

THE ROLE OF CIVIC EDUCATION LEARNING IN UNIVERSITY AS MODERATE EDUCATION FOR COLLEGE STUDENT

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ABSTRAK

Penelitian ini bertujuan menemukan peranan pembelajaran pendidikan kewarganegaraan di perguruan tinggi dalam tujuannya membentuk sikap karakter moderat mahasiswa atau warga negara . Pendidikan Kewarganegaraan adalah pembelajaran yang bertujuan membentuk mahasiswa atau warga negara agar memiliki rasa kebangsaan dan cinta tanah air. Pendidikan kewarganegaraan juga memiliki dimensi yang mengarah kepada pendidikan moderat karena dapat mengembangkan kultur demokrasi seperti mendukung pendidikan kedamaian, menjaga hak-hak kemanusiaan, pengakuan akan pluralitas agama, budaya, maupun politik serta adanya komitmen dalam mengakui hak-hak minoritas. Sikap moderat merupakan wujud kesadaran bela negara untuk menjaga keutuhan nasional sehingga sangat bertalian dengan fungsi pendidikan kewarganegaraan. Dalam penelitian ini, digunakan metode dengan pendekatan kualitatif dengan jenis penelitian pustaka (library research). Adapun hasil dari penelitiannya adalah (1) Pendidikan Kewarganegaraan dapat menumbuhkan individu atau mahasiswa yang bukan hanya sekedar mengetahui, memiliki kemauan, serta mampu mewujudkan suasana demokrasi melainkan memiliki komitmen untuk mampu memperbaiki kehidupan demokrasi secara terus-menerus; (2) Pembelajaran kewarganegaraan sangat beririsan dengan komponen yang diharapkan dalam pembentukan nilai ke-moderat-an dalam bermasyarakat berbangsa dan bernegara terkhusus dalam hal menjaga suasana demokratis; (3) Pendidikan kewarganegaraan berperan sebagai pendidikan multikultural yang bertalian dengan sikap moderat karena mampu mengakomodir kemajemukan serta dapat meminimalisir praktik yang bersifat rasis maupun sara.

Kata Kunci: Pendidikan Kewarganegaraan, Demokrasi, Moderat, Karakter

ABSTRACT

This research aims to find out the role of civic education learning in university in the aim of forming moderate character attitudes of students or citizens. Civic Education is learning that is intended to form students or citizens who have a sense of nationality and love for the homeland. Civic education has dimensions that lead to moderate education because it can develop a democratic culture such as supporting peace education, safeguarding human rights, recognizing religious, cultural, and political plurality as well as a commitment to acknowledging minority rights. Moderate attitude is a form of awareness of defending the country to maintain national integrity so that it is closely related to the function of civic education. In this study, used a method with a qualitative approach to the type of library research. The results of this

study are (1) Education can grow individuals or students who not only know, have the will, and are able to create a democratic atmosphere but have a commitment to be able to improve democratic life continuously; (2) Civic education learning is very much in line with the components expected in the formation of moderate values in society, nation and state, especially in terms of maintaining a democratic atmosphere; (3) Civic education plays a role as multicultural education related to moderate attitudes because it is able to accommodate pluralism and can minimize racist and racial practices

Keyword: Civic education, Democracy, Moderate, Character

INTRODUCTION

Educational institutions should have a concern for the progress of civilization through the learning process by connecting science with social reality. The educated generation must have a role as a catalyst in spreading moderate behavior that is able to coexist in a pluralistic society as the demographic conditions of the Indonesian nation are. Higher education should be a place where the values of openness, humility, positive thinking and activeness in maintaining the rights of others are reflected as a reflection of democratic values.

In Article 37 paragraph 2 of Law No. 20 of 2003 concerning the National Education System has explained that Civic Education is learning that must be included in the curriculum because it is intended to form students or citizens who have a

sense of nationality and love for the homeland so that citizenship education learning in another sense aims to raise awareness of defending the country. Awareness of defending the country is very much needed considering that we are getting further away from the proclamation of independence so that the spirit of history in human collective memory is very likely to fade. Therefore, learning is needed that can raise the spirit of nationalism that can still foster unity, the value of peace, and sharpen sensitivity among fellow citizens. Civic education has dimensions that lead to moderate education because civic education has been transformed as learning in an effort to prevent conflict (*amelioration*) based on class differences or existing diversity.

Civic education gets a position or in other words as a

constitutional mandate to be able to mature citizens in the era of disruption and the era known as the era of abundance. The ease with which information develops allows radical indications to develop because the absorption of information is no longer through theological discussions as in the classroom level in formal education, but only circulated written information which is interpreted not comprehensively so that a single interpretation that invites extreme thinking is very wide open. Disclosure of information also allows for community polarization in cyberspace so as to distance themselves from the moderate character as mandated by the constitution which emphasizes the supremacy of human rights.

