



Reconstruction of Citizenship Education to Strengthen National Identity

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Abstract. Developing the potential of citizens so that they are aware of their rights and obligations as part of the society of a nation, is the goal of developing scientific citizenship education. The potential of citizens can be developed on the ability of morality, intellectual intelligence, and skills. Citizenship education as a multidisciplinary education must be continuously developed, must be reconstructed. Reconstruction of civic education as a response to changes in social order. The national identity of a nation is a distinguishing characteristic between a nation and other nations. The national identity of a nation must be developed so that it becomes the characteristics of a nation. The socio-psychological aspect becomes an instrument in the development of national identity. So that national identity is formed not only based on the characteristics inherent in the community, namely ethnicity, language, and history. Related to the goal of strengthening national identity, it is necessary to reconstruct civic education. Reconstruction can be started from directing the goals of civics education, formulating learning outcomes holistically, strengthening the conceptualization of civics education, repositioning civics education, and innovating civics education curricula. This study uses library research methods (library research), library research can also be called literature research. The research approach is more on a philosophical and theoretical approach, and not on an empirical approach. The scope of the approach in this research is the analysis of data sources, documents, books, journals, as well as research reports, as well as a seminar.

Keywords: Citizenship Education · National Identity · Reconstruction

1 Introduction

Citizenship education must be able to instill Indonesian values in young citizens, in providing an understanding of Indonesian values there must be a shared responsibility between the Government, society and educational institutions [1]. By understanding this shared responsibility, awareness arises that educating the younger generation cannot be done alone, cannot be partial. Together educating the younger generation will avoid blaming each other and throwing responsibility at each other.

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This concept of togetherness is a command from Allah SWT as stated in Al-Qur'an Surah As-Shaf verse 4 which reads, "Verily Allah loves those who fight in His way in orderly rows, they are as if a building that are firmly structured" [2]. This verse suggests to us to avoid being selfish, self-centered, throwing responsibility at one another. On the other hand, this verse invites us to maintain unity and prioritize the interests of the people. The young generation is an investment in the future of a nation, so everyone should have a shared responsibility in preparing smart and good young people.

The idea is to jointly prepare young citizens through civic education, so that young citizens become active agents of change in social life. Collaboration from the community will form the transformative power of civic education [3]. Why should Citizenship Education? To answer this question several reasons can be put forward that civics education is very much needed in building the character of young citizens, the first is the emergence of symptoms and trends of political and non-political literacy which on the other hand do not know how the democratic system can work, the second is the emergence of an attitude of apathy society with a tendency for citizen participation to decline, even among intellectuals who are educationally highly educated [4].

With regard to national identity, the role of civic education encourages citizens to have concern and have the desire to know and learn about the Indonesian national identity. With knowledge and understanding there will be sufficient insight into the implementation of their national identity [5]. To achieve this goal, it is necessary to reconstruct civic education, with the reconstruction of civic education being able to encourage young citizens to have knowledge and skills in the values of national identity which will be beneficial in their participation in society [6].

2 Research Methods

This paper was prepared using a literacy approach, this approached the authors chose to obtain valid data sources using a philosophical or theoretical [7]. The valid data sources obtained become a reference in getting a clear and complete picture. Complete data is the foundation for reconstructing civic education in strengthening national identity.

In line with the object of this research study, the approach taken is by interpreting and analyzing various theoretical matters related to research. The data used is primary data obtained from the results of literature review by adopting the opinions of experts and practitioners, who have alignment and understanding of the issues discussed.

3 Discussion on Citizenship Education and National Identity

How is the reconstruction of Citizenship education? Citizenship Education is a multi-disciplinary science, as part of education it must prepare young people to 1) be able to innovate to create works that don't yet exist, 2) prepare young people to be able to solve problems, and 3) be able to adapt to technological advances. So one form of reconstruction is to prepare teaching staff (teachers and lecturers) to have high competence and expertise in supporting change [8].

