



Developing of Civic Disposition for Indonesian Students Through Civic Education in International Schools

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Abstract. The development of the 21st century has led to a democratic deficit among the younger generation which is characterized by a lack of interest and involvement in democratic life or disparities and disequilibrium. Furthermore, the emergence of international school trends has influenced the direction of education which is not only limited to the national scope but based on a global scope. The concern to Indonesian students who attend international schools is arise about substantive changes in efforts to nation character building. This research was conducted at Bandung Independent School (BIS) with using a qualitative approach and the case study method. Research data collection was carried out by interviews, observations, analysis of documentation, and archive recordings. Data analysis was carried out through data collection, data display and conclusions. The research results showed that BIS develops civic disposition for student with the IB Learner Profile. For Indonesian students, there are required to take civic education in 2×40 minutes (week for developing civic disposition that appropriate to national goals. Civic dispositions of Indonesian students at BIS are developed through character education by integrating the values of the Pancasila student profile which includes religious values (faith, piety to God Almighty and noble character), independence, critical thinking, creativity, mutual cooperation and global diversity based on the values of Pancasila, UUD NRI 1945, Bhinneka Tunggal Ika and the Unitary State of the Republic of Indonesia.

Keywords: Civic Disposition · Civic Education · International School

1 Introduction

The development of the 21st century raises challenges and opportunities for citizens, which is the occurrence of a democratic deficit among the younger generation, namely the lack of interest and involvement in democratic life. This is a multidimensional problem that occurs in Indonesia due to the low level of civic competences, namely civic knowledge, civic skills and civic character [1]. The factor for these problems is uneven and unequal competence among citizens of a democratic country or known as disparity and disequilibrium. Furthermore, there has been a shift towards global trends or megatrends in society related to 21st century education that is not only limited to the

national scope but leads broadly towards education based on global or international scope which has given rise to trends about international schools. International school students in worldwide will be 7 million by 2023 [2]. In Indonesia the number of high school international schools is 509 in 2022 with 98,625 Indonesian students.

The problem that has arisen in the midst of the growth of international schools in Indonesia is related to the implementation of education which are feared to have an impact on substantive changes in Indonesian students in efforts to build nation character. This is due to significant differences, especially in the curriculum and values that are developed, which are universal, while in Indonesia is based on Pancasila values. In dealing with these problems, the government made a policy that all international schools in Indonesia are required to provide civic education for Indonesian students to develop student civic competence. This is especially in efforts to build national character by developing the civic disposition in accordance with the national goals, noble values and national identity.

2 Theoretical Review

2.1 Civic Education

Civic education is a citizenship transmission which is a development of the social studies tradition [3]. Civic education focuses on the participation and involvement of citizens in solving problems. Civic education must be directed to meet the characteristics of citizens in the 21st century which emphasizes the comprehensive educational, political, economic, and socio-cultural dimensions that citizens need to adapt to environment and solve future problems [4].

Civic education aims to foster good citizens and multidimensional, that is citizens must be part of local, national and global citizens at the same time. Another goal of civic education is to provide citizens with the ability to face challenges in the globalization era by directing citizens to become an informed citizenry, analytical citizenry, and have the ability and commitment to participate and involve themselves in life community, nation and state as well as in international relations (a committed and involved citizenry). Civic education is a subject that aims to equip the younger generation to play an active role in the life of the nation and state.

The juridical basis of civic education in Indonesia is the preamble of UUD NRI 1945 as a constitutional basis, besides that the operational basis is contained in Law Number 20 of 2003 that concerning the national education system which is described in more detail in article 37. The differences in civic education in various countries are influenced by historical traditions, geographical positions, socio-political structures, economic systems and global trends.

2.2 Civic Disposition

Civic disposition is an important, essential and substantive component of citizenship to be possessed by citizens. The civic disposition has a strategic role in realizing citizens who are able to have good personalities and are able to interact in a diverse society.

