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**“Developing Citizen Characters
in The Globalization Era:
Prospect and Challenge”**

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THE REINFORCEMENT OF CHARACTER EDUCATION THROUGH CIVIC EDUCATION IN THE SCHOOL

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ABSTRACT

The demand for reformation needs critical, smart, and characterized thinking that is able to anticipate and overcome various global challenges that cause frictions of the noble values of Pancasila. One of the ways to optimize nation's character along with demands of the era is through civic education in schools is by making realizations of new paradigm which is to from civic intelligence, civic responsibility, and civic participation in solving civil problem as well as in effort to build a universal life. Included along is that character education of civic education is a media and a democratic education laboratory that can shape knowledge, attitude or values and skills of the citizens that are able to participate democratically and are responsible for the nation's life.

Key words: *Reinforcement, Character Education, Civic Education, School*

A. Introduction

In line with the global demand and the development, critical and smart thinking are needed. This demand came as the reformation movement that continuous to unfold. The Social developments and changes resulted from globalization and also science and technology development have impacted education including Civics. Civics, in the context of globalization has an important role in the process of forming the citizen who have global insight, awareness as part of the world citizen, and ability to interact in a global society. It means that, Civics that had been developed based on political paradigm should change into a new paradigm of Civics that is characterized Civics as a media and a laboratory of democratic education where the students can get the participation skill in the civic life democratically and responsibly (Roomsari, 2009:iii-iv).

The new paradigm of Civics that is intended to provide characteristic of competency as the capacity of each citizen, namely: the formation of civic intelligence, civic responsibility, and civic participation in solving collective problem and setting up collective life. This new paradigm of civics is more emphasized by the demands and changes that occur in a strategic area of education, especially in the school. The emergence of the various problems or issues of social, politics, poor of law enforcement, collusion, corruption, and nepotism that are growing and spreading quickly reflects the problem of mentality and morality of individuals, society and nation. Those problems become more complex because the influence of democratization demands, reformation, the advancement of science and technology, and also the influence of life order of global society.

The main implication of new paradigm of civics as the laboratory of democracy education is that the approach in design and civics learning process should guarantee the formation of democratic values it self. The basic weaknesses of civics learning thought and practices currently is related with the process that occurs directly in which the students are lack of the experience to be directly involved in the activities that encourage

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student's affective in clarifying, receiving, responding, and organizing the values that will be applied through civics learning. Besides directive learning, the used of lecturing as the prime method can also make the students become passive students. So, the learning process can not become a real process in which the students are directly involved in the learning activity or the process of forming values. Nowadays, student's learning experience that has been developed tends to more encourage students to memorizing instead of comprehending.

In connection with the problem that has been mentioned before, in the civics curriculum explains that the implementation of education in Indonesia are expected to be able to make the students become the citizens that have strong commitment and consistency to defend republic of Indonesia. The essence of republic of Indonesia is modern nationality state. Modern nationality state is a country that is formed based on the spirit of nationality nasionalism that is based on the desire of a society to build the future in the same country, although it consists of different religion, race, ethnic or group [Risalah Sidang Badan Penyelidik Usaha-usaha Persiapan Kemerdekaan Indonesia (BPUPKI) dan Panitia Persiapan Kemerdekaan Indonesia (PPKI), Jakarta: Secretary of State of Republic of Indonesia, 1998].

The strong commitment and consistency toward the principal and nationality spirit in society and nationality life based on Pancasila and the constitution of 1945 need to be improved continuously to give in-depth comprehension about republic of Indonesia. Historically, Indonesia has been developed as the united state and republic. The unitary state of Indonesia is a country that has people sovereignty based on the one divinity, just and civilized humanity, the unity of Indonesia and democracy led by the wisdom of deliberation/representation and the realization of social justice for all Indonesian people (preamble to the constitution of republic of Indonesia 1945).

Since the proclamation in August 17th 1945 until the end of 20th century, Indonesian people have experienced various phenomena that threaten national integrity. So, there is a need of a deep knowledge and strong commitment and consistency toward national principal and spirit in the national life based on *Pancasila* and the constitution of 1945. The constitution of the republic of Indonesia needs to be invested to all of Indonesian people, especially the younger generation as the new generation. Democratic life in the daily life in the family, school, society, government, government organization and non-organization needs to be known, understood, internalized and applied for the actualization of the democratic principal implementation. Beside that, Abdulkarim (2008: iv) stated that it is also necessary to invest the awareness to defend the country, respect for the human rights, national diversity, environmental protection, social responsibility, obedience to the law, obedience to pay taxes, as well as the attitude and behavior of anti corruption, collusion, and nepotism. In addition, Chotib et al (2007:iii) insisted that Civics learning in the school should be developed continuously and involves the students to learn actively in the class, through discussing or analyzing the problems. Teaching the material to the students must use the illustration the questions that are stimulating students' critical thinking. So, Civics learning can focus on the formation of the citizens that understand and able to conduct their rights and obligations to be smart, competent, and characterized Indonesian citizen as stated in *Pancasila* and the constitution of 1945.