The progress and development of science and technology is very fast, especially communication technology which makes the world seem to be without partitions. It is

undeniable that the advancement of science and technology has had both positive and negative impacts on a nation, including Indonesia. A positive impact has a positive impact on the progress of the Indonesian nation, encouraging the nation's progress in various fields. However, negative impacts must be watched out for and alternative solutions to be sought for prevention as early as possible. A world without barriers makes all information from outside easily enter, be absorbed by society, especially millennials. News related to ideology, lifestyle, and beliefs can easily become easy food for millennials. The problem is that not all of the information that comes in is in accordance with the beliefs, ideology, and lifestyle of the Indonesian people.

Indonesian society is well known as a society that is religious, humanist, simple and likes to help (*gotong royong*). Such a social order will be eroded by thoughts or beliefs that promote individualism, liberalism, and hedonism. Also the attack of materialism ideology makes everything must be measured by the rationality of natural law, so that the values of belief and religion will be contaminated. If this is not anticipated, then the condition of Indonesian society will become an individualist, consumptive and hedonist society by glorifying worldly achievements.

It is undeniable that every country has serious problems as a result of globalization in the 21st century. Vigilance and anticipation of global problems must be taken seriously. If we look closely at globalization as the impact of science and technology progress, it brings three main problems, namely, 1) the global economy, 2) the rapid pace of communication technology, 3) environmental damage as a result of an increasing population [9].

This complexity raises a series of cross-country issues, such as the rejection and regulation of nuclear weapons, global environmental pollution, and the emergence of interrelated world economic powers, which of course will affect the national identity of a country. Citizenship education must play a role in addressing these global issues, so the reconstruction of civics education is actually to get a new picture and perspective in the development of civics. The Construction of Citizenship Education is a scientific discipline that is "global civic culture" or what is now commonly known as "transnational civil society".

The global perspective encourages the study of civic education not to limit itself to issues of rights and obligations of citizens as part of a society. The strategic role of civics education is aimed at strengthening the national identity of a nation. Globalization is developing so massively, but the characteristic national identity is not abandoned, so that such citizens are still able to play an active role as part of global citizens [10].

As a multidisciplinary science, Citizenship Education can play an active role in encouraging young citizens to strengthen their identity, especially in the current era of globalization. We cannot separate from international association, because international association is part of the goal of leaving the Indonesian nation. However, in international relations, national identity and identity must not fade.

The whole world at this time with many significant challenges must start thinking, reconstructing, and revising the concept of citizenship education. This effort is expected that citizens can understand the development of citizenship, have legal awareness, and its development. Citizenship studies is an analytical and theoretical concept, as a tool to overcome this injustice with depth, sensitivity, scope and commitment, so that it is hoped

that with this concept in mind, citizenship education and development will emerge, a new conception of better citizenship [11].

4 Research Result

The form of reconstruction of Citizenship Education (Indonesia) must be able to identify and encourage the importance of moral issues, obedience values, respect for social norms, maintenance of moral order and sanctions for violations [12]. Citizenship education actually has a role in encouraging students to have a global perspective, namely the ability to understand a problem from a different point of view. Citizenship education encourages students to have ties in a community of global citizens, a sense of responsibility, global competitiveness, and a willingness to integrate with social change.

The development of civic knowledge, especially during a pandemic, is urgently needed to form critical thinking, caring values, unity and integrity so that they can adapt and adapt to unusual situations and conditions [13]. If changes involve citizens, communality can almost certainly be disrupted and have implications for state policy [14].

In this digital era, people are preoccupied with the use of gadgets such as cellphones and so on. It has become a familiar sight, where everyone regardless of age is engrossed in their communication equipment. The use of social media such as Facebook, Twitter, Instagram and others has become a habit in their daily life. Technology can be understood as knowledge about how to make things (know-how of making things) or how to do things (know-how of doing things), intention is the ability to do something that has high value and high value in sales figures [15].

The ability of citizens that must be possessed in 21st century education is skills regarding civic literacy. According to Thakur and Thomas who stated that civic literacy, change is a necessity, but changes in a peaceful way will show how democratic and more mature society is. A mature and democratic society will be able to play an active role in an increasingly global society [16].

