Promoting civic education through integrated ICT-based media in early childhood education

A Andriani*
Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Purwokerto, Jl Raya Dukuhwaluh, Banyumas 53182, Indonesia
*anaandriani@ump.ac.id

Abstract. Empirical reality shows the occurrence of moral decadence, behavioural degradation, and ethical erosion that requires more serious handling. Citizenship Education is one of the personality subjects given from elementary school to university level to anticipate these conditions. Civic Education learning in elementary schools is very important because at this age the children's personality is more easily formed and directed to be able to understand, interpret, the noble values that are taught and subsequently expected to be realized in the behaviour of noble attitudes in the daily lives of students. Research approach based on literature studies. How does this Civic Education emerge as learning, does the implementation process fit in the context of the elementary school, how the application of the noble values of students in the school environment, to Civic Education learning that takes place in accordance with expectations, becomes the parts to be studied, so that Civic Education is indeed very important to be given to students from elementary school to tertiary level in order to achieve the goal of education so that they are smart in developing their personalities for the provision of life in the future.

1. Introduction
The concept of education in the era of globalization must not be separated from value education (affective) which is proportional to the aspects of knowledge (cognitive) and skills (psychomotor). "Education is not just focused on transferring knowledge (transfer of knowledge), but no less important is accompanied by the significance of attitude transfer (transfer of attitude)" [1]. Since the late 1970s, education experts have begun to seriously develop educational theories that pay attention to aspects of values and attitudes, in accordance with the educational goals stated in Law number 20 of 2003, article 3, namely: “National education functions to develop abilities and shape dignified national character and civilization in order to educate the nation's life’s aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible” [2].

The goal of national education is not only students who have the ability in the academic field, but also in terms of attitude and behavioural skills based on the values of Pancasila and the 1945 Constitution. One of the subjects that contribute in forming citizens to become dignified is State Education. Where does this Civics come from, is there a correlation with other subjects and the extent to which Civic Education material in learning in elementary schools can be given, the current trend of Civic Education learning material overlaps and tends to confuse students and even Civic Education teachers themselves.
2. Method
The approach used in scientific writing is the study of literature. The study of literature can be interpreted as one way to collect data or sources that are related to the topic of study of scientific structure from Citizenship Education in the context of basic education in order to establish national character. References used are relevant to the learning of citizenship education and social science education in elementary schools.

3. Result and discussion

3.1. Relation between civic education (PKn) and social studies
Social Studies is addressed as a blend of social sciences and humanities for learning purposes within the framework of Civic Education, the linkages between Citizenship Education and Social Studies are: 1) Civic Education as part of Social Studies, 2) Civic Education as the essence of "Social Studies".

The involvement of Social Studies with Citizenship Education is affirmed by Mehlinger that it is true "Social Studies have no monopoly over Citizenship Education, but without a spool-all tangle and confusion" [3]. Civic Education and Social Studies cannot be separated from one another, Social Studies without Civic Education as the core, like threads without rolls; everything will be chaotic and chaotic. So Civic Education is the core of Social Studies Education.

Epistemologically, actually Social Studies is also related to Social Science. Social sciences are an organized body of scientific knowledge about human relations [4]. This knowledge is objective which is obtained in a standard scientific research process carried out by social scientists according to their fields. On the other hand, Social studies are interpreted as social sciences simplified for pedagogical purposes [5], meaning that social studies are a simplification of the social sciences for educational purposes. Social Studies as "apportion of Social Sciences" or as "a federation of subjects" [6]. It can be interpreted that Civic Education is one of the subjects that focuses on self-formation that is diverse in terms of religion, sociocultural, language, age, and ethnicity to make Indonesian citizens who are intelligent, skilled, and characterized as mandated by the Pancasila and the 1945 Constitution [2].

