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THE ROLE OF CIVIC EDUCATION IN FOSTERING CIVIC RESPONSIBILITY

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Abstract

This research highlights the urgency of Civic Education in shaping an integrity-driven and socially contributing generation. Systematically, the study reviewed literature on the role of Civic Education in fostering civic responsibility. The analysis focused on relevant journals published between 2016 and 2024 in the SINTA database. Findings indicate that Civic Education plays a crucial role in shaping positive citizenship values and character. Publication trends peaked between 2019 and 2022, consistently covering topics such as affective assessment, anti-corruption education, the role of local wisdom, extracurricular programs, and various learning approaches like CTL and discovery learning. Qualitative research predominates, including Classroom Action Research, Research and Development, Quasi Experiment, Observational Studies, Mixed Designs, Survey Research, and Ex Post Facto Design. Qualitative descriptive analysis is preferred over t-tests and Analysis of Variance. Observation, interviews, and documentation are the most commonly used instruments, primarily found in SINTA 4 journals. Sequentially, the primary research subjects include Primary School Teacher Education (PGSD) students, Upper Primary School students, Grade X High School students, Lower Primary School students, Grade XI High School students, and Civic Education undergraduate students. Recommendations for sustainable research emphasize the urgency of effective holistic approaches and strategies in instilling citizenship values to develop students' roles and responsibilities as young citizens, suitable for publication in international-scale journals.

Keywords: Citizenship Education, Civic Responsibility, Character Building

INTRODUCTION

Era 5.0 leads to significant integration of roles, challenges, and opportunities for global citizens. This culminates in the fulfillment of competencies related to a broad understanding of civic skills, especially participatory skills (Hayati, AA., et al., 2019), encompassing global issues such as climate change, social inequality, and human rights. Challenges include digital divides, intercultural conflicts, and resistance to change. However, these opportunities are equally matched by emerging challenges, such as access to global education, international cooperation, and participation in global movements for peace and sustainability. Therefore, positive collaboration between technology and the education

sector is necessary as a foundation for shaping specific behaviors (Sollisa, EM., et al., 2024). Thus, being a global citizen means taking responsibility not only at the local level but also making a positive contribution to the international community to create a fair and sustainable world (Hajisoteriou & Sorkos, 2023).

The role and responsibilities of Indonesian citizens are fundamental aspects in building a just, prosperous, and civilized nation. Every citizen has a duty to actively participate in community, national, and state life. This participation includes adherence to the law, involvement in democratic processes, safeguarding national integrity and sovereignty, and contributing to national development. Awareness of these responsibilities not only strengthens the social fabric but also forms the foundation for creating a harmonious and just society. Even young citizens have moral and social responsibilities to play their part (Hayati, AA., 2015). In a broader context, active citizenship reflects a commitment to the values of Pancasila and the 1945 Constitution, which are the basis of the country's ideology and constitution (Wang, 2022).

Education plays a crucial role in shaping and reinforcing the character of good and responsible citizens. In the context of citizenship, education serves not only as a means of transferring knowledge but also as an important medium for instilling moral values, ethics, and national pride. Through education, individuals can develop critical thinking skills, understand their rights and responsibilities as citizens, and actively participate in community and national life. Therefore, education is an essential foundation for building a generation that is not only intellectually capable but also has integrity and commitment to democratic values and social justice (Zuriatin Zuriatin, 2021).

Primary education plays a key role in laying the foundation for children's character and skills that will determine their future. Therefore, innovative and creative approaches are needed to aid in the acquisition of concentration and memory among students (Kurniawan, DT., et al., 2019). In the era of globalization and rapid technological advancement, the urgency of a new paradigm in primary education is increasingly apparent. This new paradigm emphasizes holistic learning that focuses not only on cognitive aspects but also on the development of moral values, social skills, and critical thinking abilities. This approach aims to produce a generation that is not only intellectually smart but also highly integrated, adaptable to change, and ready to make positive contributions to society. Thus, innovative and inclusive primary education becomes an essential foundation for facing future challenges and shaping quality citizens (Chika-James, 2020).

Civic education is a crucial aspect in shaping the character and national identity of the nation from an early age, including at the primary school level. Through this education, children are encouraged to understand the basic values of democracy, their responsibilities as citizens, and the importance of preserving national unity and integrity. At the primary school level, civic education aims not only to introduce basic concepts of state and government but also to cultivate positive attitudes such as tolerance, cooperation, and concern for others and the environment. Thus, civic education in primary school serves as the initial foundation for shaping a generation that is conscious and responsible as good citizens (Tambusai et al., 2021).