Civic disposition is the attitude of citizens in thinking that aims to develop social functions and provide guarantees regarding the public interest in a democratic system [5]. The following are characteristics of civic disposition including [6]:

- 1 Citizens as independent members of society.
- 2 Citizens who are responsible for life in the political and economic fields.
- 3 Citizens who respect and uphold human dignity.
- 4 Citizens who participate in aspects of citizenship effectively and wisely.
- 5 Citizens who develop a healthy constitutional democratic function.

Civic disposition has characteristics and components related to the manifestation of the attitudes and behavior of citizens which are expected to be reflected in participation in carrying out democratic life by upholding human dignity as well as involvement in life. Civic disposition is a basic characteristic of citizens which includes personal and public character traits [7]. Branson added that the civic disposition aims to maintain and develop constitutional democracy [8]. Therefore, private character traits shape citizens into individuals who are useful to society, nation and state, while public character traits are the foundation for citizens to prioritize common or general interests over personal interests.

Civic disposition, which includes private and public character, forms the basis of democratic life and is a long-term impact of civic knowledge and civic skills owned by citizens so that it is manifested in the character and behavior of citizens.

2.3 International School

An international school established in Indonesia is an example of international cooperation between Indonesia and other countries in the field of education. Scanlon argues that international education is a vision inspired by UNESCO in 1942 regarding cooperation between nations [9]. International education is an educational effort that aims to encourage an international orientation in knowledge and attitudes [10].

The global trend towards international education has given rise to the establishment of international schools which are growing rapidly, especially in Indonesia. That most of today's international school students are children who come from local families [11]. This came to the attention of the government and specifically international schools in Indonesia were regulated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 31 of 2014. The term international schools in Indonesia changed to Schools of Cooperation Education Units. The regulation issued by the government is an attempt to protect Indonesian students who attend international schools to get an education that is in accordance with the nation's ideals. This is because international schools have significant differences from local schools. Gellar added that the difference between international schools and other schools not only in the curriculum but in the values that are developed [9].

3 Methodology of Research

This research was conducted at Bandung Independent School using a qualitative approach with the case study method. The research subjects or research participants were Indonesian student in grades 10–12, Head of Deputy Curriculum of SPK (Schools of

Table 1. Subjects or Research Participants

No	Participant	Quantity
1	Head of Deputy Curriculum of SPK (Schools of Cooperation Education Units)	1
2	Civic Teacher	1
3	Indonesian Students Grade 10	2
4	Indonesian Students Grade 11	2
5	Indonesian Students Grade 12	2
Amount		8

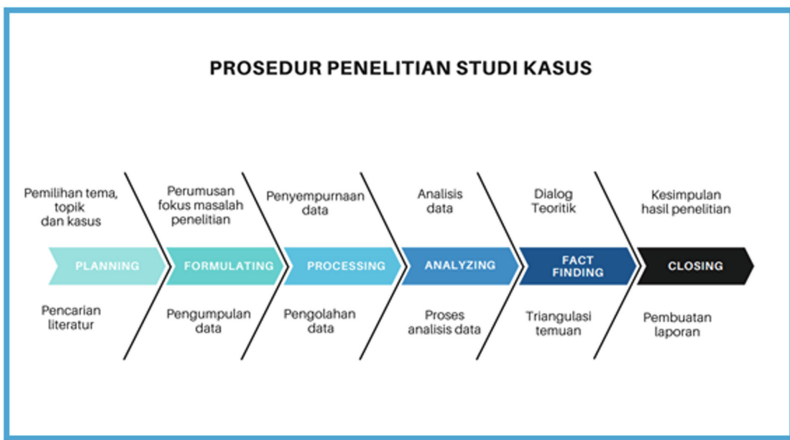


Fig. 1. Case Study Research Procedure.

