

The Effect of Civics Learning Implementation on Improving Civic Literacy in Digital Citizenship Era

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Abstract- One of the aspects that is being developed in Civic Education in the era of digital citizenship is regarding Civic Literacy. Civic literacy is the foundation of a democratic society as well as the manifestation of Power Citizen. This study aims to find out the influence of the implementation of civic education learning on improving civic literacy in the era of digital citizenship. The approach used is quantitative with the type of descriptive correlation research which is carried out in Junior High School Tasikmalaya Regency. The subject in this study consists of 240 students. The data is analyzed using multiple linear regression, F test and t test with a significance level of 5%. The statistic results of t-Test show that the value of tcount is 92.84 higher than the value of ttable with significance level of 5% is 1.970, while the sig value of the statistical results is 0.00 less than 0.05. Based on the F test, it shows that the value of Fcount is 8,619.6 higher than the value of ttable with the significance level of 5% is 3.88, while the sig value of the statistical result is 0.00 less than 0.05 and the R-squared value is 0.973. It can be concluded that there is a significant effect of the implementation of civic education learning on improving civic literacy in the era of digital citizenship by 97.3%.

Keywords: *civic education, civic literacy, digital citizenship*

I. INTRODUCTION

Nowadays, information and communications technology has developed rapidly and has an impact on society either directly or indirectly. For the millennial generation, the development of information and communication technology has become a challenge as well as a threat in the context of social, national and state life. The knowledge of civic life issues is important in this digital era, the development of information is moving so fast. Several studies explain about civic literacy, which broadly emphasizes the community inequality in the context of civic literacy which is still considered very low, but on the other hand the behavior of using the information technology such as the internet, social media and others is experiencing rapid development.

One of the must-have skills in the 21st century education is the skill regarding civic literacy. According to

Thakur and Thomas who state that civic literacy is a knowledge of how to actively participate in making changes in a community, so that as a democratic society they can implement and know their function to create a peaceful change [1]. This is in line with Kidwell's opinion, 2006 which states that civic literacy in the 21st century education focuses on the importance of information and understanding the process of government, being able to participate in civil life and recognizing local and global implications of civil decisions [2]. In accordance with Trilling & Fadel's opinion that one of the skills that must be developed in the 21st century is critical thinking skill, where it can also be manifested in the civic literacy sub critical thinking skill which certainly becomes very important in preparing students to face global challenges, especially in the field education [3].

Civic literacy in the 21st century is flexible and contemporary because it is linked to the context of students' real life. Civic literacy in the 21st century education focuses on the importance of information and understanding the process of government, being able to participate in civil life and recognizing local and global implications of civil decisions. While the role of Civic Education in the 21st century is to educate citizens, especially the next generation which is good for the national and state life which are always equipped with values that can enhance a sense of nationalism and patriotism. This is certainly very necessary for students in developing the aspects of critical reading, writing, and thinking skills to participate in society. In particular, there is a link between 21st century education, Civic Education, and civic literacy, as the output to be achieved in the 21st century.

Civic education can be used as a tool to maintain the interests of regime power in the form of indoctrination and the formation of ideological hegemony [4]. But on the contrary, civic education can also be used as an important tool to maintain and transform the political values of a political system through the process of education in school [5]. In its implementation, Civic Education is able to provide learning experiences to students as young citizens. In this context, the learning experience is considered necessary

because children are hypothetical citizens, that is citizens who are "not yet made" because they still have to be educated to become adult citizens who are aware of their rights and obligations [6].

Budimansyah and Winataputra reveal that Civic Education is pragmatically designed as a subject of learning that emphasizes content embedding values and learning experiences in the form of various behaviors that need to be realized in everyday life and is life's demands for citizens in social, national, and state life as a further elaboration of the ideas, values, concepts and morality of the Pancasila, democratic citizenship and state defense [7]. In this regard, according to Winarno there is a new paradigm of Civic Education including the civic intelligent, civic responsibility and civic participation. Whereas the output that is expected from the Civic Education can be explained through three components, these are civic knowledge, civic skills and civic disposition [8].

