

The Role Of Civic Education In The Formation Of A Democratic Society (Udin Sarifudin Winataputra's Perspective)

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ABSTRACT

This article has the aim of providing a theoretical review of the role of Citizenship Education in the formation of a democratic society through the views or perspective of Prof. Dr. Udin Sarifudin Winataputra, M.A., This research tries to build and obtain results from the theoretical and empirical foundations of Citizenship Education both among the public as well as students and teachers in the world of education, which aims to be able to develop a concept of the role of Citizenship Education in forming a democratic society. In this article, it can be concluded that Citizenship Education has three main roles or functions in the formation of a democratic society, namely developing civic intelligence, cultivating civic responsibility, and encouraging citizen participation both among the community and among education. The three functions or roles of civics education are also in line with the three components of civics education, namely citizenship knowledge, civic values and attitudes, and citizenship skills.

Keywords: *Citizenship Education, Society, Democratic*

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INTRODUCTION

Education is one of the most vital matters in a country, because education is a very important element in a country, so all citizens in the country are obliged to participate in advancing education. According to Muhardi (2004) Developed countries have proven that education has a very important contribution in improving the quality of their nation, including in Indonesia, in order to produce a superior generation of the nation, so that later they can continue the ideals of the Indonesia nation.

One of the branches of education that can build quality for the nation's generation is through Civic Education. This has been conveyed by Izma & Kesuma (2019) who said that civic education can shape the character of the nation through the formation of the character of students or the next generation of the nation, because to form a bangsa that has character, it can start from the citizens having credibility in carrying out virtuous actions according to the rules that exist in the country.

Civic education, in the study of the material, also provides a discussion of democracy, where civic education has the goal of making Indonesia citizens intelligent, active, critical and democratic. Democracy in its concept is divided into two types, namely direct democracy or in the decision-making of a country involves directly from the participation of its people, in practice the people directly participate directly in conveying their will and participating in general elections. There is also indirect democracy or democracy in which the people are not directly involved in decision-making in a country, in this concept the people use representatives who are trusted in conveying their aspirations (Nasution, 2016).

In Udin Saripudin Winataputra's perspective, paradigmatic, the civic education system has three interactive components, namely the study of ilmiah citizenship; the Democracy Education Curricular Program; and social-curricular activities of citizenship. These components are coherently based on and oriented to the development of citizens' intelligence, namely democratic, law-abiding, religious and civilized in the context of Indonesia's constitutional democracy with the One God as formulated in the 90 basic competencies of citizenship (Winataputra, 2001).

However, in the implementation of democracy, it often finds obstacles or challenges to make Indonesia a democratic society, the challenges of implementing democracy in Indonesia are very complex and diverse. Some of these challenges include heterogeneous social structures, elite issues, uneven development, money politics, lack of community participation, social inequality, religious issues, and corruption. This is in line with the statement from Nihay (2016) that democracy still seems to be an issue of the elite, while the economy is a real problem of the lower economy that has not been accommodated in the democratization process.

Therefore, there needs to be a joint effort from all parties to overcome these challenges so that democracy in Indonesia can run well and in accordance with the goals and expectations of this nation, the government and people of Indonesia need to work together in increasing political awareness, strengthening the integrity of public institutions, encouraging greater public participation, fighting corruption, and strengthening social and economic justice. So that later it can realize intelligent citizens, able to have a virtuous character (Al-khansa, 2021). With these efforts, democracy in Indonesia can develop and overcome the challenges faced, towards a more inclusive, responsive, and equitable system.

METHOD

This study employs a literature review methodology, focusing on theoretical frameworks and insights relevant to the research problem. A literature review allows researchers to analyze, compare, and synthesize existing studies, offering a comprehensive understanding of the topic. Specifically, in this satisfaction research, we examine Prof. Dr. Udin Sarifudin Winataputra, M.A.'s dissertation titled *Identity of Civic Education as a Systemic Vehicle for Democratic Education*, which explores the philosophical foundations of civic education and its role in fostering democratic values, along with other related scholarly sources. This work provides foundational insights into understanding satisfaction within educational and civic contexts. Literature review research, or library research, involves collecting, examining, and synthesizing data or scientific writings that closely align with the study's focus, offering a robust theoretical basis by identifying patterns, debates, and gaps in existing scholarships. By drawing on prior studies, this approach allows for a critical assessment of existing knowledge and informs future research direction. In this case, the literature collected elucidates the relationship between satisfaction levels and civic education, grounding the study in established theories while identifying areas for further investigation, ultimately strengthening the study's academic foundation and ensuring that its findings are well-supported by established research.

RESULTS AND DISCUSSION

Democracy from Civic Education in the Perspective of Udin Saripudin Winataputra

In the perspective of Udin Saripudin Winataputra, civic education plays a crucial role in the formation of a democratic society. Through civic education, individuals are provided with the knowledge, understanding, and skills necessary to actively participate in democratic life. Civic education in Indonesia as the context of the reform process in the conception of 'civil society' has three missions, namely socio-pedagogic, socio-cultural and academic substantive. Socio-pedagogical mission is to develop the potential of individuals as human beings of God and social beings to become intelligent, democratic, law-abiding, civilized and religious citizens of Indonesia. Misi sosio-cultural is to facilitate the realization of democratic ideals, belief systems, concepts, principles and praxis in the context of the development of Indonesia's civil society through the development of intelligent and responsible citizen participation through various socio-cultural activities in a creative manner which ultimately leads to the growth and development of moral and social commitment to citizenship. While Academic Substantive Mission is to develop the "structure or body of knowledge" of civic education, including concepts, principles and generalizations regarding and that are in line with "civic virtue" or civic virtue and "civic culture" or civic culture through research and development activities (epistemological function) and facilitate socio-pedagogical and socio-cultural praxis with the results of research and development (axiological function).