3.2. Formation history of civics education
Civics has been explained before taking part in Political Science, namely political democracy, that Civics has become a separate science, it has been recognized by scholars. For example, Crehore mentioned Civics with "the science of citizenship" [7]. The explanation of the limitations of the term Civic Education in Indonesia, is very long in its history, therefore we should need to know the background of its growth in America. Historically Civics Education can be described as follows: (a) Civics (1970), (b) Civics Education (Harold Wilson, 1901), (c) Community Civics (WA Dunn, 1907), (d) Civics-Citizenship Education (John Mahoney, 1945), (e) Civics-Citizenship Education (NCSS, 1971).

Civics lessons were introduced in 1790 in the United States in order to "Americanize" the famous Americans with "Theory of Americanization". Henry Randall Waite formulated Civics in the Citizen and Civics magazine, in 1886 with "the science of citizenship, the relation of man, the individual, to organized collections, the individual in his relations to the state" [8]. This definition can be formulated about Civics by: "Citizenship that addresses human relations with (a) humans with organized associations (social, political, economic organizations, (b) Individuals with countries. There are several movements that want to renew Civics subjects. To be more useful for students:

3.2.1. Community civics. W.A. Dunn is a pioneer of the Community Civics that want to function the lesson to students by exposing them to their environment or life in relationships with local, national and international spheres, because it is felt that Civics lessons are only supporting the constitution and government without regard to the environment.
3.2.2. Civic education (citizenship education). Civic education which is almost the same as the first movement, but in some broader ways, where Civic Education is covering all school programs, covering a variety of teaching activities that can foster better life and behaviour in a democratic society, the Civic Education also involves experiences, community interests, personal, and objective conditions in the life of the state.

3.3. Conceptual profile – civic education
Civic Education in the sense of citizenship education is substantively and pedagogically designed to develop smart and good citizens for all levels of education. Until now the field has become an inherent part of Indonesia's national education instrumentation and praxis in five statuses. First, as a subject in school, Secondly as a course in higher education, Thirdly as one of the branches of social science education within the framework of teacher education programs, Fourth, as a political education program that is packaged in the form of upgrading guidance and practice of Pancasila or the like which was once managed by the government as a crash program, Fifth, as a conceptual framework in the forms of individual and related expert groups, which was developed as a basis and framework for thinking about civic education in the first, second, third and fourth starters [9].

Conceptually civic education focuses on educational programs in political disciplines, as the parent substance. Curricular Citizenship education is oriented towards the procurement and improvement of the professional skills of civic education teachers. Social Studies at the conceptual and practical level, by Barr et al. [10] are grouped into three pedagogical traditions, namely Social Studies taught as (1) Citizenship transmission, (2) Social Science, (3) Reflective inquiry.

The tradition of "Citizenship transmission" is the oldest tradition of Social Studies whose contents emphasize the essence that: Adult teachers process a particular conception of citizenship that they wish all students to share, that is, students need to gain knowledge as "Fluid evident truth" which is a truth that is believed, and the task of the teacher is to convey knowledge that is believed to be true by means of the survival of the community believed to be maintained.

The "Social Science" tradition is a tradition driven by historians and social scientists, who aim to develop students to master the knowledge, skills, and methods, of social science disciplines as a means of ensuring effective citizenship. Supporters of this tradition believe they can train students to think and see the world as it really is. This tradition does not emphasize mastery of facts, but in the method of working social scientists as an effort to strengthen their role as citizens. The "Reflective inquiry" tradition, basically emphasizes the effort to train students to be able to make decisions in a socio-political context, the principle of democracy always requires citizens to actively participate in the decision-making process.

3.4. Civic education (PKn)
Before we discuss further about civic education, it would be better if we first knew about Science Civic education (Ikn), because Science civic education was closely related to this Citizenship Education. Science civic education is a sub-discipline of political science (political democracy) which is usually presented at universities. But this Citizenship is closely related to all basic human activities, the Science civic education material is involved in economic activities, social culture, arts, defence and security, law, human rights, even with activities that express religious values [8]. Whereas Civic Education uses the word Civic Education that replaces the word science, so to understand and develop Civic Education we must first analyse two problems: (1) the meaning of Civic Education according to Law No. 2 of 1989 concerning the National Education System, and (2) FPIPS Function in developing Science Civic Education (Ikn) and Civic Education (PKn).