Civic Education is a program to prepare young generation to be ready to enter the real life as an adult citizen. Citizenship or Civics Education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching and learning) in that preparatory process [9]. Civic education is broadly formulated including the process of preparing young generation to take their roles and responsibilities as citizens, and specifically, the role of education including schooling, teaching, and learning, in the process of preparing the citizens [10]. The aim of Civic Education is to produce good citizens who understand and capable to fulfill their obligations as citizens and Indonesia is no exception [11].

II. THEORETICAL REVIEW

A. Civic Education Learning

Civic education is a subject that is taught in all formal educational institutions started from elementary school to higher education. Civic education has an important position in forming a good citizen or a good citizen. The position of Civic Education is very strategic in instilling character and personality based on the values of Pancasila and the 1945 Constitution. Winataputra defines Civic Education as a field that has the object of study and the culture of citizenship, using relevant disciplines, coherently, organized in the form of socio-cultural citizenship [12]. Whereas, Somantri, defines that Civic Education is an education program that is basically political democracy, elaborated with other sources of knowledge, positive influences from school education, the community and parents are processed in order to train students to think critically, analytically, behave and act democratically based on Pancasila and the 1945 Constitution of the Republic of Indonesia [13].

For a long time, the Civic Education teaching strategy is only known through lectures and contains indoctrination. This is in line with the statement of Numan Somantri who

states that the Civic Education teaching method which used to be called Civic still use traditional teaching techniques, that is using lecture and indoctrination methods [13]. In the 1968 curriculum of primary and secondary schools, the problem of critical thinking, creative, and participation and problem solving has been determined to be used by teachers in the learning process in school. According to Wahab and Sapriya there are several reviews regarding the relevance of Civic Education material in the past for several reasons, including: First, there are a lot of interpretation of Civic Education into the curriculum which is colored by the perspectives and interests of the government in the name of the perspective and interests of the state. Second, certain topics were raised more in order to strengthen the position of the ruling government. Third, Civic Education is a means of political education. But the political education referred to so far tends to be one-sided and monologue, that is to support the perpetuity of the ruling order power. As a result, the students are not prepared to think maturely, responsible and honest even to themselves. Fourth, in reality what is taught in schools is different from the reality. The next consequence is that we unwittingly prepare a generation that has a split personality [14].

According to Murdiono, the strategies that need to be developed in Civic Education learning are learning strategies which is more like critical dialogue, direct experience, collaborative, cooperative, and active learning [15].

B. Civic Literacy

In the Civics area of knowledge, according to Suryadi civic literacy is placed as a basic element of the political virtue of citizenship, the civic literacy implies the mastery of forms of political knowledge of citizens in particular and is about to be manifested in citizenship activities [16]. Civic literacy according to Milner is the knowledge and ability capacity of citizens to make sense of their political world [17]. Furthermore, Civic literacy is the knowledge and ability of citizens to overcome social, political and state problems. Afterwards, Dwipayana explains that civic literacy is interpreted as the knowledge capacity and the ability of citizens to understand their political world, or more broadly interpreted as the knowledge capacity about how to actively participate and initiate change in larger communities and societies. Willingness and ability to engage in public discourses [18].

Civic literacy is closely related to the discussion of Civics theory that as explained earlier, Civics is a science that discusses and examines rights and obligations as citizens [19]. To carry out the rights and obligations properly, the citizens must know, understand and practice what things are the rights of citizens and what things are the obligations of citizens, herein lies the importance of civic literacy. In principle, civic literacy is a comprehensive mastery concerning the scope of civic education.

Civic Education is the most supportive subject to improve civic literacy as explained by Milner that "... the most likely method of improving levels of civic literacy is civics education [17]". There are two indicators to measure the level of civic literacy, i.e. factual knowledge and cognitive proficiency. Factual knowledge refers to the knowledge

concerning the political system and government of every country, so that there is no standard instrument for measuring this level of factual knowledge. Cognitive Proficiency can be obtained from the learning material of Civic Education at school.

