

The Influence of Civic Education Teachers' Competence on Classroom as a Laboratory of Democracy

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Abstract: A civic education teacher should have pedagogical, personal, social, and professional competencies. Teacher has a responsibility to enable learners to participate actively in classroom. This article reviews the influence of the competencies of the Civic-Education teacher to the classroom as a laboratory of democracy. This study employed quantitative method by survey. The subjects of the study were the members of Civics Education Teacher Organization (MGMP) of junior and senior high schools/vocational schools in Bandung City, Bandung Regency, Cirebon City, Cirebon Regency, Indramayu Regency, Majalengka Regency, Sumedang Regency, Sukabumi City, Garut Regency, and Purwakarta Regency. The results of this study reveal that there is a great correlation between competence variables of Civic Education teachers with students' democratic intelligence, amounted to 0,552. Meanwhile, the correlation of school environment and student's democratic intelligence is 0,515 and the correlation of class as laboratory of democracy and student's democracy intelligence is 0,683. It is expected to have implications for a more democratic Civic Education learning process.

1 INTRODUCTION

Teacher, as a profession, has to meet the "expectations of high standards of competence coupled with public responsibility" (Sullivan, 2005). According to Baker, Linn, Herman, and Koretz, "Accountability systems should include the performance of all students, including subgroups that have historically been difficult to assess" (2002). However, the accountability system should not be driven by a single indicator (e.g., test scores) and simplistic formulas for rewards or sanctions based on that indicator (Sirotnik and Kimball, 1999). Therefore, state hold schools accountable for performance (Education weeks, 2002).

As a form of government responsibility for education, Indonesia has formulated four types of teacher competences. It is stated in Government Regulation number 19 of 2005 on National Education Standards. It is followed up in the Regulation of the Minister of National Education number 16 of 2007 on Academic Qualification Standards and Teacher Competencies. It covers pedagogical, personal, social, and professional competencies. However, the responsibility is considered heavy by most of Indonesian teachers, especially by them in the countryside and the border of the country. For

Baumann (2004), does not mean compliance with something; It is generally understood that competence is related to the way civil society works in a country.

However, Grissmer and Flanagan reveals that resource levels can make significant differences in achievement, and that disadvantaged students may benefit more from increased educational resources (1998: 24). The results are reinforced by subsequent research which states that states with a lower average socioeconomic status can show significant gains in student achievement (Grissmer, Flanagan, Kawaka, and Williamson (2000: 101). In addition, research Boadu (2013) that the pedagogic competence of teachers as professionals should also introduce the Citizenship Education with the method of introducing citizenship problems to learners. Thus, the increase of resources with teacher having four competencies has a significant effect on learners.

This is reinforced by the results of 21st-century learners meeting discussing globally competent educators, agreeing that in preparing teachers to educate for global citizenship, there is still much work to be done, including indentifying a systematic approach, locating the appropriate analytical and curriculum framework, developing more relevant policy and resources, increasing professional

development opportunities for teacher educators, and creating more space to bring global dimensions and perspectives into teaching and learning. Such work requires teacher educators and teacher preparation programs to engage in critical examination and conversations on the complexities and possibilities global citizenship education has brought to teachers and learners, alike (Guo, 2014).

In relation to the above, nowadays teacher serves as a profession that can be considered a career (Sullivan, 2005). Civic-Education Teachers are faced with a difficult situation because they handle generations with different attitude and behaviour. However, as professionals, they must tame in the name of the universal principle of democracy (Baumaan, 2004). A career-related study has once done by Ngai and Cheung (2009). They outline that a combination of career attributes is negatively correlated with aspects of a burnout of some social work students. The condition gives a picture that career is not everything, but the integrity of teacher will strengthen the will of students in work. Thus, teacher can be considered professional because the civic professionals are those who work with citizens (Boyte and Fretz 2010) and because the teacher already has "understanding of service users" (Ngai and Cheung 2009). Therefore, the study delves deeper into the matter of teacher competence and its influence on classroom as a laboratory of democracy.

2 METHODS AND TECHNOLOGY

This study employed a quantitative approach that was conducted to reveal the relationship between variables of teacher competencies, school environment, and Civic Education class as a laboratory of democracy building young citizens' democratic intelligence. This quantitative study is attempted to examine significant correlation/relationship between the variables and the degree of contribution between variables and correlation testing. Thus, the study tested the magnitude and linearity between variables.

In order to apply the overall dimensions of the approach, the study employed the following data collection techniques. The first, questionnaires was made to confirm the theoretically articulated form of thinking, exploring the thoughts and experiences of practitioners on the grain of thought formulation to practitioners related to civic education. Given the spread and the amount of the instruments, the study implementation was assisted by several research assistants and teachers of junior and senior high schools/vocational schools.

This method was chosen to obtain empirical confirmation that is based on the thoughts, opinions, and attitudes of practitioners. In this case, the practitioners are the teachers of Civic Education. The teachers teach in teachers of junior and senior high schools/vocational schools. Specifically, they are the participants of 2010 teacher certification program from Rayon 10 in the Indonesia University of Education. In addition, some graduates of 2009 and 2008 in Civics Education Teacher Organization (MGMP) of junior and senior high schools/vocational schools in Bandung City, Bandung Regency, Cirebon City, Cirebon Regency, Indramayu Regency, Majalengka Regency, Sumedang Regency, Sukabumi City, Garut Regency, and Purwakarta Regency.