Civic competence, also known as citizenship competence, is a critical skill for every individual to understand, appreciate, and actively participate in community and national life. This competence includes understanding democratic values, rights and responsibilities as citizens, and the ability to participate in the development and maintenance of democratic life. Through continuous learning and practice, individuals can develop civic competencies

to become responsible citizens, caring about common interests, and able to contribute positively to advancing society and the nation (Aprianti et al., 2023).

Civic responsibility refers to an individual's awareness to actively participate in community life, comply with laws, and contribute to the common welfare. Without citizens who have this sense of responsibility, social cohesion and democratic stability can be threatened. Civic education has long been considered an important means to instill citizenship values, including civic responsibility, in the younger generation. Through civic education, students are equipped with the knowledge, skills, and values needed to become responsible citizens and effectively participate in democratic societies. Therefore, it is important to reassess the role of civic education in building civic responsibility and identify factors that can support or hinder these efforts (Lili Halimah, 2018).

The strength and uniqueness of this research article lie in its holistic approach to the concept of civic responsibility in two different contexts: as global citizens and as Indonesian citizens. This article not only identifies the roles, challenges, and opportunities for global citizens but also parallelly describes relevant contexts for Indonesian citizens. Thus, the article provides a comprehensive understanding of civic responsibility in both local and global contexts, enabling readers to grasp the importance of individual roles in society at large.

Furthermore, the article highlights the role of education in shaping civic competence and character, focusing on civic education at the primary school level. This approach provides a deep insight into how education can be a primary instrument in preparing the next generation to be responsible citizens and make positive contributions to society. Therefore, the article is not only a theoretical analysis but also provides practical guidance to strengthen citizenship and national character through education.

The purpose of this research is to explore and analyze the effectiveness of civic education in shaping the character and citizenship responsibilities at each educational level. By understanding the role of education in forming attitudes and citizenship values from an early age, this research is expected to contribute to the development of more effective curricula and teaching methods to strengthen civic competence among students.

METHOD

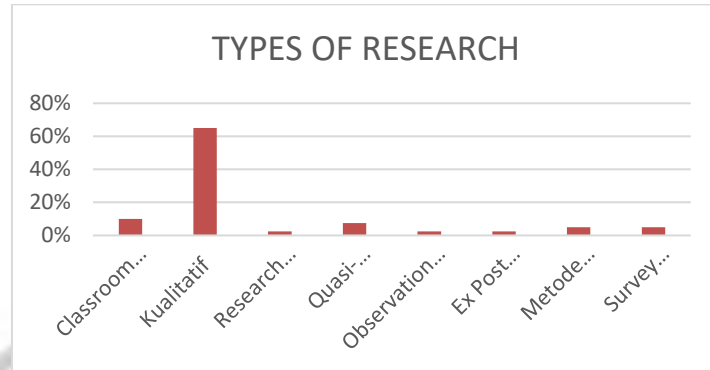
This research employs a Systematic Literature Review approach focusing on the topic of Civic Responsibility, referencing a number of research articles from relevant researchers retrieved from journals listed in the Sinta database (sinta.kemdikbud.go.id). There are a total of 40 civic responsibility journals in the SINTA database spanning from 2016 to 2024.

Research Instruments

The instruments used in this study consist of content analysis guidelines included in each research article: (1) Type of Research; (2) Research Subjects; (3) Course/Subject; (4) Treatments; (5) Instruments; (6) Data Analysis; and (7) Sinta Category.

