

The Essence of Public Policies in Learning for Civic Education

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Abstract - Civic Education and Public Policy cannot be separated. Public policy is part of Civic Education or Citizenship Education as a form of Public Policy in the field of education. In the current conditions, many policies must exist but are not yet born. However, some policies are not by time, are not up to date, and even interfere with other policies. Public Policy Studies are essential things to be made into the main field of study in Civic Education. This study used a qualitative approach with the research method used is the study of literature, especially civic education and public policy critically and deeply on relevant library materials. The results show that a connection between civic education and public policy both in terms of politics, learning, and social. In terms of knowledge is an advanced stage of public policy (practical) that has been made by the government. In the process of learning civic education, there is an important goal to be a good citizen. That is in line with the level of citizen participation and compliance with the results of public policy. The curriculum taught at the elementary, middle, and high school levels of the material studied is mostly the result of public policy.

Keywords: public policy, Civic Education, learning

I. INTRODUCTION

Civic education is a field of study that has a variety of scopes and needed at each level of learning ranging from elementary school level, middle school, to high school and college. The subject of civic education contained in the curriculum, and it is essential to study in shaping good and right citizens, of course, in forming good citizens who can understand every activity of the government, including public policy itself.

The scope of Civics Education subjects is also contained in the attachment to the Minister of Education Regulation No. 22/2006 (*Permendiknas Nomor 22 Tahun 2006*), namely citizenship and personality subject groups intended to increase students' awareness and insight on their status, rights, and obligations in social, national and state life, as well as improving their quality as a human being. Awareness and insight including national insights, souls and patriotism of national defense, respect for human rights, national diversity, environmental preservation, gender equality, democracy, social responsibility, obedience to the law, obedience to paying taxes, and anti-attitude and behavior corruption, collusion, and nepotism [1].

Civic Education indeed aims to realize the good and right citizens in order to achieve mutual benefit and national welfare. This opinion is in line with the views of John J. Cogan & Ray Derricott, which states that a good citizen, by contrast, not only lives decently in his or her private life but is also committed to participation in public life [2].

Policy public defined as government activities aimed at solving problems that arise in the community environment directly or indirectly. William N. Dunn, states that public policy is a series of more or less related choices, made by government agencies or offices, formulated in issue areas, namely the direction of actual or potential action from the government.[3] Public policies that bind with the community not only make decisions alone but decisions made by policymakers must undoubtedly have a clear basis and concept for deciding and establishing policies, and this certainly made because a public policy as a decision of the holder of public authority indeed binds the public itself. Therefore policymakers can make appropriate public policies by the problems that occur.

Based on the description above it can be seen that Civic Education in the context of public policy is an important thing to study, with scholarship having this connection it aims to create good and smart citizens who understand their rights and obligations as citizens, one of which is understanding the dynamics policies made by the government. With that in mind, it is interesting to examine the essence of public policy in the learning of civic education. This article tries to focus on the content analysis of the dimensions of public policy on learning civic education at all levels of education.

II. THEORETICAL REVIEW

Civic Education

Civic Education has three dimensions of study consisting of aspects of knowledge, skills, and values of citizenship. The dimensions of civics knowledge include politics, law, and morals. The dimensions of civics skills include participation skills in the life of the nation and state. Moreover, the aspects of civics values include self-confidence, commitment, mastery over religious, rational, and moral values. The three elements of the intended study will be closely related to the scope of the discussion on Civic Education material [4].

a. Civic Knowledge

This dimension concerns the political, legal, and standard fields. So that bringing the consequences of Civics lecture material includes knowledge of principles and democracy, government and non-government institutions, national identity, the rule of law, free and objective justice, national history, rights and responsibilities of citizens, Human rights and political rights.

b. Civic Skill

The dimensions of civic skills are those concerning skills in participating in the life of the nation and state. Therefore, students must be allowed to participate in realizing civil society, influencing skills, monitoring skills in running the government. Skills in decision making, skills in solving social problems, coalition skills, and skills in managing conflict.

c. Civic Value

It means that lecture material leads to the planting of values, beliefs, and attitudes of good citizenship. Materials related to this dimension are commitment, mastery of religious values, norms and ethics, values of justice, democracy, freedom of opinion, and protection [5].

