

CONSTRUCTION OF DEMOCRACY EDUCATION AS STRENGTHENING OF CITIZENS OF CHARACTER

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ABSTRACT

Indonesia is one of the democratic countries. The values of democracy in Indonesia are derived from the values that come from the social and cultural life in society itself. Therefore, the Indonesian applies the ideology of Pancasila democracy, where Pancasila (five principles) is an ideology that guides the life of Indonesian society. Based on this matter, democracy education is needed as a strategy of socializing the values of democracy to the community, especially for the young generation. It is executed to prepare citizens to behave and act democratically, so that will form the character of citizenship that reflects the personality of the people of Indonesia against the norms, rights, and obligations as citizens. The construction of democracy education as the strengthening of citizenship character has two concepts to be discussed in this article. First, development of intellectual ability for cognitive citizenship skills. Second, the development of citizenship participation skills.

INTRODUCTION

Indonesia is the third democracy after India and the United States. Democracy is a political system based on the ideology of the state it embraces, each country has a different ideology, for example in Indonesia adheres to the ideology of Pancasila, the United States adheres to a liberal *ideology*. As a country that embraces the ideology of Pancasila, Indonesia's democratic political system is based on the principles of Pancasila. It means that all life of Indonesian society is based on Pancasila values and society upholds those values. The values of Pancasila in question include the values of Godhead, humanity, unity, deliberation, and justice, of the five values are sourced from the community's own value system.

As the development of democracy in Indonesia experienced is up and down. In the era of reforms marked by the collapse of President Soeharto's government and the end of the New Order period, Indonesia entered the governance of the new government. In this era the

implementation of democratic system is different from the previous era, namely the existence of freedom of the press as a public space to participate in the life of nation and state, the system of political recruitment in filling open government positions, and citizens' basic rights in issuing opinions more open. However, with the change of life order nation and state does not mean escape from the problems. If analyzed more deeply, the problems that occur today (1) increasing the number of non-voters in elections, (2) the public confidence to government (state officials) is very low, (3) the discrimination in social life, (4) low participation of citizenship in policy making. From the various problems that arise above, it needs the right strategy, one of them through education-oriented path to the formation of good citizen character in accordance with the values of democracy based on the principle of Pancasila.

In Law on the National Education System Number 20 Year 2003 hinted that education aims for the development of the

potential of learners to be a human being who believes and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of democratic and to be responsible. Furthermore, if reviewed backwards, the purpose of National Education contained in Law No. 2 of 1989 is the intellectual life of the nation and develop a complete Indonesian man, the man who believes and cautious against God Almighty and noble virtuous character, possessing knowledge and skills, physical and mental health, a solid and independent personality and a sense of community and national responsibility. On the basis of the two national educational goals that are embedded in the Act above can be drawn the thread that national education as the formation of democratic citizens and is responsible for the state and nation. This is in line with the existing government system in Indonesia. Indonesia is one of the countries embracing the system of democratic government, the system of government organized from the people, by the people, and for the people.

The country is called democracy if marked by the existence of democratic spirit inherent in its society in the form of active and intelligent participation of citizens. The content of democratic is derived from the values of democracy itself. The democratic values according to Zamroni (2001: 32) include (1) tolerance, (2) freedom of expression, (3) respect for dissent, (4) understanding of diversity in society, (5) open in communication, (6)) to uphold the values and dignity of humanity, (7) confidently or not rely on others, (8) mutual respect, (9) self-restraint, (10) togetherness, (11) equilibrium. On the basis of democratic values are implemented in the form of behavior and actions in the life of nation and state to a democratic civil society.

In an effort to realize a democratic society that is civilized in accordance with democratic values one of them through

democratic education. Winataputra (2001) explains that democratic education is a systematic effort by state and society to facilitate individual citizens to understand, live, practice and develop the concepts, principles and values of democracy in accordance with their status and role in society. As an effort to optimize the cultivation of democratic values in developing the character of citizenship, the role of the school as a formal educational institution is very strategic. In democracy education emphasizes on two things, called the development of intellectual skills and personal and social skills to the values of democracy.

Gandal & Finn (1992) was view on democratic education as an isolated subject. This is in accordance with what the students learn in school, whether in the form of subjects History as well as Pancasila and Civic Education. Good democratic education is from good education in general. He further disclosed "Democratic governments do provide schooling for their citizens - which should be equally accessible to all, and not to be used as a vehicle for government propaganda - but democracy allows for alternatives as well". It implies that democratic governance provides education for its citizens who must be accessible to all citizens, and not used as a means of government propaganda, but democracy as one alternative way.

As a democracy, Indonesian citizens must reflect the character of democratic citizenship as well. Patrick (Samsuri, 2012) states that the components of the competence of democratic character of citizens, namely knowledge of citizenship and democratic government, cognitive democratic citizenship skills, participatory skills of democratic citizenship, and the primacy of democratic citizenship character. Therefore, to realize the four components as the implications of the construction of democracy education in strengthening the character of citizenship include two concepts, that is, (1) the

development of intellectual ability on cognitive skills of citizenship, (2) the development of citizenship skills skills.