DISCUSSION

Type of Research

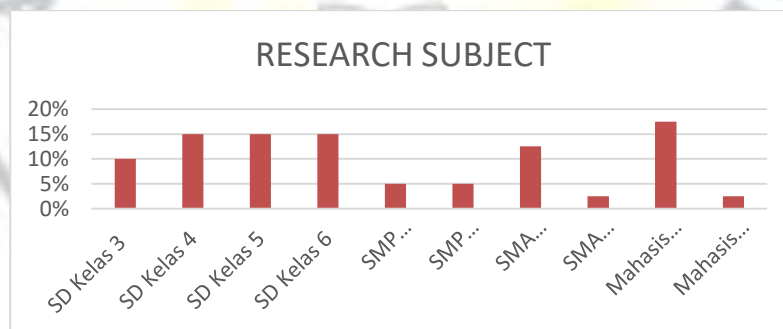


Graph1

Type of Research Civic Responsibility Time Range 2016-2024

The data in the graph shows that qualitative research dominates significantly, with 26 studies. This indicates that researchers tend to use qualitative approaches to collect and analyze research on the topic of civic responsibility. Qualitative methods allow researchers to gain deep understanding of the phenomena they study through in-depth interviews, participatory observation, and content analysis. Moreover, these methods may be considered more flexible and capable of capturing the complexity of social contexts and human behavior better than quantitative methods. Besides qualitative research, other methods used quite frequently include Classroom Action Research (CAR) with 4 studies, and Quasi-Experimental Designs (QED) with 3 studies. Mixed methods and surveys were each used in 2 studies, indicating the use of combined qualitative and quantitative approaches. Meanwhile, other methods such as Research and Development (RAD), Observation Studies (OS), and Ex Post Facto Designs (EPFD) were also employed.

Research Subjects



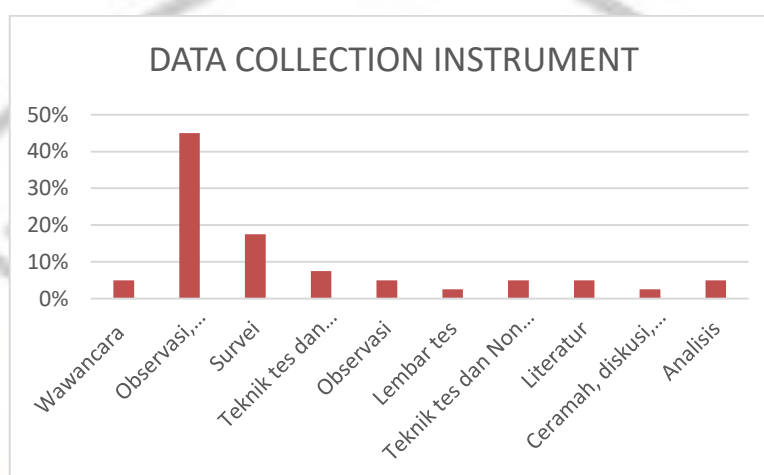
Graph 2

Research Subjects of Civic Responsibility Time Range 2016-2024

From the research data, it is evident that the majority of research subjects are primary school students, with the largest portion coming from grades 4, 5, and 6, each contributing 6 respondents. Furthermore, most research subjects are Elementary School Teacher Education students, followed by lower contributions from junior high school (grades 7 and 8) with 2

research subjects each, and senior high school (grade 10 with 5 research subjects and grade 11 with 1 research subject). Analysis of the research data reveals a tendency to focus on early education stages, particularly in primary school, with the majority of respondents coming from grades 4, 5, and 6. This reflects attention to learning development at critical ages in the elementary education process. Moreover, the significant number of Elementary School Teacher Education students as research subjects indicates a strong interest in understanding teaching dynamics at this level. However, the lower interest of researchers in using junior and senior high school levels as research subjects suggests potential for future researchers to enhance representation of these groups to gain a more comprehensive understanding of the education process at higher levels (Karunasena et al., 2024).

Instruments

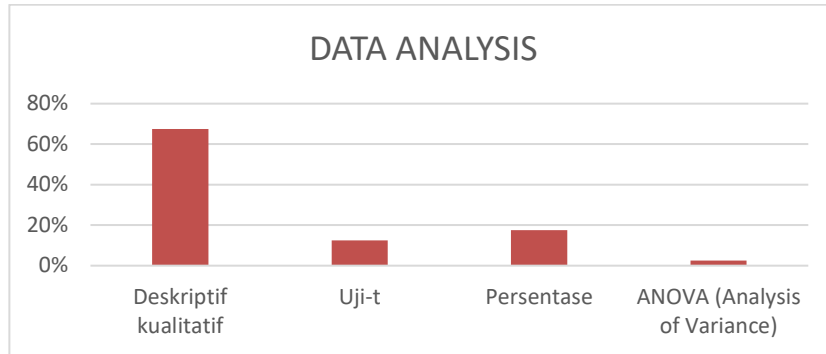


Graph 3

Instruments of Civic Responsibility Time Range 2016-2024

From the presented data, observation, interviews, and documentation methods are the most dominant, with a total allocation of 18 hours. This highlights the importance of direct observation, interaction, and collecting documentary data in exploring information related to the research object. Additionally, survey methods are also implemented with a total allocation of 7 hours, indicating efforts to systematically gather data from respondents to gain a broader understanding of the phenomena under study. Moreover, test and questionnaire techniques are used in this research with a time allocation of 3 hours, underscoring the importance of using formal instruments in data collection and evaluation. Observation as a singular method receives a time allocation of 2 hours, indicating the need to gain deeper insights through direct observation of the research object. Meanwhile, the use of test sheets as a single method receives only 1 hour of time allocation, indicating a more limited role in the data collection process. Additionally, this research combines test and non-test techniques with a time allocation of 2 hours. Furthermore, literature is used as an information source with a time allocation of 2 hours, demonstrating the importance of theoretical foundations and documented knowledge in supporting research. Lecture, discussion, and question-answer methods receive less time allocation, only 1 hour, yet still contribute to the process of collecting and exchanging information between researchers and respondents. Overall, these diverse methods and techniques enable researchers to gain comprehensive and in-depth understanding of the research object and the phenomena being studied. (Lahaji & Faisal, 2023)