III. RESEARCH METHODS

This study employs a quantitative approach using a type of descriptive correlational research that aims to obtain a description of the variables being studied and find out whether there are influences between each variable. Correlational research is research that is intended to determine whether there is a relationship between two or several variables [20]. The independent variable in this study is the implementation of civic education learning (X) and the dependent variable (Y) is the civic literacy abilities. This study was conducted in Junior High School Tasikmalaya regency. The population in this study are VII grade students in the even semester of the 2018/2019 academic year which consist of 6 schools with 240 total number of students, the sample selection was done by cluster random sampling.

Table 1. State of population

No	Nam of School	The Number of Student
1	SMPN 1 Singaparna	40
2	SMPN 2 Singaparna	40
3	SMPN 1 Padakembang	40
4	SMP Islam Cipasung	40
5	SMP Islam Paniis	40
6	SMP Al-Furqon	40
Total		240

Source : Junior High School in Tasikmalaya Region 2019

This study uses descriptive statistics to describe the implementation of civic education learning and civic literacy abilities, using linear regression. In regression analysis, there are several assumptions that must be passed so that the resulting regression equation will be valid if it is used to draw conclusions. The normality test was used in this study. The Hypothesis testing in this study uses the t test which funtions to find out the influence of independent and dependent variables.

IV. RESULTS AND DISCUSSION

The hypothesis in this study is "there is a significant influence of the implementation of Civic Education learning on improving the civic literacy in the era of digital citizenship. The analysis used is the normality test, t-Test, F test and coefficient of determination. The calculation uses SPSS 16.0 for Windows. 95% confidence level, $\alpha = 0.05$, the data requirements are significant if $\alpha < 0.05$, with the following results:

Table 2. T-test result

Model	Unstandarized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	11.519	0.473		24.367	0.00
Pembelajaran PKn	0.952	0.010	0.986	92.842	0.00
a. Dependent Variable : Civic Literacy					

Based on the results of the table above, it is known that the sig value is smaller than 0.05, which is equal to 0.00 and t_{count} is higher than t_{table} with the value of t_{count} 92.842 and it is known that t_{table} is 1.970 using the formula:

$$t_{table} = t (\alpha / 2; n-k-1) = t (0.025; 238) = 1.969982 = 1, 970$$

Basic decision making of T-Test:

1. If sig value < 0.05, or $t_{count} > t_{table}$ then there is an influence of variable X on variable Y
2. If sig value > 0.05, or $t_{count} < t_{table}$ then there is no influence of variable X on variable Y

From the results and decision-making above, it can be concluded that there is an influence of variable X on variable Y, which is a significant influence between the implementation of Civic Education learning on improving civic literacy.

Table 3. F Test Result

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	19051.941	1	19051.941	8619.559	.000 ^b
Residual	526.055	238	2.210315118		
Total	19577.996	239			
a. Dependent Variable : Civic Literacy					
b. Predictors : (Constant), Civic Education Learning					

From the table above, the sig value of 0.00 is smaller than 0.05 and F_{count} 8.619, 55 is higher than F_{table} 3.88 with the search of f_{table} with the following formula:

$$F_{table} = F (k; n-k) = F (1; 239) = 3.880661 = 3.88.$$

Basic decision making of F-Test:

1. If sig value < 0.05, or $F_{count} > F_{table}$, then there is the influence of variable X simultaneously on variable Y
2. If sig value > 0.05, or $F_{count} < F_{table}$, then there is no influence of variable X simultaneously on variable Y

From the results and decision-making above, then there is an influence of variable X simultaneously on variable Y, that is, there is a significant influence of the implementation of Civic Education learning on improving the civic literacy, simultaneously.