Law No. 2 of 1989 concerning Article 39 of the National Education System, explaining Civic Education functions as "General Education", in addition to Pancasila Education and Religious Education, for all types and levels of Education. In the Elucidation of article 39 of Law No. 2/1989, Civics is explained as follows: “Civic Education is an effort to equip students with basic knowledge and abilities relating to the relationship between citizens and the state and preliminary education to defend
the state so that they can be citizens who can be relied on by the nation and state. At the tertiary level, education for defending the country is carried out, among others, through Estimation education."

Civic Education materials according to the explanation of article 39 of Law No. 2/1989 are basic knowledge and abilities with regard to: a) Relationship between citizens and the state, b) Education prior to defending the country. The material of citizens' relations with the state is quite broad and will involve citizens and the state reciprocally with almost all human activities in the fields and activities of politics, economics, law, communication, transportation and security, order, to express artistic values and religion. The reciprocal relationship between citizens and the state as "Peak Organization" should be interpreted that: a) The rights and obligations of citizens must be balanced in the life of the state; 2) The State is obliged to provide services and protect the safety and security of citizens in the framework of improving general welfare.

Civics are part of one of the objectives of Social Studies Education, namely education is organized in an integrated manner from various social disciplines, humanities, state documents, especially Pancasila, the 1945 Constitution, and state legislation, with pressure on educational material on citizen relations with the state and educational materials with regard to defending the country. Civic Education is selection and adaptation from various social disciplines, humanities, Pancasila, UUD 1945, and other state documents that are organized and presented scientifically and psychologically for educational purposes. Civics is developed scientifically and psychologically for the PKPI FPIPS department level and is developed for primary and secondary education and tertiary education (article 39 UUSPN).

Development and implementation of Civics Education, we must think integrative, which is a unified whole of the relationship between extractive knowledge, Indonesian culture, educational goals, educational psychology, curriculum development in social sciences and humanities, then an educational program consisting of elements: (i) Educational Objectives, (ii) educational materials, (iii) education methods, (iv) evaluation [8].

One of the findings from the research conducted by Winataputra [9] about civic education in Indonesia also shows that contextually the internal logic and external dynamics of the Civic Education system are influenced by aspects of interceptive knowledge in the form of religion and Pancasila; Extractive knowledge of science, technology, and art, ideals, values, concepts, principles and praxis of democracy, contemporary Indonesian problems, trends and problems of globalization, and the civic virtue and civic culture crisis for Indonesian civil society-Indonesian national society who have constitutional democracy. Civic Education focuses on the ability and active thinking skills of citizens, especially the younger generation, in internalizing the values of good citizens in a democratic atmosphere in various social problems (civics affairs). In the foreign literature Civic Education is often called civic education, one of which is "all school activities, homes, communities that can foster democracy.

3.5. Vision of civic education
Paradigmatically, Civic Education has a socio-pedagogical vision of educating democratic citizens in a broader context, which includes the context of formal education and non-formal education as consistently applied in the UK [11]. While the Civic Education in general has a formal pedagogical vision to educate democratic citizens in the context of formal education, as adaptively as applied in the USA [12]. In Indonesia Civic Education has a formal vision - pedagogical as a social subject in schools and colleges as a vehicle for Pancasila education.

Starting from theoretical studies and reflective discussion, the vision of civic education is broadly formulated, namely as a system of civic education to function and play a role as: 1) Curricular programs in the context of formal and non-formal education, 2) Program of socio-cultural action in social context, 3) The field of scientific studies in educational discourse on social science disciplines.