B. Discussion

1. The Demands of Globalization through Education Reformation

The continuous and fundamental changes in the strategic environmental education have an important implication including the implication in education field. As stated by Pasandaran (2004:iv) that the changes are driven by the strong influence of globalization and democratization. So, the changes will create new demands and needs, the changes of paradigm of education development, the approach of education in the school and society. The fundamental changes are the awareness of society about education as life necessity that has strategic significance for the effort to develop human resources through education, and it will also be motivational power in strengthening education as a pillar of national development. To achieve those prospects, the best solution of various possible problems needs to be found. As stated before, the various problem in education field that must be faced in new order era that demand the existence of reformation totally are: 1) the problem about the chance to get an education is still limited; 2) the policy of national education is centralistic and emphasizing uniformity; 3) the fund is still low; 4) the accountability related with the maintenance and the development of education system and quality is still unbalanced; 5) the professionalism of teacher and educational personnel is still low; and 6) the relevance is imbalanced with the necessity of society and the world of work.

In line with the problems mentioned before, so the demand of reformation in all of aspects in national life including education aspect that is one of the program that should be renewed. It is because of education is an important aspect in preparing national future generation. The platform of reformation of national education must be in line with the vision of reformation and the mandate of proclamation of Indonesian independence that is creating smart citizen as a citizen that applies values of *Pancasila* and has a goal and the future, democratic, civilized, uphold human rights and responsible, noble, well-regulated, aware of law, cooperative, competitive, and have the awareness and solidarity to among generation and nation. Smart citizen here is a citizen who believes and fears of the one and only god, developed and independent, as well as having the cultural insight (Pasandaran, 2004: 5-7).

2. The Implication of Globalization in Civics Learning in the School

Globalization is the complex process driven by the influence of politic and economic. The globalization changes people's daily life, especially in developing countries and at the same time, the globalization can create new transnational systems and power. It is more than the background of contemporary policies, and the globalization itself will transform society institutions where it will be (Pasandaran, 2004;58)

And then, it is stated that the globalization is viewed as the constricting of world and the intensification of awareness that world is a whole marked by rapid development of technology and information. In this globalization era, the boundary of each country becomes very unclear. The various problems related with demography, environment, drugs, human rights, and many other are global problems that cannot be limited by the geographic boundary, and this is what so called globalization. The globalization makes the world more open and the country inter related each other. So, all of the countries

including Indonesia will get the influences of globalization, and one of them is about the values believed by a nation.

In line with the preceding opinion, Pasandaran insisted that an implication of values is the wider globalization especially the existence of values of materialism, consumerism, and hedonism, the use of violence and drugs that can make national moral especially younger generation going bad. The development of technology and information can make those values unavoidable. The problem is not on how to avoid it, but on how to make the globalization can be used to develop the various aspects of life but still pay attention on the development of Indonesian people's dignity in the framework of other nation's perspective in the international world. It is clear that the globalization and its effects can make several important notes in the design of education, and it should be directed to the educational values. In that condition, the learning process must have and apply the values system believed as the identity. Besides that, the learning process should make the students respect the diversity of values, therefore the students can appreciate, understand, and respect each other. Because of those reasons, the people can do the development in various aspects by following the technology and information development.

The development of technology and information that has been mentioned before means the people have made their self as the provider of wider information, so there are many information source or learning source for the students. School is not the only one place to learn (get knowledge) anymore, but the education process in the school must be conducted as good as it can, so the result can be the basis for the students to develop their self outside the school. The education in the school must be oriented on the development of students' ability to be able to make the best decision as the human being. It is clear that globalization has the effects in the process of education in the school, because nowadays the product of sophisticated technology, such as internet has been used by many people. All of information in the internet can be used by the people everywhere. The internet can be used to get the information about the knowledge that the students and the teachers should know. Besides that, the internet can be a media of communication for the students or the teachers in various group discussions in the academic context with the other academic community all over the world.

Related with the previous explanation, it can be concluded that globalization has the effect in the process of education in the school, and if it is used well, so it can give positive effects for the students and the teachers. However, if it is not used well, so it can caused negative effects for the students and teachers' life, and it can be harmful because there is moral and values problem that become material problem in which the cost is useless and is not effectively and efficiently. It is clear that values, morals and norms trouble will give the effect for the civics learning in the school. So, civics teacher must give high values in line with *Pancasila* values, so the various negative effects of globalization can be solved. Besides that, Civics learning should make the students become honest and responsible people, and also have national knowledge, so they will not get the negative effects of globalization that is indicated by the development of technology and information. It means that civics should have global insight by directing the students to have the awareness about the global demands that has been being

faced, the ability to develop the responsibility as a citizen, the ability to respect the interdependency among the citizen, and the ability in developing the responsibility and participation toward the various problems faced.

