

# Realizing the Philanthropy Movement Through Citizenship Education Learning at Independent Campuses

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## ABSTRACT

The study of Citizenship Education that accommodates efforts to realize the philanthropic movement in society is still lacking, even though the philanthropic movement reflects Citizenship Education, because it is dedicated, voluntary and humanitarian, especially after the implementation of an independent campus, of course further strengthening the rationalization of the importance of this orientation, because learning is practical on an independent campus, emphasizes the urgency of direct learning in the community. This research aims to emphasize the urgency of the goal of Citizenship Education which accommodates the philanthropic movement in socio-cultural life through Civics learning that is directly in the community, because it reflects the civility of citizens, this research was carried out through a qualitative approach with literature study methods, data analysis focused on: data reduction, display verification data or concluding. The results of his research, namely: 1) Civics learning is very relevant in realizing the philanthropic movement in society, because it is in line with republican and communitarian citizenship theories, and is relevant to the concept of Civics in a broad sense (citizenship education), 2) Civics learning orientation on independent campuses that leads to strengthening civic competence, becoming social capital in realizing the philanthropic movement. The research concludes that Civic Education on an independent campus which accommodates efforts to realize the philanthropic movement in the community, is a strategic step in shaping student civility, as well as being a real effort in realizing civil society.

**Keywords:** *Citizenship Education, Civic Competence, Independent Campus Policy, Philanthropy Movement.*

## 1. INTRODUCTION

Civics learning in the modern era needs to have a real impact on: 1) increasing civic competence, 2) overcoming social problems and 3) community empowerment. So that the realization of learning needs to accommodate the strengthening of the philanthropic movement in the community. With rationalization reflecting voluntarism, awareness and love, to strengthen the integration of a multicultural nation and realize the values of Pancasila effectively and efficiently in social life. The philanthropic movement is a movement that reflects the joy and love for community empowerment and overcoming social problems [3].

The realization of an independent campus policy requires social capital to realize Civics learning directly in the community. Because it emphasizes the urgency of learning that is meaningful and has a real impact, both for individuals and for society. The form of learning on an

independent campus relevant to the scientific dimensions of Civics, namely curricular and socio-cultural [1]. So this research seeks to emphasize the potential for the realization of the philanthropic movement through Civics learning on independent campuses, to make a real contribution to increasing student social sensitivity, and efforts to create a civil society.

Civics learning, which is based on the philanthropy movement, is the potential in overcoming the practicality of Civics learning in higher education which is limited to pragmatic and procedural. Especially for its capacity as compulsory learning in higher education. In line with Law no. 12 of 2012, it needs to be balanced with its existence to advance the life of the nation. Of course Civics learning based on the philanthropy movement is an alternative solution, so that the goal of advancing the nation's life can be realized effectively and efficiently.

Indonesian people as many as 28.55 million people experience poverty, and as many as 15.55 million people

experience open unemployment [1]. This reality needs to be overcome through Civics learning on independent campuses based on the philanthropy movement, because it accommodates the resolution of social problems and community empowerment. The realization of Civics learning on an independent campus based on the philanthropy movement is expected to enable students to consciously and voluntarily realize their public involvement. Civics learning that is directly in the community, or community service learning becomes a strategic vehicle for improving student volunteerism.

This study seeks to provide argumentative information that Civics learning that accommodates the philanthropic movement in the community is a strategic step to overcome the reality of Civics learning in higher education which is limited to pragmatic and procedural. Especially after the implementation of the independent campus, it became a strengthening of the realization of Civics learning based on the philanthropy movement. So that the orientation of Civics learning needs to lead to an increase in civic competence, as social capital to shape student civility (civic virtue). The Civic Education Learning Orientation recommended by the Center for Civic Education in 1999, on the National Standard for Civics and Government, in fact focuses on increasing the capacity of civic knowledge, civic skills and civic disposition [12].

In terms of theoretical benefits, this research seeks to develop Civics science based on the concept of philanthropy. At the practical level, this research seeks to realize the philanthropic movement in society, to realize the general welfare. The benefits of this research have become a real step in the adaptation of Civics science in overcoming increasingly dynamic and complex social problems. Of course, it will accommodate efforts in developing Civics' body of knowledge, so that it is comprehensive, so that efforts to realize civil society or the society that they aspire to can be realized effectively.

## **2. LITERATURE REVIEW**

The orientation of Citizenship Education in higher education is to form good and intelligent students, so that they understand and experience their rights and obligations, with full commitment and consistency. The concept of Civics in a broad sense or citizenship education, because it also accommodates direct learning in the community or community service learning model. Civics as Citizenship Education has a goal, namely the realization of a democratic and independent society, so that Civics in a broad sense, is not limited to learning for students only, but also for the community, to realize social welfare [14]. Practical Civics learning that is directly in the community, is a social capital for students, to analyze and reflect on the distortions between Civics theory and the reality in the field.