The widespread reporting of actions that lead to actions that go against the vision of the nation can be linked to individual awareness of the value of defending the country. The poor awareness of defending the state is a challenge for the world of education to produce scientific activities that raise national horizons, especially making formal learning

the spearhead in producing characters that have a moderate dimension such as understanding the context comprehensively, the ability to be able to balance the provisions of sharia with the times, support peace education and be active in safeguarding human rights, recognition of religious, cultural, and political plurality as well as a commitment to acknowledging minority rights (Damopolii, Alqadri Burga. 2020;174) . These dimensions can be realized by the awareness of defending the country which is preceded by national insight because actions are manifestations of thoughts.

The formation of a citizen's identity is very important considering the world's political conditions that have led to an ideological war or a *proxy war* where cultural and religious penetration is very easy to reach the world community, especially the vulnerable Indonesian nation, which can be influenced and even deceived by things with a religious approach. National identity in anthropological terminology is defined as a distinctive trait according to self-

awareness or groups who feel one in terms of race, religion, language, customs and history so that it has the consequence to feel a unity that eliminates majority and minority alliances (Winarno, 2018;8). The role of civic education in the curriculum has also been emphasized to shape human beings in certain circumstances or certain conditions as mandated in Law No. 3 of 2002 concerning National Defense, namely forming people who have awareness in efforts to defend the country. Moderate character can be intended as an effort to defend the country because it has elements that can knit a sense of unity and unity in diversity. Therefore, the correlation between the goals of civic education and the formation of a moderate character of citizens is the interest of researchers to be studied comprehensively to be poured into a scientific paper.

METHOD

This research method uses a qualitative approach to describe the relationship of civic education learning with the formation of

moderate character of citizens with this type of library research. Research data obtained through literature study from books, journals, and articles and other readings related to the discipline of civic education or having relevance to the research title. The data obtained were then analyzed in depth.

DISCUSSION

Civic education learning is education that forms good and intelligent citizens, including having an understanding of the pattern of relationships between individuals or citizens and the state as well as the concept of citizenship (Ananda, 2012). Being a citizen means being a member of a political community that has many aspects in it such as ideology, politics, economy, social, culture, security, rights and obligations so that it demands the competence of citizens to live side by side in a country.

As the basis of civic education, namely in the context of developing ideals in the formation of dignified character and civilization of the Indonesian nation and making citizens who are democratic and

responsible both philosophy, psychopedagogic, and socio-politic. Civic education is also a learning whose scientific dimensions can develop missions. National Education as explained by Dadang Sundawa that Civics is a learning that focuses on the formation of individuals or diverse citizen in terms of religious beliefs, socio-cultural, language, ethnicity in order to realize the vision of nationality, namely giving birth to skilled individuals and having characters based on the values of Pancasila ideology, and UUD NRI 1945 (*Constitution of the Republic of Indonesia*) (Somantri & Winataputra, 2017). Seeing the scope of the study in the field of civics learning is very in line with the components expected in the formation of moderate values in society, nation and state.

Civic education learning is very essential in finding the character of citizens to be able to coexist and be able to withstand sectoral egos as explained by Cogan and Derricot in (Winarno, 2018) that citizenship is a set of characters or attributes of citizens in which there is a feeling of identity, ownership of rights. certain

rights, fulfillment of appropriate obligations, interest in and involvement in public affairs and acceptance of basic social values. This is reinforced by Kalidjernih's view which emphasizes that civic education learning can form an identity that allows students and students to feel the meaning of shared ownership and responsibility for social rights and obligations in a country (Kalidjernih, 2011). Therefore, through civics learning, we can strengthen our national commitment, which from the outset hoped for a collection of national identities from various diverse cultural identities to live in peace as the ideals of the Indonesian nation which have been enshrined in UUD NKRI 1945.

Civic Education Learning as Democracy Education

In a study (Fahroji, 2020) it is explained that civic education can develop a democratic culture, including understanding the value of freedom, a sense of togetherness, collective independence, a sense of tolerance, the ability to restrain oneself from all differences, the ability to make decisions, and

actively participate in political activities community, and shaping students to become good and responsible citizens through the internalization of morals and social skills. Another goal of civics learning is to make sure to understand and solve contemporary problems such as intolerance, not accepting different views, diminishing respect for plurality, lack of awareness of law and social order, loss of human dignity in the soul and the complexity of local wisdom to be guided. Therefore, the output of learning in higher education can make students become pioneers in the community so that they can still fight for the function of students as a moral of force.