3. The Formation of Character through Re-actualizing Values of National Resurgence in Civics Learning Material

At the moment, Indonesia is entering the era of democratic learning in various aspects of life after almost 35 years of not getting the moment to do that. In the democratic system in various aspects of life, education is a very important pillar fundament, because if the education is poor, it is difficult to expect democracy can be born and developed anyway. Therefore, Indonesian nation that is conducting reformation to the democratic life as stated in the previous introduction, must think that all institutions should be supported to actualize the democratic life in the daily life ranging from family, school, society, government and non government institutions, which is in line with the adage that states that "Democracy in a state will thrive if it kept by a citizen who has democratic life". Therefore, schools as the important institutions need to create a democratic life. (Budimansyah in the national team lecturer in Civics, 2011:136).

Further it is confirmed that democracy emphasized independency, freedom and responsibility. Independency is needed to develop self-confidence and also awareness of the limitations and capabilities of the individual, so the people are willing to work with other people that are essential to life. This pluralist life happens everywhere, ranging from the *RT, RW* to the community of nation, and it often causes a person or a group of citizens have a tendency to more concerned on the group and cause conflict. So, the freedom should be accompanied by patience, tolerance, and the ability of self control. These aspects can be the indication to know whether Indonesian people's characters are good or not, besides the other way to optimize the formation of character that is expected and in line with *Pancasila* values.

In line with the precede idea, one of the ways to form the character of a citizen is by re-actualizing the values of national resurgence in Civics learning material that is oriented on affective area. It means that as stated by Yoyomartono in the book of "*PKN Paradigma Terbaru untuk Mahasiswa*" by national team of Civics lecturer (2011:83-84) emphasizes that based on *Pancasila* 1949 about the good values for Indonesian people that describe their activity. The intended values are the values that derived from the independence proclamation of August 17, 1945 and that are the culmination of Indonesian people's struggle that is the reflection of the nation's commitment to an independent Indonesia, spark, soul and spirit of *Pancasila* that has been oppressed for centuries by invaders. These values include: the value of self-sacrifice, the value of unity, the value of appreciation, the value of teamwork, and the value of pride as the nation of Indonesia. Then some mottoes stated during the struggle such as, free or die (*merdeka atau mati*), it is better to die than live in the colonized land (*lebih baik mati berkalang tanah daripada hidup dijajah*), *rawe-rawe antasmalang-malangputung*, *sedumuk bathuksenyaribumi*, united we stand, divided we fall (*bersatukitateguh berceraikitaruntuh*), and so on, they are not just slogans at that time, but they are actually implemented consistently and full of responsibility.

In line with the earlier explanation, the national team of Civics lecturer insisted

that the important thing is how to actualize the values of national resurgence through Civics. Then, Civics itself should be an education that has a good quality. First, it is stated about Civics, in which at first it is in the context of defend the country, the material that supports the attitude of national insight should be inserted to provide the reality of national life that includes society's life. Second, the learning method that at first it is indoctrination that should be changed to be democratic that focuses on the learning process. The students should be more involved to discuss the actual problem that happened in Indonesia. Third, related with the model, it means that how to make the students have a good model from the governmental agencies.

4. Civics Actualization as the Revitalization of National Character

a. Concept, Definition and Purpose of Civics

Civics education focuses on the ability and active thinking skill of the citizen especially the younger generation in internalizing the values of good citizens in democratic situation and various societies' problems. So, Civics is defined by Mahoney as cited by Suriakusumah in Sri Wuryan and Saifullah (2006:75) as *Civic Education includes and involves those teachings that type of teaching method, those student activities, those administrative and supervisory procedure which the school may utilize purposively to make for better living together in the democratic way or (synonymously) to develop better civic behavior*. As stated by Sri Wuryan that Civics education in *Encyclopedia of Educational Research* can be analyzed in narrow and broad meaning. In the narrow meaning, Civics education discusses about right and obligation, while in the broad meaning, it discusses about the problem of moral, ethic, social and various of economic aspect.