In the order of the civic education system, it has a substantive epistemologi and is classified into three facets, namely: Research (Scientific study and development of curricular programs), Development (Behavior of the socio-cultural context of citizens) and Diffusion (Academic, curricular and social communication in the context of applying the results of scientific studies in the praxis of democracy education for citizens in schools and communities). In addition to having an epistemology, the civic education system also has a conceptual-philosophical level, namely, Field of Scientific Studies, which is used to facilitate the "body on knowledge" or "structure" of the civic education knowledge system. Curricular Programs, which is used to underpin and facilitate the development and implementation of democracy education curricular programs in schools and outside schools. Socio-cultural movements of citizens, which is used to frame and facilitate the development of socio-cultural democratization corridors in society

The essence that binds the dimensions of scientific studies, curricular programs, and socio-cultural movements of citizenship so as to form a coherent civic education system, is the perception of basic civic competence. In this dissertation, as many as 90 basic competencies of citizenship have been formulated, including 20 basic competencies that are specifically in line with the perception of the praxis of Indonesia's constitutional democracy, which can be substantively included in the dimension of "civic knowledge".

In this dissertation research, as many as 90 basic civic competencies have been formulated, such as the perception of democracy: a special dimension of citizenship knowledge (consisting of 20 items) Example: Perception "that the family as the core of society plays the role of the earliest institution in empowering individuals as members of a democratic society". From the above explanation, it can be concluded that the important role of civic education in the formation of a democratic society is as follows:

1. Civic education helps individuals to develop critical political awareness and accurate information about the political system and the life of the nation and state. Individuals are taught about their rights and obligations as citizens and the importance of active participation in the political process.
2. Civic education plays a role in shaping basic democratic values such as freedom of opinion, equality, tolerance, and justice. Individuals are taught to respect differences, understand the importance of social justice, and work together in achieving common goals.
3. Civic education helps individuals to develop the necessary skills in the context of democracy. These include critical thinking skills, information analysis, effective communication, and the ability to work together in democratic decision-making. With these skills, individuals can actively contribute to the democratic process and participate in constructive discussions and debates.
4. Civic education encourages individuals to be actively involved in political and social life. This includes participation in elections, community activities, and civil society organizations. Thus, civic education helps create an active, participatory, and accountable society for policy-making and decision-making.
5. In the advanced information age, civic education has an important role in helping individuals develop critical skills in filtering, analyzing, and evaluating the information they receive. Individuals are taught to be wise citizens in consuming information and understand the role of mass media and its impact in the democratic process.
6. Civic education helps individuals to develop a strong and positive civic identity. Individuals are taught to appreciate the history, culture, and values inherent in their country and contribute positively to the development of a democratic society.

The Role of Citizenship Education in the Formation of a Democratic Society

According to (Stevenson (2010) Culturally charged citizenship is a struggle for a democratic society that allows the diversity of citizens to live relatively meaningful lives, which respects the formation of complex hybrid identities, offers them the protection of the social state and gives them access to critical education that seeks to explore the possibilities of living in a future free from domination and oppression, as essentially citizenship education should not be offered as a panacea for this 'crisis', but as one of the various policy responses (Enslin & Pendlebury, 2001).

Civic education is a teaching that aims to develop awareness that oneself is a citizen, so that they are expected to think critically about citizenship issues and be able to participate in the life of society, nation, and state (Rexi Pandri dkk, 2021). Thus, civic education plays a key role in building a democratic society that is just, inclusive, and sustainable.

Civic education also plays an important role in promoting active participation in political and social life. Through civic education, individuals are encouraged to get involved in elections, community activities, and civil society organizations. They were given an understanding of the importance of active participation as responsible citizens in shaping public policy and fighting for the interests of the community. This active participation strengthens democracy by voting in general elections, expressing opinions, and playing a role in decision-making that affects

society, thereby democracy will create a balance and equality both in terms of politics and human rights (Roja Khalda Berlian Duck, 2021).

In its implementation, it often finds obstacles or challenges to make a democratic society, several challenges faced by the government and society often make democracy in Indonesia not run well. Some of the challenges faced by Indonesia, First, the development of intelligence for citizens, this can happen due to several things, one of which is due to social and economic inequality that is difficult to control. Second, low responsibility, things can also happen due to many things, but one of them is due to the involvement of money politics. Third, community participation, this is usually caused by low political education.

CONCLUSION

A democratic society, characterized by freedom, equality, justice, and active participation, is a common goal among nations worldwide. Civic education plays a crucial role in achieving this goal by equipping individuals with the knowledge, understanding, and skills necessary for active, responsible democratic participation. Through civic education, individuals develop essential democratic skills, including critical thinking, information analysis, effective communication, and collaborative decision-making. These skills enable individuals to understand diverse perspectives, evaluate relevant information, and engage in constructive discussions and debates, fostering awareness of shared interests and a commitment to contribute to societal decision-making processes. Ultimately, civic education builds a democratic society by promoting civic knowledge, values, attitudes, and skills. However, challenges remain, such as the underdevelopment of civic intelligence, limited community responsibility, and low public participation, which impede progress toward a fully democratic society.

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