Data Analysis

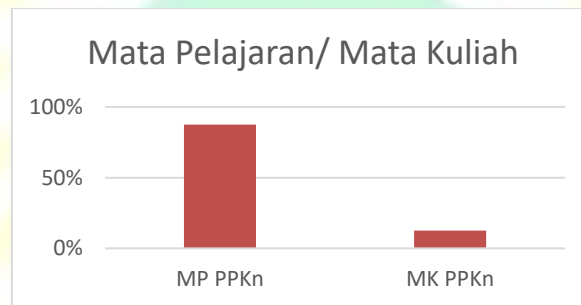


Graph 4

Data Analysis of Civic Responsibility Time Range 2016-2024

The graph data displays trends in the use of data analysis methods in research on civic responsibility from 2016 to 2024. Qualitative descriptive analysis dominates with a total of 27 studies, followed by percentage methods with 7 studies, t-tests with 5 studies, and ANOVA (Analysis of Variance) used in one study, indicating its less common use in this dataset. The variation in the use of these analysis methods reflects diverse researcher approaches to answering their research questions, although there is a strong preference for qualitative methods (Cantarelli & Genovese, 2023).

Subjects (MP) / Courses (MK)



Graph 5

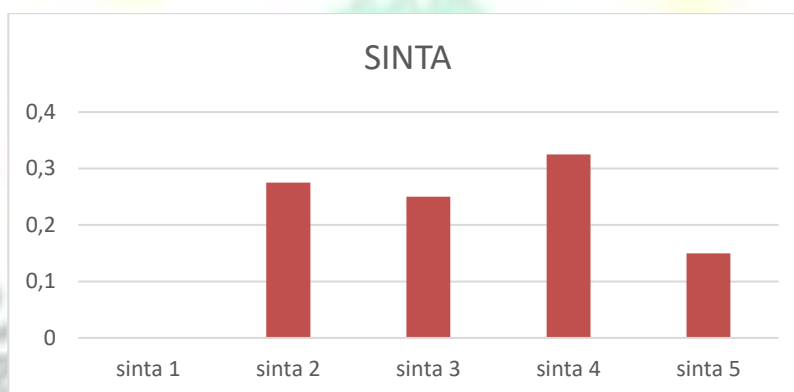
MP/MK Civic Responsibility Time Range 2016-2024

Shows the allocation of time for the subject of Pancasila and Citizenship Education (PPKn) in the education curriculum. At the primary and secondary levels, PPKn is taught for a total of 35 hours, emphasizing the importance of instilling citizenship values and understanding Pancasila from an early age. This serves as a primary foundation in shaping character and awareness as responsible citizens. At the university level, the course on PPKn is integrated with an allocation of 5 hours, indicating the importance of understanding citizenship values at a higher level. Despite the shorter duration of teaching, this course still plays a significant role in delving into the basic principles of state and citizenship at a higher level. The focus on PPKn at the primary and secondary levels underscores the importance of laying the groundwork for citizenship understanding from an early age, while research at the university level reflects efforts to delve into more complex citizenship issues. Both play crucial roles in strengthening the awareness of responsible and ethical citizenship at various educational levels. Thus, the subjects and courses of PPKn complement each other in efforts to shape a quality generation with a high awareness of citizenship. (Bruns, 2022)

Treatment

Teaching and learning in the context of civic education play a crucial role in shaping a superior and responsible young generation. In this effort, various approaches and learning models are used to achieve these goals. One such approach is Project Citizen, which emphasizes active student participation in solving social problems around them, thus shaping strong civic disposition. The concept of good citizenship is implemented through sociodrama methods, where students actively role-play in social situations to internalize citizenship values. The Adiwiyata program serves as a learning model that integrates environmental education with the formation of responsible character towards nature. Meanwhile, multiculturalism learning models and clarification techniques encourage students to understand and appreciate cultural diversity, thereby strengthening cosmopolitan perspectives in civic education. Through civic education literacy and cultural literacy, students are equipped with knowledge and skills to actively participate in society. Extracurricular and co-curricular activities, including literacy movements and combating bullying practices, also play a crucial role in shaping student character. With diverse learning approaches such as CTL, discovery learning, and blended learning, civic education becomes more comprehensive and relevant to students' life contexts. Thus, through holistic learning efforts, character formation and the reinforcement of civic virtues among students can be achieved more effectively (Aprianti et al., 2023).

