



Survey Review: Analysis of Moral Panic through Citizenship Education in the Context of Socio-Economic Empowerment and Cultural Identity as Life Values

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Abstract. This research aims to conduct a survey review of the moral analysis of panic through citizenship education, taking into account socio-economic empowerment and cultural identity as life values. The quantitative survey method was chosen as the main approach to collect data from respondents who were students. This research was carried out from January to March 2024. The analysis carried out will mainly focus on student's understanding and perceptions of the phenomenon of moral panic that arises in the context of citizenship education. The hope is that the survey results will provide a deeper understanding of the impact of citizenship education on student's perceptions and attitudes toward moral panic. The results of this research will provide useful insights for stakeholders in designing more effective educational policies to overcome the phenomenon of moral panic and strengthen social, economic, and cultural identity empowerment in the campus environment. Through this research, it is recommended that educational institutions need to strengthen curricula and learning strategies in citizenship education to overcome the phenomenon of moral panic. An approach that integrates social empowerment, economics, and cultural identity as part of life values in the context of citizenship education can provide students with a more holistic understanding of the complexity of social problems. Thus, the results of this research provide an important contribution in efforts to increase the effectiveness of citizenship education and strengthen social, economic, and cultural identity empowerment in the campus environment and society in general.

Keywords: Moral Panic, Citizenship Education, Empowerment, Social, Economic, Cultural Identity, Life Values

1. Introduction

Civic education plays an important role in shaping the character and social awareness of the younger generation. In the midst of ever-changing social dynamics, the phenomenon of moral panic often appears as a response to various social issues that are considered to threaten the values of people's lives. This moral panic can affect individual attitudes and behaviors, especially among students who are in the phase of identity formation and social understanding. Therefore, the analysis of this phenomenon in the context of civic education is very relevant.

One of the factors that affects students' perception of moral panic is socio-economic empowerment [1] Social injustice and economic inequality are often triggers for moral panic [2] civic education is expected to be a forum to increase student awareness about the importance of socio-economic

empowerment as part of the solution to the problem [3] The social and economic context, students are expected to develop a more critical and constructive view [4] Cultural identity is also an important element in shaping students' perspectives on social phenomena [5]. In a multicultural society, cultural identity can serve as a source of strength and conflict. Civic education needs to integrate cultural aspects into its curriculum to help students appreciate differences and build solidarity. Through a deep understanding of cultural identity, students can learn to deal with social issues in a more thoughtful way.

Moral panic is a phenomenon that often arises in society, especially when significant social changes occur. This feeling of uncertainty and fear of change can lead to stigma and overreaction towards certain groups. In this context, civic education has a vital role to provide a deeper understanding of social issues that can trigger moral panic. By equipping students with critical knowledge and skills, civic education can help them face these challenges in a more constructive way.

Civic education plays an important role in shaping character and social awareness [6] Understanding the values of the younger generation is expected to contribute positively to society [7] Civic education fosters a sense of love for the homeland [8] Citizens are expected to be individuals who do not only care about themselves [9] Committed to creating better change for the community and the country through civic education learning, the younger generation is expected to understand the rights and responsibilities of being a good citizen [10]

Socio-economic empowerment is one of the important aspects in overcoming moral panic. Effective civic education must prioritize an understanding of social injustice and economic disparities that can create fear in society. Through hands-on learning experiences, such as community service projects, students can see the impact of economic and social policies in real life. By doing so, they will be better able to recognize relevant issues and contribute to creating solutions that empower their communities.

In addition to socio-economic aspects, cultural identity also has a great influence on how students understand the phenomenon of moral panic. In a society rich in cultural diversity, civic education needs to emphasize the importance of respecting differences and encouraging intercultural dialogue. By recognizing and understanding their own and others' cultural identities, students can develop empathy and tolerance, which are essential for reducing conflict and moral panic. It also helps to create a more inclusive and harmonious environment within the campus and community.

Civic education has great potential in overcoming moral panic by integrating socio-economic empowerment and understanding cultural identity. With a holistic approach, students are not only trained to be critical citizens, but also to be active agents of change in society. This education is expected to form a generation that is ready to face social challenges and be able to strengthen life values that support the sustainability and welfare of the community.

This research provides new insights in understanding the relationship between civic education and the phenomenon of moral panic among students. By linking the analysis of moral panic to the context of socio-

economic empowerment and cultural identity, this study opens up a space for discussion on how life values can be integrated into civic education. The results show that contextual and relevant education can increase students' critical awareness of social issues facing society so that they are better prepared to become active and responsible citizens.