In the journal (Nafilatul Fitriyah & Muhammadiyah, 2019) it is explained that the concept of Indonesian-style democracy which is committed to suppressing radicalism in a way that does not violate human rights and upholds democracy is very suitable for growing moderate Islamic character. Therefore, to run a perfect democracy in the style of Indonesia, the moderate character must be internalized within the

citizens. The character of moderate Islam is the teachings of Islam rahmatan lil'alamin which encourage modernity and democracy should not be confused with religion. As stated by Azyumardi Azra, he views that Indonesian Islam is "*Islam with a smiling face*" which always creates a peaceful and moderate atmosphere, so that there is no problem with modernity, democracy, and human rights. It is also reinforced by the view of Toto Suharto in (Suharto, 2017) that Indonesian Islam has a distinctive Indonesian character, namely moderate, friendly and full of tolerance.

Civic education also functions as dimensional character education, which paradigmatically reflects a conception that leads to moderate character which in a concentric continuum is referred to as education in democracy which can grow individuals or students who are not only aware, have the will, and are able to create an atmosphere democracy but has a commitment to be able to improve democratic life continuously (Somantri and Winataputra, 2017). Therefore, the moderate concept is one of the goals

of character building from learning civic education which takes place gradually and continuously.

Civic Education Learning in Indonesian curriculum has been categorized as only limited to the realm of knowledge or minimal in nature. So it is very important to develop moderate Civics learning, namely "*education in democracy*" (Winataputra, 2016). Civic education learning as education that has dimensions in the development of democratic character can be maximized through meaningful learning, learning that connects new phenomena into the knowledge structure so that it can be remembered and applied by students.

The explanation from Udin S. Wianataputra also implied that the "*education in democracy*" paradigm applied in civics learning is a learning stage that actualizes moderate values because it can change learning which tends to focus on democratic processes that emphasize the application of knowledge and attitudes in everyday life.

Multicultral Education and Moderate

In a journal (Oktober Panca, 2021) it is explained that multicultural education is closely related to moderate education because multiculturalism is a concept to maintain Indonesian cultural diversity while moderate attitude is a belief in eliminating radical ideas to protect the environment and the spirit of love for the homeland so that it integrates the understanding of multiculturalism and values. Moderation is very important. If it is associated with an education system that teaches multicultural values, it is very compatible with the scientific structure of civic education. It was also explained in the journal (Nanggala, 2020) that civic education is able to play a role as multicultural education, because the goals and scientific structure are very supportive, including being able to accommodate pluralism and minimize racist and racial practices. Therefore, it can be said that civic education learning can provide a comprehensive understanding to students to have an awareness of maintaining the nation's pluralism.

In order to preserve peaceful multicultural conditions, citizens are

required to have competence, confidence, and commitment as a reflection of the ideal democratic citizen (Budimansyah, Winataputra, 2012; 34). One of them is to think and act moderately in order to live side by side in peace over all differences. From the concept of smart and good citizen, it is very compatible with the size, limits or moderate indicators stated by Damopolii and Burga, namely having a national commitment, promoting tolerance, anti-violence and accommodating towards local culture (Damopolii, Alqadri Burga. 2020; 173).

Moderate attitude in (Dicky Artanto et al., 2022) is the ability to balance all aspects of an individual's life as well as the ability to avoid existing tendencies so that individuals will have fair behavior. Moderate character in (Faruq & Noviani, 2020) can also be interpreted as behavior that has views and attitudes that position themselves not to take sides or to be in the middle so that they are able to maintain balance and not overdo it. Therefore, the dimensions of moderate behavior are very much in

line with the national mission and the cultural dimensions developed by civic education to revive a democratic atmosphere in order to realize the ideals and goals of the Indonesian state which wants unity and integrity and commitment to upholding human rights.

Therefore, it is very appropriate if civics learning gets special attention in the national curriculum in the context of efforts to defend the country and educate citizens to create a sense of nationality and love for the homeland (Burhan, 2018; 15). Both have a causal relationship that has a function as a strengthening of the awareness of defending the country.

CONCLUSION

Civic education learning has a great impact in terms of moderate education. Moderate character is one of the goals for the formation of human resources because it is believed that moderate character is able to reconcile a very plural life. Through civic education learning in universities, it is possible to grow individuals or students who not only know, have the will, and are able to

create a democratic atmosphere but have a commitment to be able to improve democratic life continuously.

In psycho pedagogic perspective, civics education learning is closely related to moderate character which leads to a democratic nature where one of the objectives of civics learning is to mature citizens in terms of democracy such as an attitude that positions oneself not to take sides or to be in the middle so as to be able to maintain a balance and not overdo it. From this research, it was found that civics learning is closely related to the expected components in the formation of moderate values in society, nation and state, especially in terms of maintaining a democratic atmosphere. Civic education also plays a role as multicultural education related to moderate attitudes because it is able to accommodate pluralism and can minimize racist and racial practices.

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