SINTA



Graph 6

Sinta Publications on Civic Responsibility Time Range 2016-2024

The data provided shows the distribution of the number of researcher publications across various SINTA levels, namely SINTA 2, SINTA 3, SINTA 4, and SINTA 5. It is evident that there were no publications generated by researchers at the SINTA 1 level. Meanwhile, researchers have the highest contribution at the SINTA 4 level with 13 publications, followed by the SINTA 3 level with 10 publications, and SINTA 2 with 11 publications. The SINTA 5 level has a lower contribution with only 6 publications. The increase in the number of publications from SINTA 2 to SINTA 4 indicates development in the quality and productivity of research by these researchers.

FINDINGS/RESULTS

Findings from the Systematic Literature Review (SLR) on civic responsibility reveal several significant insights. First, there is a strong need to strengthen moral values and discipline among students through extracurricular programs. This is consistent with findings in articles stating that extracurricular and co-curricular activities, such as literacy movements and

combating bullying practices, play a crucial role in shaping student character. Thus, activities outside the classroom are not merely seen as additions but as integral components in character formation.

Furthermore, citizens' perceptions have a significant influence on the effectiveness of teaching approaches. Methods such as lectures, discussions, and projects are more effective when students have a positive view of citizenship. This aligns with articles mentioning various learning approaches like CTL, discovery learning, and blended learning to make civic education more comprehensive and relevant to students' life contexts. In other words, students' attitudes towards citizenship can shape and be shaped by the teaching methods used (Suhonen et al., 2024).

Teaching Pancasila and Citizenship Education (PPKn) proves to play a crucial role in shaping citizenship character, although there is still a need to optimize teaching methods. This is also emphasized in articles highlighting the importance of PPKn subjects in shaping character and awareness as good citizens. Furthermore, the integration of Pancasila values in the curriculum has a positive impact on students' understanding of citizenship. This aligns with articles mentioning the importance of instilling Pancasila values from an early age at the elementary and secondary education levels.

Finally, SLR findings emphasize that strengthening citizenship values requires collaboration among various parties, including teachers, parents, and other educational institutions. This aligns with the view of articles stating that holistic learning efforts are needed to strengthen awareness of responsible and ethical citizenship at various educational levels. (Lundberg, 2024; Simm & Marvell, 2017; Waghid, 2023). Furthermore, another effort is through praying to be endowed with noble character.

"O Allah, guide me to good character, none can guide me to it except You. And turn away from me bad character, none can turn it away from me except You." (Narrated by Muslim, no. 771, from 'Ali ibn Abi Thalib).

CONCLUSION

1. The Systematic Literature Review (SLR) analysis on civic responsibility reveals several significant findings. Journal publication trends show interesting fluctuations, with the period from 2019 to 2022 marking peak productivity, followed by a notable decline in 2024.
2. Qualitative approaches dominate significantly. This indicates that researchers tend to seek deeper and contextual understanding of civic responsibility, beyond mere numerical data.
3. Elementary School Teacher Education students are the most frequently studied group, indicating a strong interest in understanding early education processes and character formation from an early age. However, lower representation from junior high and senior high school levels opens opportunities to expand research coverage, to gain a more comprehensive understanding of civic responsibility development at various educational stages.
4. Primary topics in journals, such as affective assessment, anti-corruption education, and the role of local wisdom, reflect multidimensional efforts to understand and enhance citizenship values in diverse contexts.
5. The dominance of observation, interview, and documentation methods highlights the importance of direct interaction and contextual understanding in studying civic responsibility.

6. The distribution of publications across various SINTA levels, with a primary focus on SINTA 3 and 4, reflects development in the quality and productivity of research in this field.
7. Thus, this SLR not only gathers information but also provides a comprehensive overview of the landscape of civic responsibility research.
8. These findings highlight the importance of citizenship education in shaping positive citizenship values and character in the younger generation. Furthermore, they indicate the need for diverse and focused approaches, both in research and educational practices. By leveraging these insights, educators and policymakers can design more effective strategies to shape responsible citizens who contribute positively to an increasingly complex society.

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