The contribution of this research to the field of civic education is very significant, as it provides empirical evidence regarding the importance of integrating social, economic, and cultural values in the curriculum. This research not only highlights the potential of civic education as a tool to overcome moral panic but also strengthens the argument that holistic education can empower students. Thus, the results of this study can be a reference for curriculum developers and policymakers in designing more effective and value-oriented educational programs that support people's welfare.

2. Methods

This study uses a quantitative survey method to analyze moral panic through civic education, with a focus on students of the Pancasila and Citizenship Education Study Program (PPKn) in Yogyakarta. Data collection was carried out from July to June 2024, involving respondents who were active students from various batches. This research aims to gain a deep understanding of students' perceptions and attitudes towards the phenomenon of moral panic in the context of socio-economic empowerment and cultural identity.

The population in this study is all PPKn students in Yogyakarta. From this population, the sample was taken by purposive sampling, namely by selecting students who had taken civic education courses.

The instrument used in this study is a questionnaire consisting of several parts. The first part collects demographic data of respondents, such as age, gender, and socioeconomic background. The second part contains questions about students' understanding of moral panic and its impact on society. The third part focuses on students' perception of civic education and its role in socio-economic empowerment and cultural identity. This questionnaire uses the Likert scale to measure respondents' attitudes and perceptions.

Data collection was carried out by distributing questionnaires online and offline. Online questionnaires will be distributed through learning platforms and social media, while offline questionnaires will be distributed in classrooms during the learning process. The study will also provide respondents with an explanation of the objectives of the study and ensure that their participation is voluntary and anonymous.

The collected data will be analyzed using descriptive and inferential statistics. Descriptive analysis will provide an overview of the respondents' characteristics and their perception of the phenomenon of moral panic. Meanwhile, inferential analysis will be used to test the relationship between the variables studied, such as the influence of civic education on students' perception of moral panic and socioeconomic empowerment. The results of

the analysis are expected to provide useful insights for the development of a more effective civic education curriculum.

3. Results and Discussion

Cohen [6] Identify four agents that are critical to the development of moral panic: (1) the mass media. The media provides a preliminary picture until framing the problem, exacerbating the threatening situation by attaching symbolic images and suggesting ways to overcome it; (2) 'moral entrepreneurs' who work politically to eradicate threats; (3) institutional authority figures who enforce social control (e.g., police, lawyers, legislators, and policymakers) and (4) the public who interpret threats and demand strict action.

The results of a survey on moral panic based on Cohen's theory are about the role of mass media in moral panic. This section is divided into three, namely Mass media as an initial depiction, framing the problem, and solution simulation. The results of the survey are seen in the following figure 1:

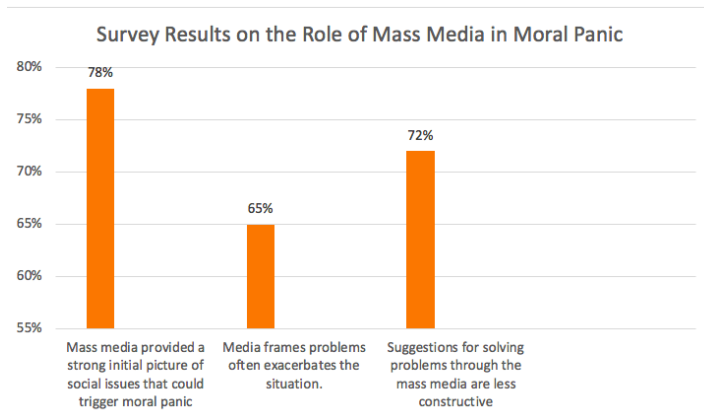


Fig. 1. Survey Results on The Role of Mass Media in Moral Panic

From figure 1, it can be seen that the survey results showed that the majority of respondents (78%) felt that mass media provided a strong initial picture of social issues that could trigger moral panic. About 65% of respondents admitted that the way the media frames problems often exacerbates the situation, and 72% of respondents felt that the media often suggested ways to overcome moral panic, but the advice tended to be less constructive.

Moral panic leads to the phenomenon of people experiencing excessive anxiety about a [11] Individuals or groups often respond in an emotional way [12] When a new phenomenon such as the use of social media is considered to damage the morals of the younger generation, there is a response to prohibit the use of [13] The response that arises can be a call to ban [14] Panic morale can widen between groups [15]

The results of the survey on the role of 'moral entrepreneurs' among students in dealing with moral panic are in the following figure 2:

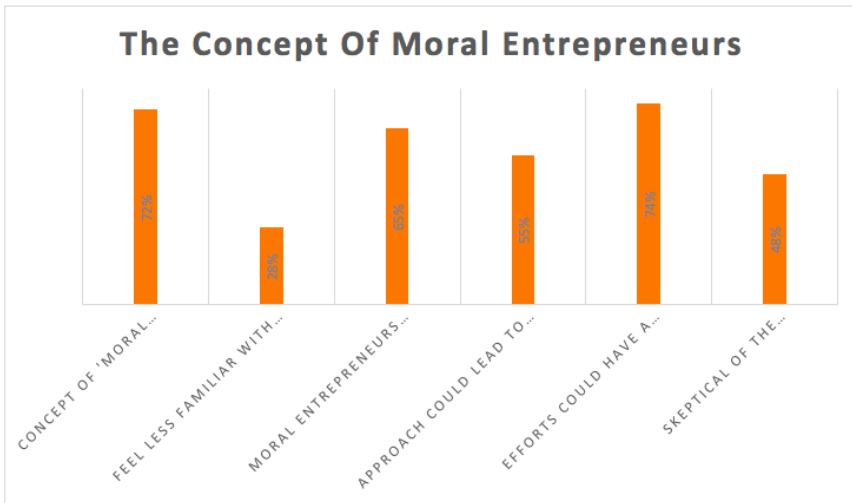


Fig. 2. Survey Results 'moral entrepreneurs' among students in dealing with moral panic

From the results Survey Results 'moral entrepreneurs' among students in dealing with moral panic can be seen if 72% of students understood the concept of 'moral entrepreneurs' as individuals or groups who seek to advocate for social change through a political approach. As many as 65% of students stated that moral entrepreneurs often operate in the political realm to eradicate social threats. They believe that these political actions can accelerate change and encourage better policy implementation. However, 55% of respondents expressed concern that this approach could lead to conflicts of interest, where political agendas could obscure the original intention to empower society.

When asked about the effectiveness of moral entrepreneurs in overcoming moral panic, 74% of students felt that their efforts could have a positive impact if carried out with an inclusive and community-based approach. Respondents noted that collaboration between moral entrepreneurs and society is essential to ensure that the proposed solutions are relevant and sustainable. However, about 48% of students are skeptical of the integrity of some moral entrepreneurs, worried that they may have personal motivations that are not in line with the interests of society.

Next are the results regarding students' understanding of institutional authority in Figure 3 below:

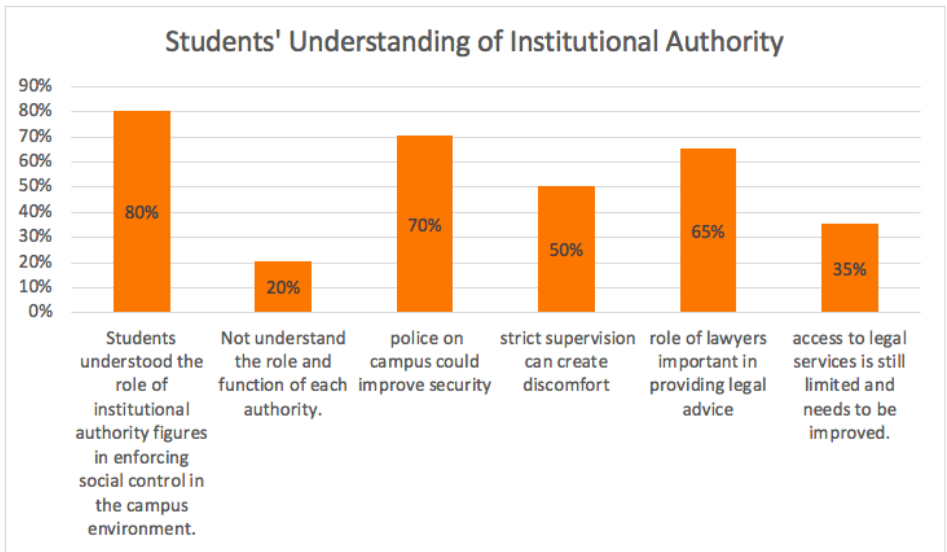


Fig. 3. Survey results of students' understanding of institutional authority

The results of the survey showed that 80% of students understood the role of institutional authority figures in enforcing social control in the campus environment. The majority of respondents acknowledged that police, lawyers, legislators, and policymakers have a significant influence on their academic and social lives. However, 20% of respondents felt that they did not understand the role and function of each authority. About 70% of respondents felt that the presence of police on campus could improve security. However, 50% of them also feel that strict supervision can create discomfort. Students tend to want a more preventive rather than repressive approach, where the police serve as partners in creating a safe environment. As many as 65% of students consider the role of lawyers important in providing legal advice. Respondents stated that an understanding of legal rights is indispensable, especially in cases related to disciplinary violations. However, 35% of students feel that access to legal services is still limited and needs to be improved. Next is a survey on opinions on legislators and policymakers. The survey results can be seen in Figure 4 below:

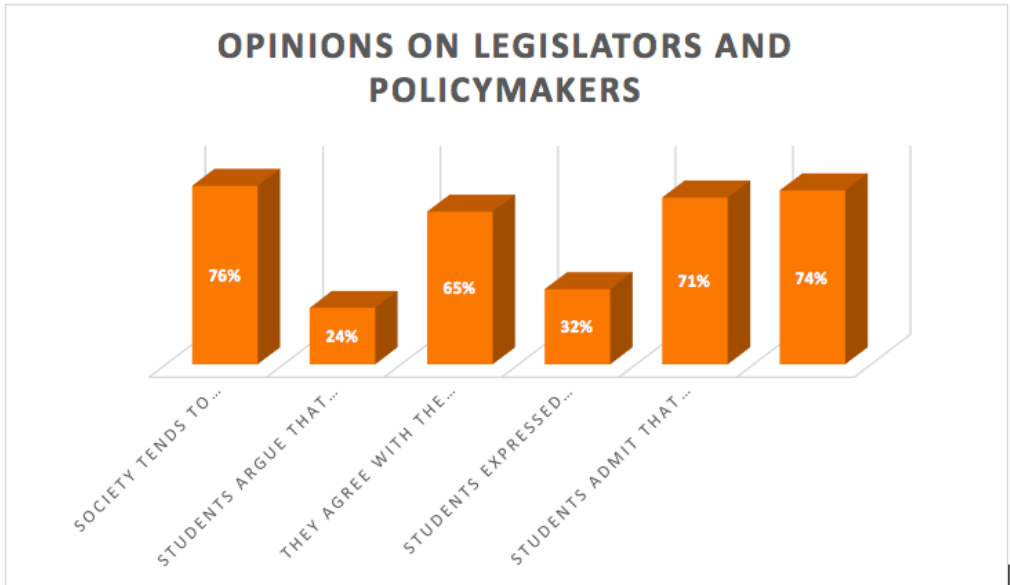


Fig. 4 survey results legislators and policymakers

From figure 4 about legislators and policymakers About 75% of students believe that legislators and policymakers have a responsibility to create policies that support student well-being. However, 60% of respondents feel that their voice is often ignored in the decision-making process. Students hope there is more dialogue between them and policymakers to ensure the policies set truly reflect their needs. Survey Results on Student Perception of Public Actions in Response to Social Threats. The survey results show that 76% of students feel that society tends to interpret various social issues as threats. Respondents noted that negative news, such as crime and injustice, often provokes an overreaction from the public, leading to demands for stricter action from the authorities. About 24% of students argue that not all social issues should be considered threats that require a dramatic response. As many as 68% of respondents stated that they agree with the community's demand for stricter action in dealing with social issues. They believe that these measures, such as increased security and stricter law enforcement, are necessary to create a sense of security in their environment. However, 32% of students expressed concern that such strict measures could violate individual rights and create a repressive atmosphere. About 71% of students admit that moral panic in society can encourage impulsive actions that are not always based on facts. They feel that the mass media plays a big role in building a narrative that triggers panic, so people demand quick solutions without considering a more constructive approach. Respondents hope that the public will be wiser in interpreting threats and not in a hurry to ask for action. As many as 74% of students believe that civic education can serve as a tool to improve public understanding of social issues and how to respond to threats rationally. They wanted a curriculum that included discussions about individual rights, empathy, and the importance of dialogue. Thus, education is expected to reduce moral panic and promote actions that are more based on understanding rather than fear.

Education has great potential to reduce moral panic by encouraging understanding [16] A curriculum that teaches students to be critical of information makes students to separate facts from opinions [17] When younger generations are equipped with good knowledge, they tend to respond to situations that trigger moral panic in a more constructive way, replacing fear with dialogue and collaboration [18] Education not only forms intelligent individuals, but also creates a society that is more tolerant and ready to face challenges with a cool head [19] which is more in-depth about the social and cultural issues facing society [20]

4. Conclusion

This study shows that a student's understanding and perception of moral panic in the context of civic education is greatly influenced by social, economic, and cultural identity factors. The results of the survey indicate that effective civic education can play an important role in shaping students' attitudes and views on the phenomenon of moral panic. By increasing awareness of life values related to social and economic empowerment, students can be better prepared to face challenges that arise in society. Based on the findings of this study, it is recommended that educational institutions strengthen the curriculum and learning strategies in civic education. An approach that integrates aspects of social, economic, and cultural empowerment needs to be implemented to provide students with a more comprehensive understanding of the complexity of social problems. In this way, it is hoped that civic education will not only become a theory, but can also empower students to become agents of positive change in society, as well as reduce the negative impact of moral panic.

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Disclosure of Interests

The authors stated that there was no conflict of interest affecting this study.

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