process it corresponding to the existing values. Secondly, radical group threat. Radicalism and terrorism action is the factual threat. Different from potential threat, this is a threat arising due to long resentment that reappears thereby results in serious hazard. The real example of ISIS is spreading its ideology and it is possible shaking the ideology of Pancasila. The view held on is inconsistent with the values existing in society and state and in contradiction with Pancasila values.

Political issues are related to political policy. The political issue is intended to those authorized to make policy, for example the conception attempt by changing the mind-set that their decision is the best. The main problem here is the relationship between government initiative and people participating. The students identify the Indonesian government as

partial to one certain political party or corporation in the form of support and policy. They also identify a factual threat in which the actor tries to change or reform policy conceptively, criminally and politically. The state actor: United States of America, China, and Saudi Arabian. Non-State Actor: Indonesian investor from non-native class (9 dragons), Syria group, NH/HTI.

Economic issue can be seen as a challenge, threat, constraint and disruption against a nation's economic sustainability essentially indicated with production factor and its processing, particularly in the sectors affecting many people's life mastered by foreigners. The students identify that Indonesian economic politics today leads to capitalism and liberalism thereby leading to the utilization of non-renewable natural resource thereby resulting in more natural damage. The factual threat arising today is the foreign domination over important production factor and many life's people. Firstly, foreign investment in infrastructure sector. A large volume of foreign capital coming to Indonesia as development investment must be followed by the agreement, both politically and economically. This often becomes the instrument of achieving other states' interest. For example, the capital coming from China to develop many infrastructures in Indonesia, is followed by Turnkey Project Management in which the company officials should be Chinese, and even majority labourers come from China. The development that should absorb Indonesian workers is otherwise. It results in other problems such as economic gap, population explosion, and etc. Secondly, foreign investment in natural resource sector. Policy manipulation is made in order to be favourable to one party, particularly related to natural resource, in addition there are also other purposes of foreign investment. For example, the investment made by PT Freeport in Papua. Any policy or decision made affects the life of Papua people living surrounding the mining company. PT Freeport will of course be exposed to the effect, either positively or negatively.

Recently the effect more often occurring is negative, for example natural damage. The abundant natural resource in Indonesia including food, bio-energy, and etc. will attract the foreign investors who have a different economic system (capitalism and liberalism). Finally, the case of geothermal power potentially made into a 650 KWH mega project in Karanganyar will treat the life surrounding Mount Lawu. Considering the threat factor above, the students state that the government should make economic policy in producing and distributing

product and service, either at home or abroad. The students also suggest that State-Owned Enterprise (BUMN) should not be mastered by another state. They suggest as well that state-defending is required to relate to the natural resource, reducing the foreign investment coming into sectors pertaining to many people's lives.

Social-cultural issue can be seen from tradition, education, national leadership, national objective and national personality. The students identify two types of potential threats related to social-cultural issue. Firstly, the exposition to ethnicity, religion, race and inter-class (SARA) –related issues can lead to conflict that can divide the nation. The factual threat coming from outside & non-state actor is related to the belief system, for example the entry of radicalism tenet and religion politicization. The next potential threat is the pure consciousness of the meaning of Bhineka Tunggal Ika (Unity in Diversity). Secondly, human trafficking crime has also been the factual threat against human dignity, particularly women who often become the subject and object of the work.

Defence-security issue can be seen from various dimensions of national security, including external defence, internal security, public order, and disaster management or something including state security, public safety and individual safety aiming to develop national power. The students identify three types of threat in defence-security sector. Firstly, the threat against the state's territorial border. This state's territorial border is a threat highly affecting the state's security and defence, for example the border conflict with Malaysia, related to the ownership of Sipadan and Ligitan island won by Malaysia. Such case potentially occurs in the future. For example, an incident occurring recently is the case of National Sea near the South China Sea. The infringement was committed by Chinese war ships, but they did not admit it. Secondly, the threat of asymmetric/proxy war. The method used was destructive and manipulative method and usually involves the financier, black operation, and intelligent activity. The invasion also attacks the state's stability. Asymmetric war (brain, ideological war, etc.) has been conducted silently just like the mosquito repellent attacking from the tip.