Moreover, the scientific dimension of Civics is so broad, it needs to be a scientific capital in realizing the

philanthropic movement in society. Civics learning is given to students and the community, because it has complete scientific dimensions, namely: curricular, academic and socio-cultural studies [17]. Understanding the concept of philanthropy can be carried out in the classroom (curricular), and the realization of the movement needs to be carried out directly in the community (socio-cultural). Because the modern philanthropic movement is focused on real action to advance the quality of social life, such as overcoming community problems and realizing civic empowerment, as social capital in realizing civil society.

The independent campus has become the actual policy applied at the higher education level. Basically, the policy is a response to the increasingly complex and dynamic needs and challenges of the current modern era. The independent campus policy is a vehicle for students to strengthen the capacity of complete knowledge, skills and skills, because the concepts and learning practices are exploratory, democratic and modern [10]. Of course, an independent campus needs to be a logical rationalization in realizing Civics learning based on the philanthropy movement in society, because it reflects the civility of citizens (civic virtue).

The philanthropic movement is defined as a movement based on awareness, volunteerism and love to overcome dynamic and complex social problems and to carry out community empowerment. The concept of the philanthropic movement which is embodied by a voluntary, conscious and loving attitude that leads to justice and social welfare, is certainly in line with the orientation of Civics, namely realizing smart and good citizens, as well as the actualization of Pancasila values in society. The philanthropic movement represents the involvement of individuals or communities to serve, and to realize social welfare, on a non-profit basis [11]. So of course the scientific collaboration of Civics with the concept of philanthropy, has positive benefits, in realizing Indonesian life based on Pancasila and the 1945 Constitution.

## **3. METHOD**

This research was conducted through a qualitative approach, with a literature study method. This study aims to emphasize the importance of Civics learning in independent campuses based on the philanthropy movement, because it has a real impact on strengthening student citizenship competencies, and overcoming social problems, as well as community empowerment. Research sources focus on journals as primary sources, because they have high validity, and books and documents as secondary sources, to minimize research errors that are conceptual and practical. Data analysis in this research, optimizing qualitative data analysis techniques, is data reduction, data display, and verification or conclusion drawing [2].

#### 4. DISCUSSION

##### *1). Relevance of Civics Scientific Concepts to Philanthropy Concepts and Practices*

Basically, there are classic theories about citizenship that are well-known in the scientific world of Civics, such as the liberal theory, which emphasizes the urgency of the rights of citizens, and the republican theory, which emphasizes the urgency of the obligations of citizens. The reality of the development of Civics disciplines has an impact on the emergence of a new theory of citizenship, namely the communitarian theory, which emphasizes the urgency of solidarity and collectivity. So that it is relevant to the concept of philanthropy, because it emphasizes the importance of individual or community responsibility in solving social problems and community empowerment. Philanthropy represents a social commitment, individually or in a community voluntarily and lovingly to realize the general welfare [5].

In substance, republican citizenship theory is a classical citizenship theory, which emphasizes the urgency of citizen responsibility. So that the theory views that the commitment and consistency of citizens to be actively involved in advancing the life of the nation, is so important to be realized, because the state is static, and citizens through their involvement can achieve the strategic goals of the state. Republican citizenship theory views the importance of the responsibility or commitment of citizens to participate in the public interest [18]. Certainly relevant to the concept of philanthropy which emphasizes the importance of awareness and love-based volunteerism to be actively involved in solving social problems through non-profit service.

In substance, the theory of communitarian citizenship, is a new citizenship theory, which emphasizes the urgency of collectivity or social solidarity, as an effort to maintain national integration and to overcome social problems. This theory supports the reality of a multicultural nation, so that a harmonious, safe and prosperous life can be realized. Communitarian citizenship theory is a collaboration of liberal theory and republican theory, which emphasizes the importance of togetherness or solidarity in overcoming social problems [13]. So that communitarian theory is very relevant to the concept of philanthropy, because it accommodates the existence of the community to realize social action or service based on volunteerism, awareness and love, which leads to civic empowerment.

Moreover, the philanthropic movement reflects social action or community service based on volunteerism and love. So that the philanthropic movement strengthens citizen engagement (civic engagement), in distributing social justice. Philanthropy reflects the volunteerism of citizens to realize the public interest [2]. Of course the concept of philanthropy embodied by the actions of citizens in overcoming social problems and empowering the community, becomes a logical rationalization of the relevance of scientific orientation and Civics learning

which seeks to realize the life of the nation based on Pancasila and the 1945 Constitution, especially through Civics learning on independent campuses based on the philanthropy movement, so that it is not merely pragmatic and procedural.

The scientific concept of Civics in a broad sense or citizenship education, becomes another reinforcement, in realizing Civics learning based on the philanthropy movement. Because the concept of Civics in a broad sense or citizenship education, becomes practical for learning democracy, politics and law for the community, as an effort to create civil society. Civics as citizenship education, focuses on scientific and cultural efforts to realize the life of a democratic and independent society (civil society) [9]. Of course, it is in line with the orientation of the philanthropic movement which accommodates non-profit-based community empowerment efforts and represents a movement full of love.