3.6. Elementary school
Based on the mandate of the 1945 Constitution, the definition of education in elementary schools is an effort to educate and print the life of a nation that is devoted, loving and proud of the nation and state,
skilled, creative, polite and able to solve problems in its environment. In the National Education System Law (Law No. 20 of 2001) Article 17 defines basic education as follows: a) Primary education is the level of education that underlies the level of secondary education, b) Primary education in the form of elementary schools, *Madrasah Ibtidaiyah* (MI), or other forms of equal and junior high school (SMP) and *Madrasah Tsanawiyah* (MTs) or other forms of equal. Primary school is the most basic level in formal education in Indonesia, taken for 6 years and then can continue to the level of junior high school or equivalent.

Learning carried out in elementary school is a complex activity, because in essence learning is not just conveying the message of learning to students, but is a professional activity that requires the teacher to be able to use basic teaching skills in an integrated manner, and is able to create situations and conditions that allow students can learn effectively and efficiently.

Professional teachers are required in learning in elementary school. They must be able to deliver material maximally to students, so that learning objectives are achieved. However, this is not easy, especially at this level of basic education; students are still at a small stage. Sometimes, when learning takes place the child's concentration cannot be full; some even still walk in the classroom with unclear goals, and other behaviours that indicate they have not been able to concentrate enough in learning. Teachers need to be equipped with learning methods that are in nature facilitating the implementation of the learning process both outside and in the classroom, so that students are comfortable. Likewise, in Civic Education learning at the elementary school level. Quite a lot of material is expected not to make students bored and eventually do not want to learn.

### 3.7 Civic education in elementary school

Civic education in elementary schools is an important subject as stated in the attachment to Minister of Education Regulation No. 22 of 2006, as follows: for the formation of good, intelligent citizens with good character [13] in accordance with the Pancasila and the 1945 Constitution.

While the purpose is clearly outlined, namely that students have the following abilities:

- Think critically, rationally, and creatively in response to the issue of citizenship.
- Participate actively and responsibly, and act intelligently in community, national and state activities and anti-corruption.
- Develop positively and democratically to shape themselves based on the characteristics of the Indonesian people in order to live together with other nations.
- Interacting with other nations in world regulations directly or indirectly by utilizing information and communication technology.

Character value is the most important thing in the process of learning character education in elementary schools, especially Civic Education subjects. The selection of character values into elementary school Civics learning cannot be simply integrated, but must be adapted to the Civic Education learning objectives. Data on character values that are in accordance with Civics learning in elementary school are obtained by examining Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI), then selecting character values that show the relationship between SK and KD with values and indicators. Based on the analysis between SK, KD and indicators, the character values are in accordance with the learning objectives of the Civics Education.

### 3.8 Character building

The character, according to the Big Indonesian Dictionary, has meaning, psychological traits, morals or characters that distinguish someone from another; character; character [14]. While the nation according to the Big Indonesian Language Dictionary, has the meaning "Unity of people who are of the same ancestry, customs, language and history, and self-government" [14]. Naturally, humans as creatures of God have functions as individual beings and social beings. With identity as social beings, humans are faced with various problems. This fact raises the need for an embodied container in various forms of association.
Education has two main roles: to transmit culture and modify culture [15]. As revealed by Counts, "Likewise the position of philosophy, education and curriculum is directed at schools as agents of social change" [16]. George counts as a pioneer of reconstructionist in its publication Dare the school build a new social order suggests that schools will really play a role if schools become the centre of building new communities as a whole, and ethnicity (racism), people who suffer from economic hardships and major social problems are the challenge for education to carry out its role as an agent of reform and social reconstruction rather than education only maintains the status of quo with inequalities and problems buried in it. Character education is so important to shape the character of learners especially at the elementary school level. Taken do it as a force in shaping the character of students.

Civics learning cannot be separated from the element of character education [18]. This character is closely related to learning values, morals, norms that are the substance of Civic Education material. The character that wants to be formed from students is certainly in accordance with the values of Pancasila and the 1945 Constitution. Students are expected to be able to understand the noble values of Pancasila and the 1945 Constitution and be able to interpret them as well as possible, then be manifested in daily behaviour as a character representation commendable Indonesian citizen.