Based on FGD data and learning process result political, defence class with a psycho-pedagogical development approach, knowledge and understanding enables the citizens to undertake their effective role as the citizens. So, learning is a meaningful assimilation. It is in line with Asal (2013) study finding as well that thematic issue can

improve the politics of defence understanding and learning based on ideology, politics, economy, social-cultural, and defence security issues. In line with this, Mckenzie (2015) found that political learning in the classroom can improve political literacy or civic literacy.

3.2 Civic Attitude

Civic attitude is the attitude that they have toward civic issues. Considering the threat against ideology above, the students assume that we should uphold an ideology becoming the collective ideal of all citizens, recalling the founders of nation's struggle who had sacrificed their property, effort and life for a state's establishment. For that reason, the students should suggest the need for state ideology inculcation and reinforcement by means of giving education and nationality insight, socialization, discussion forum or seminar and start defending training. Recalling that civilian is the reserve component of the state's security and defence, citizen participation in each area is very desirable to prevent the external effect and a threat. Citizens have a responsibility to support military apparatus in state defending. In addition, they can also find out how to deal with these matters. In juridical formal manner, state defence includes the participation of all people.

The students realized that citizens still play an insignificant role in the state defence. Such role is usually played by those who are still active in the fields that have access to the state defence, while those who do not have access will not be or get involved. This certainly needs to be taken into consideration and a policy should be made to provide an access / channel to state defence for all citizens because potential threats may occur and will realize the trends of the present war (hybrid, proxy and asymmetric). The citizens should take part. State defence is a form of devotion to the state as well as self-defence, and nationalism. The state defence must be conducted because it has been contained in the 1945 Constitution of the Republic of Indonesia.

Based on FGD data and learning process result political, defence class with a psycho-pedagogical development approach, IPESCDS-issues in defence learning mentality are directed to shape students' attitudes into a good citizen. It is in line with Esaiasson and Perrson (2014) study finding that political learning also has implications for civic attitude. It is in line with David Ausabel's meaningful learning "approach" as in, in the context

of "assimilation" learning theory of Jean Piaget (Novak, 2011).

3.3 State Defence Awareness

State defence awareness is the output of the student's critical mind-set grows into a growing awareness of the importance of defending the state, in a critical way in addressing citizenship issues and acting in accordance with its field and capabilities. In juridical formal aspect, Indonesian state defence involves all people's participation, in which people are involved in civil defence and military defence. In military defence, people, particularly youth is reserve component. Meanwhile, citizen serves as reserve and supporting component of defence. However, their participation can be used as the form of participation when a condition beyond the main components occurs. State defence is a struggle value and patriotism having sacrificed, sincerity and persistence values.

Based on FGD data and learning process result political, defence class with a psycho-pedagogical development approach, student have a sense of belonging to state and nation and feel an obligation to maintain and to develop it. Although the impact of this learning was not being optimized, through a well-planned approach and methods, the learning strategy in the politics of defence was able to encourage students to learn for themselves, have a high level of civic literacy, become critical citizens and make certain contributions to build the nation. The state-defending consciousness in the context of state's defence and security system is based on the Article 27 clause (3) of the 1945 Constitution and article 30 clause (1) of the 1945 Constitution. The awareness about state defence is the most essential thing because it is the only way one feels to possess the state and nation and feels required to defend and develop it. State defence is an orderly, thorough, integrated, and continuous determination, attitude and action of citizens based on nationalism and awareness of the life of the nation and the people

4 CONCLUSIONS

The strategy of defence politics, learning with psycho-pedagogical development approach based on IPESCDS-issues are able to function to form the mind-set and pattern of action to be a good citizen who has civic attitude and awareness to defend the state. IPESCDS/Ipoleksosbudhankam-based defence political learning strategy enables us to have broad

insight, including knowledge of the threat, challenge, constraint, and disruption from inside and outside the country. Politics of defence learning also employ meaningful learning to lead the students to participate fully, to be competent, responsible, and committed (reasoned commitment) to state defence. Well-educated citizens, university students should play a significant role in applying defence policy because Indonesia adopts comprehensive security and total defence system in which all the components of the country are responsible for the duty of state defence. The form of defence is comprehensive, which involves all people and national resources, national facilities and infrastructures, and territories of the country as a unity. The reinforcement of civic literacy needs spirit support becoming the main foundation to come up dealing with the challenge becoming the nation's reality today. The building of young generation into the best citizens become the main focus. The state-defending consciousness is not born, but should be grown and developed, particularly through educating and building the young generation. So, in addition to government, civil society should think of and contribute to defines maintenance and improvement affairs.

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