Then, Civic Education, according to Branson, that contains three main components that are appropriate to be used and developed in the society, namely civic knowledge, civic skills, and civic disposition [4]. Civic Knowledge is citizenship knowledge relating to the content or what citizens should know, including politics and government, the constitution, goals, democratic values and principles, the relationship between the State and other countries, and the role of citizens. Civic Skill is the ability of citizens to practice their rights and fulfil their responsibilities as members of a sovereign community based on the knowledge of citizenship they have. Civic disposition directly to the character of society and individuals of citizens who are essential for the maintenance and development of constitutional democracy. Citizenship character as citizenship skills develops slowly as a result of what has been learned and experienced by someone at home, school, community, and civil society organizations [5].

Patrick and Vontz grouped the competency components of citizenship studies into four, namely knowledge of citizenship and government in democracy (civic knowledge), Cognitive skills of democratic citizenship (cognitive civic skills), Participatory skills of democratic citizenship (participatory civic skills), and Virtues and dispositions of democratic citizenship (civic disposition). Of the four components, Patrick and Vontz describe in the subject matter the study of Civics knowledge into seven topics, namely Representative democracy, Constitutionalism, Human rights, Citizenship, Civil society, Market economy, and Types of public problems [6].

Public Policy

There are many definitions of Public Policy, different meanings so that these meanings can classify, according to

the perspective of each author. According to Chandler and Plano Public Policy is a strategic use of existing resource resources to solve public or government problems. Based on this understanding, policies can classify as government intervention.[7] Then Thomas R. Dye defines that public policy is a form of intervention carried out continuously by the government for the benefit of disadvantaged groups in society. So that they can live and participate in development widely.[8] According to Thomas, this Public Policy can classify as a decision (decision making). Where the government has the authority to use authoritative choices, including the decision to let something happen, for the sake of overcoming a public problem. Mustofadidjaja defines policy, namely the option of an organization that intends to overcome specific issues or to achieve individual goals containing provisions that can use as guidelines for behavior in:

- (1) Further decision making, which must be done by either the target group or (unit) implementing policy organization.
- (2) The implementation or implementation of a policy that has been a well-defined relationship with (unit) implementing organization and with the intended target group [9].

Mustofadidjaja's view, as stated above, views policy as behavior carried out by the government in the name of the state. Thus, the policy has no other words than to be in favor of the public interest. However, is it now every policy that is in the importance of the community?

Public policy is as policies established by government agencies and officials, where the implications of these policies are:

1. Public policy always has a specific goal or has actions goal-oriented.
2. Public policy contains government actions.
3. Public policy is what the government does, so it is not is what is still intent to be done.
4. Public policies taken can be favorable in a sense. That they are actions the government regarding any particular problem or is harmful in meaning is the government's decision not to do anything.
5. Government policy is at least in a positive sense based on regulations binding and compelling laws [10].

Woll, in his book *Public Administration and Policy*, argues that public policy is some government activities to solve problems in society. Both directly and through various institutions that affect people's lives.

Peter John stated that the field of public policy includes the operation of the political system as a whole, whether in the environment, cities, nation-states, or the international community or throughout this arena. That is the main contribution of public policy to political science. The policy-oriented approach examines public decision making from the standpoint of what concrete actions come out of the political sphere. It considers how each element in policy-making can lead to specific outcomes and

outcomes. [11] Furthermore, Thomas Dye state that Public Policy defines that public policy is everything that done or not done by the government, the reasons for a policy must do. The benefits of living together must be a holistic consideration so that the policy contains excellent benefits for its citizens and does not cause harm. This is where the government must be wise in setting policy [12].

Charles Lindblom states that policy is closely related to decision making because both choose among the available options. The public terminology shows an extraordinary breadth to be defined. However, in this case, the public is closely related to the state, market, and civil society. The three of them are actors in the public arena so that the public can understand as a dimensional space that shows the interaction between the three actors [13]. Public policy portrayed by Bill Jenkins in *The Policy Process* is a decision based on relations activities undertaken by the political actors to determine goals and get results based on consideration of the particular situation. Furthermore, Bill Jenkins defines public policy as "A set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified situation where these decisions should, in principle, be within the power of these actors to achieve." [14].

Thus as Peter John said, it can be seen that public policy is a field of political study. This is consistent with the field of Civic Education study, which has three dimensions of learning, namely knowledge, skills, and values of citizenship. The dimensions of civics knowledge include politics, law, and morals. It can understand that public policy is one of the fields of civic education studies. Then what has conveyed from the opinion above is that one aspect of public policy is the society and aims to be beneficial for life together. Therefore it is necessary to have good and smart citizens so that the process of running public policies from the educational process to deciding the policy goes with good and achieve the expected goals.