Pancasila ideology which is the pure ideology of the Indonesian nation, as a result of in-depth exploration of the thoughts of the founding fathers of the Indonesian nation, on the culture and lifestyle of the Indonesian people. The fading implementation of Pancasila values is shown by the rise of counterproductive events in religious life, low human values, emergence of racial nuanced conflicts, coercion of wills without a spirit of deliberation and mutual cooperation to fraud and injustice experienced by some people.

The waning of the values of Pancasila which is the national identity of the Indonesian nation is reflected in the rampant behavior of some people who set aside their religious teachings for personal or group interests in ways that are contrary to the principle of Godhead. Within the scope of state administration, corruption is still rampant in various government institutions. Another aspect that is highlighted in the phenomenon of the fading of Pancasila values is the emergence of radicalism movements in the name of religion which cause discriminatory treatment and damage to morals and materiality in a society [17].

Fading values of nationalism as a result of the negative impact of globalization. The negative influence of globalization has also penetrated political, economic, ideological,

socio-cultural life [18]. Education is essential for sustainable development. Education today is critical to enhancing the ability of tomorrow's leaders and citizens to create solutions and find new paths to a better and more sustainable future.

A form of reconstruction by inculcating and teaching civics education in order to strengthen the global outlook of Indonesia's young generation. The implication of this research is that society, educational institutions, and the government must jointly provide an understanding and teaching of citizenship in order to strengthen the global outlook of Indonesia's young generation. So that by instilling Indonesian values in youth, an open minded and global perspective will be embedded.

Our current knowledge, skills and human experience do not contain solutions to all contemporary global environmental, social and economic problems. Although humanity has faced crises in the past and successfully navigated them, the scale of the problem today is greater and the size of the world's population is greater than ever. While we can draw on past experiences to solve today's and tomorrow's problems, the reality is that global citizens will have a duty to learn their way to sustainability. Therefore, education is the center of learning and for a more sustainable future [19].

5 Reconstruction of Citizenship Education

Reconstruction of citizenship education according to conceptually-epistemologically, in the context of the development of a scientific body of knowledge, citizenship education is a vehicle for democratic education that contains three interactive conceptual dimensions, namely "scientific citizenship studies, citizenship curricular programs, and citizenship socio-cultural activities". "Furthermore, the Vision and Mission of Indonesian Citizenship Education Sociopolitically and culturally, citizenship education has an educational vision to educate the life of the nation, namely to develop civic intelligence which is a prerequisite for the development of democracy in a broad sense, which requires the realization of a culture of citizenship or civic culture as a one of the determinants of the growth and development of a democratic country [20].

Therefore the direction and objectives of Citizenship Education psychopedagogically/andragogically and socioculturally must be designed, implemented, and evaluated in the context of developing civic intelligence which is psychosocially reflected in the mastery of civic knowledge, embodiment of civic attitudes (civic dispositions), the appearance of citizenship skills (civic skills), the possession of civic commitment (civic commitment), the possession of citizenship firmness (civic confidence), and the appearance of civic competence, all of which emanate from and crystallize back into civic virtues (civic virtues). Civility) [21].

On the other hand, the reconstruction of civics education in preparing young citizens for Indonesia's golden generation must begin with reconstructing civic education learning outcomes. Civics learning achievements in the realm of efforts to increase national resilience and state defense [22]. Through a national education system that has a clear direction of learning outcomes, it will be able to produce citizens with characteristics that are potentially and effectively ready and responsive to defend the country [22]. Thus it can be explained that the ability of citizens who have character and are ready to defend the country certainly have a strong national identity.

In line with the thoughts of Winataputra and Soedijarto, it is necessary to reconstruct civic education by prioritizing the concept of reconceptualizing civic education [23]. This reconceptualization is meant to strengthen and refresh the three main domains of Civics, namely (1) strengthening civic knowledge in the form of fundamental knowledge and information needed by a citizen. This fundamental knowledge and information must become the core concept of Civics that will be developed. The core concept can be in the form of PKN philosophical and theoretical issues, Civics scientific and academic frameworks, as well as contemporary issues related to issues of citizenship, value systems, democracy, politics, economics, social and culture and others. (2) strengthening civic skills, namely the fundamental skills needed by Indonesia's golden generation in the future. These skills can be in the form of skills in analyzing, assessing, and solving various problems both problems related to the state, society, and citizenship. (3) strengthening civic virtue which is a characteristic or character trait that must be a feature or character trait of Indonesia's golden generation. This character trait is important to become a citizen's identity (civic identity), and at the same time national identity (nation identity). This reconceptualization will have implications for revisiting the Civics curriculum [23].