Related with the concept and the definition above, Sri Wuryan and Saifullah (2006) stated that the purpose of Civics education based on NCSS (National Council for the Social Studies) are such as follows: 1) The knowledge and the skill to solve the problem; 2) The awareness toward the influence of science and technology; 3) the readiness for the effective economic life; 4) the ability to arrange various considerations toward the values for the effective life that always changes; 5) Willing to receive a new fact, a new way, and a new idea; 6) a belief toward the individual freedom and right similarity for everybody guaranteed by the constitution; 7) the participation in the process of making decision through the statement of representatives, expert, and specialist's opinion; 8) pride of the national achievement and support for the freedom and cooperation; 9) being sensitive to the needs, feeling and other people's goal; 10) the development of democratic principal and its realization in a daily life.

b. The Values of Pancasila as the Revitalization of Indonesian People's Character

The Independence of Indonesia is obtained 67 years ago, it has the values that needs to be followed up and it need stressing to develop the nation the state based on the national values stated in *Pancasila*. Based on those values, the people are expected to have a goal, life sight and national character that insists that Indonesian people is the nation that believes in the one and only god, uphold a just and civilized humanity, prioritizes the unity of Indonesia, respect the values democracy for social justice for all

Indonesian people (Pasandaran, 2004:70).

The effort to develop the nation and the country has been done and there are many developments that have been achieved, but there are also many crisis situations that have been faced. As stated by Sumartana and Pasandaran (2004), multidimensional crisis situation is indicated with various horizontal conflict nuanced, so it can debilitate social cohesion and the sentiment of religiousness and ethnic is stronger. Besides that, it is also stated that the upholding of human rights in Indonesia is degenerative, because there is the displacement of values and social changes in a high and fundamental scale. It indicates the difficult situation of Indonesian people that are not applying the values of *Pancasila* that has been the character of Indonesian people. It can be said that in today empirical experience, there is a displacement of the values that forms an absolutism phenomenon over the instrumental values, the relativism of the basic values, and the tendency of the nihilism values. A fact that the basic values such as justice, honesty, and truth are broken by the strong flow of the instrumental interests that can be seen that many communities and institutions will get nihilism values as stated by the observation of Hans Kung in Pasandaran (2004:72) that loss of basic vision, the more strengthen of violence culture, the lower solidarity, justice, tolerance culture, and the pattern of good life.

Based on the phenomena proposed before, then this is where the optimum of Civics as the main pillar of the development of the nation character. The character is not formed automatically, but it is formed through a process and an experience through the education. However, from the experience of Civics practice, the characterization is still becoming a serious problem in the education of the nation. In which Civics is regarded as a political government such as in the new order government, so the essence of Civics as the main pillar in developing and optimizing the character of the nation has been lost. The learning process of Civics in the school sometime becomes indoctrination and it debilitates the development process of comprehending meaning, values, attitudes, democratic behavior.

An analysis of empirical observation about mentality and morality issues shows that the process of the citizen education is important because there is an indication that there is a problem of education of nation character. The process of Civics education seems to be failed in creating honest people. The responsibility of Civics education in the process of nation character building is based on the nature of Civics itself is as education of values. The process of civics education is a process of values education that has different learning characteristic with the other lesson. From the empirical observation, there are the weaknesses both in term of the development of learning objectives, learning material, learning strategy, the evaluation of learning outcomes. The emphasis on the cognitive aspects becomes the weakness point of the learning process in the school. The directive learning process of Civics through lecturing is not providing the opportunities for the students to clarify and even test the preferences of values individually or as a goal of education.

The efforts to solve the weaknesses in the learning process have been conducted. Trial school has been developed as a school model to apply several innovations in the learning process. The innovative concepts such as student active learning, contextual

teaching learning, and problem solving method have been introduced to the teachers. However the result of empirical observation indicates that the teachers still get stuck in the directive learning pattern through lecturing. The students are not accustomed to or less given the opportunity to find, to identify, and to clarify the problem by using empirical data, so the learning process becomes more contextual and meaningful for the students.

C. Conclusion

Based on the explanation in the introduction and discussion above, it can be conclude that the principal related with the optimizing character education though Civics learning in the school are: 1) Civics as a media of democratic education laboratory, forming democratic and responsibility participation skills in the national life; 2) The curriculum of Civics in the school should implements the character education and make the students become the citizens who have strong commitment and consistency to defend republic of Indonesia; 3) Civics focuses on the citizens formation that understand and be able to implement their right and obligation to be smart, skillful, and characterized Indonesian people based on *Pancasila* and the constitution of 1945; 4) Civics should applies the values that can be upheld and can anticipate the negative impact of globalization affecting the character of the nation; 5) Civics has a global vision and mission to raise awareness of global challenges that are and will be facing , have the ability to develop responsibility skill as citizens of the world, have the ability to appreciate the interdependence with others, to strengthen the ability to build the commitment of responsibility and participation in the various problems; 6) Character education approve the freedom, but should be accompanied by the patience, tolerance, and self-control skill, so it can determine good or bad character of our nation; 7) The optimizing of character education through Civics learning, because it is a main pillar of the development of the nation character; 8) Character is not formed automatically, but it is formed through a process and an experience of education; 9) The learning process of Civics is a process of values education that has different learning characteristics with other lesson.

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