Cooperation Education Units) and Civic teachers who were selected as informants so they could provide information, data and explanations related to how to develop the civic disposition of Indonesian students through civic education at Bandung Independent School (Table 1).

Research data collection was carried out by interviews, observation, and analysis of documentation, archive recordings and physical devices. Data analysis was carried out by data collection, data display and conclusions. In below is a case study research procedure (Fig. 1).

4 Result of Research

The research findings show that basically Bandung Independent School develops civic disposition of students in general with the IB Learner Profile to develop and encourage students to have an important role as part of a global community who have the ability to

interact with diverse communities, this is of course related to the behavior and attitudes of students in developing social functions in daily activities (Fig. 2).

As for specifically in developing the civic disposition, Indonesian students in grades 10–12 at Bandung Independent School are required to take civic education in 2 × 40 min (week). Civic disposition is the internalization of values that are manifested through the involvement of students in the life of society, nation and state. The develop of civic disposition for Indonesian students include the development of private (individual) attitudes and public attitudes that aim to make Indonesian students have the behavior and character of good and intelligent citizens in the life of society, nation and state. The development of civic disposition for Indonesian students is specifically contained and adapted to national education goals.

Following are the civic disposition specifically developed for Indonesian students at Bandung Independent School as follows (Fig. 3).

The develop of civic disposition for Indonesian students in grades 10–12 is more specifically related to the role of students as Indonesian citizens, therefore the character developed is related to values that are born and grow in Indonesian society, so that Indonesian students can participate as active citizens in life of society, nation and state. The above characters are developed in depth in Indonesian students, especially during learning in civic class.



Fig. 2. IB Learner Profile

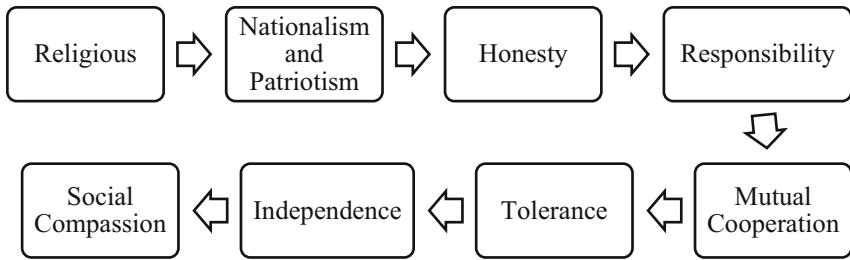


Fig. 3. Develop of Civic Disposition for Indonesian Students at BIS

5 Discussion

Each country has a goal to maintain the existence of a nation, one of which is through education for citizens, namely civic education which is necessary and important for nation and character building for citizens. Civic education held in each country varies according to the national goals and objectives of each country. This shows that citizens in life are expected to have a commitment or attitude that is in accordance with the national values and goals of the nation and have ideal behavior in democratic life so that social functions in the life of society, nation and state run well.

The develop of civic disposition in grade 10–12 Indonesian students at Bandung Independent School, especially during civics learning includes the character and behavior of Indonesian students as citizens of Indonesia and global citizens. In the national context, the characters that are expected to grow and develop are the values of the national character which show behavior related to national identity which is imbued and reflected through sense, initiative and awareness in behaving in society, nation and state based on the noble values of Pancasila, UUD NRI 1945, diversity by upholding *Bhinneka Tunggal Ika* and the commitment of Indonesian students in the Unitary State of the Republic of Indonesia which is the result of the configuration of the individual character of Indonesian students through exercise of the heart, exercise of thought, exercise of feeling and intention and sports.

Through Civics, the characters is developed in Indonesian students are private (individual) characters that are related to behavior that is morally responsible, disciplined and respects the dignity and worth of each individual. The private character that is developed is concern for Indonesian students as part of Indonesian citizens and global citizens, thinking critically in solving problems, communicating well in terms of negotiating and compromising and listening carefully.