4. Conclusion
Civic Education subjects have a systematic scientific body. The context of the reform process towards a new Indonesia with the concept of civil society as its ideal socio-cultural order, citizenship education carries out mission: socio-pedagogical, socio-cultural, and substantive academically. The socio-pedagogical mission is to develop the potential of individuals as insane God and social beings to be Indonesian citizens who are intelligent, democratic, law-abiding, civilized and religious.

Which is used as a vehicle for developing and preserving Pancasila values and morals rooted in Indonesian national culture, Pancasila values and morals are expected to be realized in the form of daily behaviour of students, both as individuals and as members of society, and creatures of God Almighty. This understanding can be interpreted clearly that Civics subjects are included in the category of Social Studies in the tradition of Citizenship transmission by describing Pancasila values and morals that are based on Indonesian culture as its contents which in turn are expected to be realized in daily behaviour in social life.

The provision of Civic Education subjects in elementary schools is very relevant to the development of the growing age of students so that students are expected to be well-formed and perfect. The purpose of Elementary School Civic Education subjects is to harness attitudes and behaviours in everyday life that are based on Pancasila values both as individuals and as members of the community, and provide provision for the ability to attend junior secondary education, and to the next level.

Acknowledgments
Citizenship education being one of the personality subjects is a compulsory subject. In elementary school it cannot succeed well without the support of other parties. The teacher has a very pending role in shaping the character of the students, making the teacher must be able to be a model that can be emulated by their students. Its success will also be realized well when it gets support from various parties, both from parents, schools, communities, the government, as well as the private sector. This support is not just financial support but the most important thing is moral support such as the example shown by the country's leaders. This condition will make citizenship education more meaningful so that students can imitate it and be able to apply it in daily life.

References
[1] Suyatno 2001 Strategi Pendidikan Nasional (Jakarta: Uhamka Press)
[2] Depdiknas 2003 Undang-undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan (Jakarta)
[3] Mehlinger H D 1977 The crisis in civic education Education for responsible citizenship 69-82
[4] Duffy D G 1970 Designing Integrated Course, dalam Teaching about Society (Sydney: Rigby)
[5] Wesley E B 1937 Teaching the social studies: Theory and practice (DC Heath)
[6] Kaltsounis T 1987 *Teaching social studies in the elementary school: The basics for citizenship* (Englewood Cliffs, NJ: Prentice-Hall)

[7] Crehore C F 1866 *The teaching of civics in the schools* Education 7(264) 1888-87

[8] Somantri M N 2001 *Menggagas pembaharuan pendidikan IPS* (Bandung: Remaja Rosdakarya)

[9] Winataputra U S 2001 Paradigma Pendidikan Kewarganegaraan Sebagai Wahana Sistemik Pendidikan Demokrasi (Bandung: CICED)

[10] Barr R D, Barth J L and Shermis S S 1977 *Defining the social studies* (Washington, DC: National Council for the Social Studies)

[11] Kerr D 1999 Re-examining citizenship education in England *Civic education across countries: Twenty-four national case studies from the IEA Civic Education Project* 203-227

[12] Branson M S 1999 *Belajar civic education dari Amerika* (Yogyakarta: Kerja LKIS dan The Asia Foundation)

[13] Sylviyanah S 2012 Pembinaan Akhlak Mulia Pada Sekolah Dasar *Jurnal Tarbawi* 1(3) 191

[14] Moeliono A M 1988 *Kamus besar bahasa Indonesia* (Jakarta: Balai Pustaka)

[15] Brameld 1965 *Education as Power* (USA: Holt, Rinehart and Winston, Inc.)

[16] Counts G S 1957 *The challenge of Soviet education* (New York: McGraw-Hill)

[17] Setiawati N A 2017 Pendidikan Karakter Sebagai Pilar Pembentukan Karakter Bangsa *Seminar Nasional Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan*

[18] Kurniawan M I 2013 Integrasi Pendidikan Karakter Ke dalam Pembelajaran Kewarganegaraan di Sekolah Dasar *JP2SD (Jurnal Pemikiran dan Pengembangan Sekolah Dasar)* 1(1) 37-45