Table 4. Results of Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.986 ^a	0.973	0.973	1.487
a. Predictors : (Constant), Civic Education Learning				

97,3%. Based on the above output it is known that the value of R Squared is 0.973, this means that the influence of variable X simultaneously on variable Y is 97.3%. From the results of the statistics above, supported by the research data conducted on respondents with 240 total number of students of Junior High School in Tasikmalaya, it is obtained the data of civic literacy results as follows:

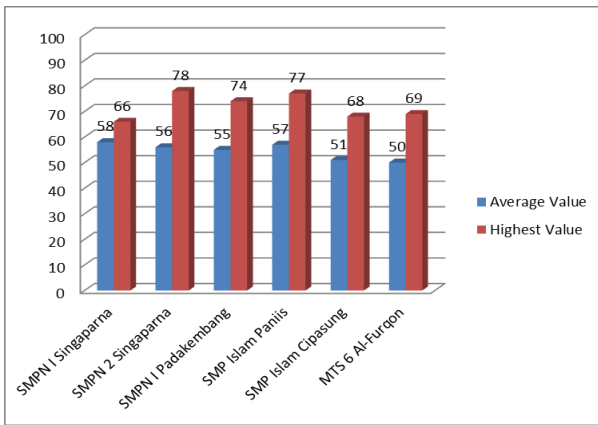


Figure 1. Recapitulation of civic literacy results

From the results of the table above, the recapitulation of civic literacy results is in enough or sufficient position, because the implementation of Civic Education learning is less attractive. It is because there are many teachers who are not able to change the affective and psychomotor domains that are trapped in classical and monotonous learning activities. As a result, the learning objective cannot be achieved optimally. In order to achieve the learning objective, the teacher must consistently improve the quality of his/her competencies, one of them is being able to carry out active, innovative, creative and interesting learning processes for students such as implementing various approaches and innovative learning methods so that the implementation of learning especially civic education can achieve its goals in forming Indonesian people who are intelligent, active, creative, critical, and have a high spirit of nationalism.

In particular, there is a correlation between the implementation of Civic Education learning and civic literacy as the output to be achieved in the 21st century. Based on this correlation, in accordance with the results of observations and direct interviews with students and teachers precisely in 6 Junior High Schools in Tasikmalaya Region, it states that the students have difficulty in understanding the problem solving issues and how to communicate when giving an opinion and asking

questions because there are so many terms or sentences in Civic Education that the students do not understand. When facing new problems, namely in Civic Education material that emphasizes critical thinking skills, most students must be guided to find the keys to the problem. Many students miss the process of analyzing the existing problems. They only read at a glance and see texts or phenomena that exist without understanding the meaning and purpose of the text or something they see about aphenomenon. In addition, memorizing is still become the main focus in teaching Civic Education at Junior High School level.

This is supported by the percentage of questionnaires data result obtained from students in 6 Junior High Schools in Tasikmalaya Regency stating that 83% of the students do not like Civic Education subjects because they consider Civic Education subject a boring subject and also because there are many difficult questions during the test of Civic Education Subject. Seeing the current condition of Civic Education learning, there are still many problems to face, definitely. Based on the results of study found by researchers both through interviews with teachers, questionnaires to students and direct observation of the learning process, one of the problems to face is about teacher’s teaching methods that are still classical so that students’ interests and motivation are low. To answer this challenge, a new learning model is needed that can accustom the students to think critically, express their opinions, and increase students’ interest in learning Civic Education subjects especially those who can utilize and learn the civic literacy skills of students.

V. CONCLUSION

The statistic results of t-Test show that the value of t_{count} is 92.84 higher than the value of t_{table} with significance level of 5% is 1.970, while the sig value of the statistical results is 0.00 less than 0.05. Based on the F test, it shows that the value of F_{count} is 8,619.6 higher than the value of t_{table} with the significance level of 5% is 3.88, while the sig value of the statistical result is 0.00 less than 0.05 and the R-squared value is 0.973. Based on the results of the analysis and testing of the hypotheses carried out by the researchers and the results of the discussion obtained, in general, it can be concluded that the implementation of Civic Education learning influences the improvement of civic literacy. This indicates that the better the implementation of Civic Education learning, the more civic literacy ability of students will improve.

Based on the results of this study, the researcher suggests that: (1) Teachers are expected to increase creativity and teacher-student interaction (2) Students are expected to be more active in learning activities so that they can improve their civic literacy (3) Parents are expected to provide guidance when children experience learning difficulties and encourage them to be more active in learning.

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