Other characters that are developed apart from private and public characters are good character and intelligent character related to virtuous values. The develop of civic disposition specifically for Indonesian students in grades 10–12 includes substantive and essential dimensions especially designed by civics teachers who not only develop the dimensions of character and attitudes but also the potential of other Indonesian students who are affective. The develop of civic disposition through character education at Bandung Independent School by integrating the values of the Pancasila student profile and national character which includes religious values (faith, piety to God Almighty and

noble character), independence, critical reasoning, creative, work together and global diversity (Fig. 4).

The develop of characters in Indonesian students based on strengthening the Pancasila students profile include:

- 1) Religious character that is developed through religious character, namely Indonesian students have belief in God Almighty, carry out their religious and tolerate the difference religious in Indonesia.
- 2) The mutual cooperation character is developed by reflected through the actions of Indonesian students in working together and collaborating in solving a problem or social issues, concern which is manifested through an attitude of sharing and providing assistance and service to others and the community or society.
- 3) Independent characters is developed in Indonesian students include courage, creativity, work ethic and responsibility for learning processes and outcomes both inside and outside the classroom.
- 4) The character of crisis reasoning is developed for Indonesian students includes students' ability to obtain, process, analyze, evaluate and reflect on the results of their thoughts in making a decision.
- 5) The creative character that is developed in Indonesian students includes exploring ideas that produce an action or work that can be utilized and has an impact on life in society, nation and state.



Fig. 4. The Pancasila Student Profile

- 6) The character of global diversity is developed for Indonesian students in Bandung Independent School who have socio-cultural and citizenship diversity through strengthening the character of nationalism by knowing and respecting identity and national character and Indonesian culture, in addition to the ability of Indonesian students to build communication and interaction which is intercultural and multicultural with the people in Indonesia and the global community and reflects and is responsible for the experience of student diversity.

Another character that is developed for students in general is the attitude or character of the IB Learner Profile. The IB learner profile encourages students to have the capacity and responsibility as human beings who have success both in academic terms and have a commitment to providing assistance and service to the community, this aims to make students able to respect themselves, others and the surrounding environment. The developed of civic disposition is the character of students as global citizens. Therefore students act with integrity and honesty, a strong sense of justice, and respect for the dignity of individuals, groups and society. Students are responsible for their own actions and the consequences that accompany them. This shows that students as whole individuals learn throughout life (long-life education). The IB learner profile characters is developed include curiosity, knowledgeable, principled, open-minded, caring, thinker, communicator, risk taker, balanced and reflective individual. Through this character development, students are expected to become active, effective and reflective citizens. The character of Indonesian students who are expected to develop in a global context are citizens who are concerned about social issues and carry out their responsibilities as members of the social community. Based on this explanation, it can be concluded that the develop of civic disposition in Indonesian students at Bandung Independent School includes characters that are internalized based on national character values and values in a global context which are expected to be imbued and reflected by Indonesian students through attitudes and daily behavior in various aspects of life.

6 Conclusion

The develop of civic disposition specifically for Indonesian students in grades 10–12 at Bandung Independent School through civic education which is given 2×40 min (week). The civic disposition is the character of Indonesian students who are in accordance with the Pancasila students profile and national character which includes religious values (faith, piety to God Almighty and noble character), independence, critical reasoning, creativity, mutual cooperation and global diversity, in addition to meanwhile, Indonesian students are also developed to have an IB Learner Profile attitude including risk-takers, reflective, open-minded, caring, balanced, principled, knowledgeable, inquiries, communicators, and thinkers.

The civic disposition possessed by citizens develops gradually, this is the result obtained by citizens from the experiences and learning they experience from an early age to adulthood both from the home environment, school, community and other organizations. Meanwhile, through civics education, Indonesian students at BIS are directed and guided to always develop the civic disposition in accordance with the noble values of the nation so that Indonesian students can show their identity as Indonesian citizens

who can always participate actively and participate in good democratic life in the family, school, community, nation and state.

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