DISCUSSION

Construction is a meaning associated with a sentence or group of words that exist in a word in the linguistic study (Sarwiji, 2008). The term construction in this discussion is defined as a meaning contained in the education of democracy as an effort to strengthen the character of citizenship. The correlation of strengthening the character of citizenship to democracy education is the accuracy of strategy as a means of its formation. Democracy education itself has a very important role as an effort in building a civil society that is a citizen who has had the characteristics that aspired to his country. The relationship between democratic education and citizenship will not develop without a democratic leader. This is in accordance with the guidelines for strengthening character education issued by Kemendikbud in 2016 explains that strengthening the character itself will work well if the leader of the educational institution is able to become a leader who can be trusted and visionary. Subba (2014) states that to print democratic citizenship characters teachers are required to effectively convey the urgency and substance of skills and citizenship policies. The teacher's role must be transformed from authoritarian actions. Schools can and should play a leading role in preparing democratic citizens as the nation's generation.

Democracy education in schools can be successful, it must be conceptualized and practiced as dialogue between learners and teachers. The content embodied in democratic education is to teach young people to think critically and think democratically and act responsibly as citizens. Zamroni (2013: 20) argues that the democratic soul and character that exist in a person does not grow naturally, but as the result of a social engineering,

especially education, which has a strategic role to develop a democratic soul and character in the learner. For that education democracy is one of the closest alternatives relevant to school life. It is reinforced by his opinion John Dewey (1926) that a democratic school environment will create learners (citizens) who have a democratic character as well.

Development of Intellectual Ability for Cognitive Citizenship Skills

Branson (1998) divides into three competencies that must be possessed by democratic citizens, that is, (1) civic knowledge (knowledge of citizenship), related to what knowledge should be owned by citizens, (2) civic skill is an intellectual and Equal participation of citizens, (3) civic disposition is the character of citizens in developing constitutional democracy. In relation to the intellectual ability in question is the cognitive, affective, and responsibility of the citizens. The cognitive ability that must be possessed by the citizen in this case relates to the material content of his rights and obligations as a citizen, but it also relates to the structure and the political system, the government and the ideal social system in accordance with the democratic values in realizing the life of the nation and countries peacefully.

Capacity Building for Citizenship Participation

In addition to cognitive intellectual skills, the essential component that must exist in democratic education is citizenship skills. If citizens in carrying out their responsibilities and acquiring the rights of citizens are not only equipped with knowledge, they also need to be equipped with relevant intellectual and participatory skills. In addition to participatory knowledge and skills, democratic societies must focus on the skills needed to participate in obtaining information and be responsible for the process of political systems within a country. These skills can be classified as

forms of interaction, monitoring, and influence.

First, the interaction with regard to skills required citizens to communicate and cooperate with others. This interaction process is conducted in the form of questioning and courteous reply in building coalitions and managing conflicts fairly and peacefully. Second, monitoring leads to the skills of citizens in analyzing the ongoing problems of political and governance processes, meaning that this monitoring is the exercise of citizen oversight of the political and governance system. Third, the influence is leading to skills in the capacity to influence the political process and governance, both formally and informally in government in society.

Democratic education that leads to the establishment of citizenship character takes place continuously in the family, school, community, and civil society organizations. This environment should provide experience to the understanding that democracy is within a country that requires the existence of responsible governance. Branson (1998) divides the character of citizenship into two, namely the character of private citizenship and the character of public citizenship. The characteristics of private citizenship include moral responsibility, self-discipline, respect for individual values and human dignity. However, the characteristics of public citizenship include modesty, respect for the rule of law, the ability to think critically, the ability to listen, negotiate, and compromise in achieving the success of democracy. Both of these citizenship characters greatly contributed to the political participation of citizens.

The form of democratic education as strengthening the character of citizenship includes (1) becoming an independent member of society, meaning that all forms of behavior undertaken by society without external control and all actions have fulfilled the moral and legal

obligations of membership in a democratic society, (2) self-respect and human dignity, meaning being able to listen to the opinions of others, considering the rights and interests of fellow citizens, and adhering to the rule principle in general, but still recognizing different minority rights, (3) participating in the interests of government wisely and effectively, that is, every citizen able to vote in public debates in accordance with the ability to analyze a problem, (4) promote a healthy democratic function, meaning information and attention to the interests of the government encourage citizens to work through peaceful and legal means in changing of a policy fairly.

In the school environment the formation of skills that lead to citizen participation begins from learning to interact in small groups, gather information, exchange opinions among friends. It can also be done by teaching students to be able to respect the opinions of others, ask effectively, and manage the conflict through mediation, compromise. If the learner development level is higher, it is expected to develop skills to monitor and influence the public policy.

CONCLUSION

The construction of democratic education as a strengthening of citizenship character in this article includes two concepts, that is, (1) the development of intellectual ability on citizenship cognitive skills, (2) the development of citizenship participation skills. The cognitive intellectual development of citizenship is related to the knowledge that citizens must have with respect to the rights and obligations that must be understood and the values of democracy that must be realized in the life of the nation and the state. While the skills of citizen participation which concerned with the attitudes that must be done by citizens in the form of participation to carry out obligations and responsibilities as democratic citizens.

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