III. RESEARCH METHODS

This research uses a qualitative approach with the research method used is the study of literature, by collecting data or scientific papers that aim to solve a problem, especially civic education and public policy critically and deeply on relevant library materials. In this section, the researcher makes a study of the concepts and theories used based on the available literature, especially from articles published in various scientific journals in advance with certainty from which sources the scientific information will be obtained. Several sources used include textbooks, scientific journals, research results, and other relevant sources. Researchers do several things that do in order to get in-depth results that require other things such as the formulation of the problem, the theoretical basis, data analysis, and making conclusions.

The research subject focused on the opinions, ideas, and research results of the depth of the content of public

policy variables in the learning of civic education. The process of collecting data technically, researchers identified primary sources, both in the form of civic education documents and public policies. Then finally, the presentation of data analysis, presentation of data analysis is descriptive analysis, which contains data excerpts and data processing to provide an overview of the presentation of the results of the analysis.

IV. RESULTS AND DISCUSSION

Relationship Between Civic Education and Public Policy

There is a relationship between civic education and public policy both in terms of politics, learning, and social [15]. In terms of politics, it is very evident that civic education studies at the elementary, middle, and upper levels. Moreover, even higher education is the result of political decisions that are formed in public policy [16]. In that context, citizenship education is highly dependent on the government's political will [17]. It can be seen in terms of history when the *Orde Baru* era was citizenship indoctrination, so the civic education curriculum was built on the needs of the regime. The change in the *Orde Baru* regime to a more democratic reform shows that public policies related to civic education are prepared based on society. Moreover, academic studies to optimize the ability of students to understand and implement their rights and obligations as citizens.

In terms of learning is an advanced stage of public policy (practical) that has been made by the government. In the learning process of civic education, there is an essential goal of being a good citizen. This is in line with the level of citizen participation and compliance with the results of public policy [18].

At the learning, the stage is an essential aspect of creating human resources that can provide input to the government that decides on policies regarding civic education. Good citizenship education will be able to produce good citizens [19], so that input will create for the government to make better policies.

In social terms, an evident relationship is that with the results of good public policies related to citizenship education [20]. Moreover, supported by good learning, it will produce a good community culture. In this context, it is a result of whether or not public policy and civic education are applied. Another aspect that shows the relationship between civic education and public policy is about science. The science of public policy and citizenship education is in social science [21], the focus of which is government, state, and politics. This indicates that civic education and public policy are inseparable.

Based on the paradigm of civic education, in the context of higher education, civic education is intended to create citizens who have an insight into nationality, statehood, and nationalism. In the global context, civic education aims at creating citizens who commit to

strengthening the values of human rights and democracy characterized by critical thinking about government policies [22]. This indicates that the quality of good civiceducation will provide useful input for future public policies.

Civic education also must create citizens who can participate in efforts to stop the culture of violence, resolve conflicts in society peacefully. This certainly reinforces the implementation of good public policy. The most important aspect, namely in the paradigm of citizenship education, is to seek citizens who can contribute to the problems of the nation and public policy [23]. The paradigm of civic education clearly shows that there is an integral link between civic education and public policy.

Citizenship education has the potential to develop democratic values in policy [24]. It stat that if a public policy will build on a democratic basis. It is necessary to provide considerations from various components of society to produce a democratic state of the nation, state, and society.

It is studying the civic education curriculum that taught at the level of elementary school, middle to the upper level. The material study in large part from the results of public policy, both based on history and in the actual context. Only a few civic education materials that are not related to public policy [25]. This condition indicates that the success of civic education will determine the quality of students' understanding of the results of public policy. Reasoning power or critical level of students is an essential task of civic education to produce input and criticism for the government. Students will also get apparent differences between the regimes that lead Indonesia so that they expect to provide a more democratic generation in the future.

V. CONCLUSION

Civic education has three dimensions of study consisting of aspects of knowledge, skills, and values of citizenship. The dimensions of civics knowledge include politics, law, and morals. The dimensions of civics skills include participation skills in the life of the nation and state. Moreover, the aspects of civics values include self-confidence, commitment, mastery over religious, normal, and moral values. There is a connection between civic education and public policy both in terms of politics, learning, and social. In terms of knowledge is an advanced stage of public policy (practical) that has been made by the government. In the process of learning civic education, there is an important goal to be a good citizen. This is in line with the level of citizen participation and compliance with the results of public policy. The curriculum taught at the elementary, middle, and high school levels of the material studied is mostly the result of public policy.

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