One thing that should not be forgotten is the need to strengthen Civics pedagogic principles. Unesco views the need for a transformative pedagogy, namely a pedagogical model that is able to encourage a transformative learning process (transformative learning). So to realize this, efforts to develop Civics in preparing young citizens is a noble endeavor, but it is not easy, so it is necessary to cooperate with all the Civics community, the academic community, government, community and especially school stakeholders and teachers and parents [23].

The next reconstruction of Citizenship Education is by repositioning Citizenship Education with the idea that, First, Civic Education as a curricular program in formal (school/university) and non-formal (outside school) educational institutions, which acts as a vehicle for glorifying and empowering children and youth according to their potential to become smart and good citizens [24]. The second idea in repositioning citizenship education is to form a socio-cultural citizenship movement which acts as a vehicle for self-actualization of citizens both individually and in groups according to their rights, obligations and socio-cultural context, through active participation in an intelligent and responsible way [24]. The idea of repositioning civics education is the need for a national political education program for state administrators, members and leaders of social and political organizations which are packaged in various forms of fostering civic knowledge, civic skills and civic virtues. Which refers to conceptual-pedagogical principles to develop reasoning power (state of mind), not a vehicle for political indoctrination, and as a process of intelligence [24].

The next reconstruction is the need for curriculum innovation, civic education curriculum innovation as an effort to prepare qualified prospective teaching staff. With curriculum innovation, it will produce the best (quality) curriculum, namely a curriculum that can meet the needs of the community, answer the challenges of the nation, and is able to prepare a generation that is able to solve problems and answer challenges and is able to maintain and maintain its existence as a nation and even be able to achieve prosperity, prosperity, and glory as a civilized nation. In other words, people and nations

are able to realize national ideals and goals based on Pancasila and the 1945 Constitution of the Republic of Indonesia [25].

The researcher's thinking is that if the reconstruction carried out is really carried out properly, and is supported by all components of society and government regulations that support national education goals, then national identity will be strengthened. It is true that strengthening national identity is not only through the reconstruction of civics education, but the role of civics education as a multidisciplinary science which plays a role in strengthening national identity cannot be ignored.

6 Conclusion

It can be concluded that in order to build a national identity, civics education can play its role optimally through reforming and reconstructing civics education. Civics Development Approach as an Integrated Discipline. Therefore, all curriculum tools, starting from the vision, mission, goals, to the lecture program units, can be formulated involving experts and stakeholders under the coordinator of the Head of the Study Program. However, the important thing in implementing the curriculum is greatly influenced by the readiness of all levels of leadership and lecturers in overseeing and fostering self-improvement in competence.

Related to the goal of strengthening national identity, it is necessary to reconstruct civic education. Reconstruction can be started from directing the goals of civics education, formulating learning outcomes holistically, strengthening the conceptualization of civics education, repositioning civics education, and innovating civics education curricula.

Developing the potential of citizens so that they are aware of their rights and obligations as part of the society of a nation, is the goal of developing scientific citizenship education. The potential of citizens can be developed on the ability of morality, intellectual intelligence, and skills. Citizenship education as a multidisciplinary education must be continuously developed, must be reconstructed. Reconstruction of civic education as a response to changes in social order.

The national identity of a nation is a distinguishing characteristic between a nation and other nations. The national identity of a nation must be developed so that it becomes the characteristics of a nation. The socio-psychological aspect becomes an instrument in the development of national identity. So that national identity is formed not only based on the characteristics inherent in the community, namely ethnicity, language, and history. Reconstruction can start from directing Civics goals, formulating learning outcomes holistically, strengthening Civics conceptualization, repositioning Civics, and innovating Civics curriculum.

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