Basically, the concept of Civics as citizenship education is a strategic vehicle for implementing the philanthropy movement. Because it is direct learning in the community (community service learning), so that the existence of Civics science is not only theoretical, but also practical, by solving the problems of a dynamic and complex society. Moreover, the philanthropic movement is carried out without coercion, with voluntary rationalization and love, of course reflecting the civility of citizens (civic virtue). Philanthropy reflects the volunteerism and responsibility of citizens to be involved in the public interest, of course representing citizens who can be relied upon [7].

The implementation of the independent campus policy needs to be a logical rationalization or reinforcement in realizing Civics learning based on the philanthropy movement. Moreover, the policy emphasizes the importance of direct learning to the community, so that it will have positive benefits in the life of a democratic, prosperous and peaceful society. Realization of learning at the Merdeka Campus emphasizes the importance of meaningful learning and has a real impact on student progress and the social environment, based on service learning [8]. So that the discipline of Civics is not only relevant to the concept of philanthropy, but the chances of its realization are even greater after the implementation of an independent campus, as a policy that emphasizes the importance of direct learning in society.

##### *2). Strengthening Citizenship Competence as a Civics Learning Orientation Based on the Philanthropy Movement.*

Civics learning on independent campuses, based on the philanthropy movement, of course needs to lead to strengthening student citizenship competencies, so that they become civilized citizens (civic virtue). Especially after being recommended by the Center for Civic Education in 1999, through the National Standard for Civics and Government, regarding the objectives of

modern Civics learning in fact, it is necessary to focus on increasing civic knowledge competence, civic skills and civic disposition. Of course, a civilized citizen (civic virtue) becomes a citizen that Indonesia aspires to, because it reflects the values of Pancasila and the 1945 Constitution. Moreover, the realization of the philanthropic movement through Civics learning on an independent campus will be intact and representative if it accommodates efforts to improve student citizenship competence, because civility can be manifested through volunteerism and love.

In the context of civic knowledge, it refers to the knowledge and insight that citizens need to have, as scientific and social capital for citizens to carry out positive activities and overcome social problems. Of course, Civics learning based on the philanthropy movement needs to strengthen students' civic knowledge, especially without adequate knowledge and insight, students will not be competent and committed to realizing their involvement. Civics is obliged to provide quality insight and knowledge to students, as an academic basis to provide argumentative information about the urgency of implementing their rights and obligations, to be effective, it is necessary to support quality and modern materials, strategies, approaches and learning models [16]. Moreover, efforts to realize civil society through Civics learning on independent campuses based on the philanthropy movement will not be effective and efficient without the capacity of qualified student civic knowledge.

In the context of civic skills, it focuses more on the skills or expertise that citizens need to have, as an individual's social capital in a career, as well as to overcome social problems. So that Civics learning based on the philanthropy movement needs to be a structured, systematic and massive social movement, so that it has a positive impact on the realization of civil society, and students can gain skills outside the classroom. Because Civics learning based on the philanthropy movement seeks to overcome pragmatic and procedural learning in universities, of course emphasizing the importance of direct learning in the community that is voluntary and loving to shape student civility (civic virtue). Civic skills or citizen expertise, focusing on adaptation, communication, creativity, critical, innovation leadership, decision making, collaboration, diplomacy as well as reading the situation, because modernization has resulted in students needing to consistently improve their skills, to be useful for individuals and society [4].

In the context of civic disposition, it is a positive personality or character that every citizen must possess, as evidence of his piety and faith in God Almighty, as well as the realization of his loyalty to the Indonesian nation. Of course Civics learning at independent campuses based on the philanthropy movement becomes a strategic vehicle for transforming personality, attitudes and character that represents the values of Pancasila and the 1945 Constitution. As a form of Indonesia's national strength and resilience in the face of strong globalization and westernization, especially the philanthropic

movement as a form of volunteerism, awareness and love, are tangible evidence of personality and character that reflect Pancasila and the 1945 Constitution, so that Civics learning based on the philanthropy movement is so relevant to strengthen students' civic disposition. Civics learning orientation needs to accommodate the mental strengthening of student volunteerism, so that they can be involved in the democratic process and are sensitive to the social environment [15].

## 5. CONCLUSION

Civics disciplines can collaborate with the concept of philanthropy, because it has relevance to republican citizenship theory or commitment from citizens and communitarians or solidarity and citizen collectivity. The concept of Civics in a broad sense or citizenship education, has become a strategic vehicle for realizing the philanthropic movement in society, especially having an exact orientation, namely solving social problems, and implementing community empowerment, which is voluntary, aware and loving, through the realization of direct learning in the community. The implementation of the independent campus policy is a logical rationalization in realizing Civics learning based on the philanthropy movement, because it emphasizes the importance of realizing meaningful learning and having a concrete impact, both for the progress of students and the progress of society. Civics learning objectives at independent campuses, which are based on the philanthropic movement, need to focus on strengthening civic competence (civic knowledge, civic skills, and civic disposition), to form civilized students (civic virtue) so that the philanthropic movement as a praxis for citizen involvement, will be more structured, systematic and massive, both individually and in the community.

## AUTHORS' CONTRIBUTIONS

All authors contributed to the practical preparation of the proceedings, as a student and mentor.

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