The sources of information in this study are (1) Teachers - TeachersPKN SMP, SMA and SMK in Bandung, Sukabumi, Cirebon, Indramayu, Purwakarta, Majalengka, and Sumedang and Garut as certification participants in Rayon 10 Universitas Pendidikan Indonesia and which has been declared passed the certification of the teacher, either pass directly through portfolio assessment as well as those graduated through the Professional Teacher Training and Training (PLPG). The number of Civics teachers from these schools is 202 people from 190 schools. (2) Students of SMP, SMA and SMK in Bandung, Sukabumi, Cirebon, Indramayu, Purwakarta, Majalengka, and Sumedang and Garut whose Civics teachers have passed the certification of teachers, either pass directly through portfolio assessment or graduated through Education and Professional Teacher Training (PLPG). The total number of students who are the source of information is 673 students consisting of 376 junior high school students and 277 senior high school students, and (3) the principal, to observe and analyze principals' policies, especially in the implementation of the learning process.

For data analysis is done by (1) deductive and inductive analysis (2) testing of external validity or criteria (criteria validity), Item declared valid if the coefficient significance in table correlations <level of trust is set at 0.05. (value <0.05). If the opposite happens, ie value > 0.05, then the item is declared invalid, (3) testing the reliability of the instrument using Cronbach Alpha formula, and (4) content analysis with judgment theory method by expert panel, in terms of legibility and substance.

3 RESULTS AND DISCUSSION

In the new paradigm of Citizenship Education, the characteristics that must be developed in the learner are to be a democratic citizen, to understand human

rights and democratic education (Sirajuddin, 2012). The new paradigm leads the author to examine the competence of Civic Education teachers in making the classroom as a democracy laboratory. It is very challenging to the author because professional teachers have a responsibility in developing the political skills of learners (Kennedy, 2005; Schungurensky and Myers, 2003).

From research conducted by the author, the correlation coefficient of competence variables of Civic Education teachers with students' democratic intelligence is 0,552. Meanwhile, the correlation of school environment and student's democracy intelligence is 0,515. The correlation of class variable as laboratory of democracy and student's democracy intelligence is 0,683. Theoretically, because the correlation coefficient between classroom as democracy laboratory with students' democracy intelligence is bigger, then classroom has more influence to student's democracy intelligence variable, compared o Civic-Education teacher competencies and school environment factor.

The findings reinforce the acquisition of qualitative data generated through interviews and observations, in which the influence of the classroom as a democratic laboratory on the effort to realize students' democratic intelligence is far greater than the teacher competencies and school environment. However, to realize the civic education class as a laboratory of democracy, competent or professional Civics Education teachers are required. That means the Civic Education teacher must master various competencies. The various competencies include the competencies that are regulated in laws and regulations as well as the results of scientific studies. Without adequate competencies, Civic Education teachers will be difficult to build students' democratic intelligence. This is primarily in the effort to realize the Civic Education class as a democratic laboratory as well as a measure of students' levels of perceived civic efficacy –in which students can participate (Johnson, 2005; Bringle and Hatcher, 1996) in learning.

The general depiction of Teacher Competencies is measured by the questionnaire (scale) containing 19 statements. There are 202 respondents who answered the questionnaire. The result, teacher competency concept indicator that influences the realization of the Civic Education class as a democratic laboratory in an effort to build the intelligence of learners is as follows. (1) Teacher behave fairly in assessing learners. (2) Teacher makes a wise decision there/does not harm either party. (3) Teacher is not authoritarian in the class of democracy. (4) Teacher provides opportunities for learners to exchange ideas. (5) Teacher straightens learners' comments that are less relevant to the topic being discussed by the class.

(6) After the learning process, teacher provides follow-up plan at the next session so that there is material to be studied by the learner. However, it should be understood that the teaching teacher is influenced by his or her background and culture. Therefore, teachers should further enhance learning that can increase the participation of learners in political life, citizenship, and participation in social life. This is because Citizenship Education can be developed as a classroom laboratory if learning can develop students' political abilities through participation in democratic life developed through their knowledge and skills (Arif, 2017; Adebayo and Zimba, 2014).

Based on the data of interviews and auditions with teachers and MGMP Board of Civics Education of West Java, it can be seen that the competencies of Civic-Education Teachers who can realize the class as a laboratory of democracy has the following competencies. (1) Teacher masters standard competencies. (2) Teacher has the characteristic and professional attitude of Civic Education. (3) Teacher is able to change the paradigm from teacher-centered to learners-centered. (4) Teacher understands and implements the concept of PIKEM in learning. (5) Teacher masters and understands about the rules of state. (6) Teacher is open on the teaching materials. (7) Teacher takes position as facilitators, moderators, directors, and motivators. (8) Teacher sharpens learners' social well-being, critical attitude, provides solutions, becomes responsible citizens. (9) Teacher does not consider students to have no provision in learning (tabula rasa). (10) Teacher performs collaborative learning between theoretical, personal experience, observation, and guidance strived for optimal internalization process. (11) Lecture, exposure, and question-and-answer models will be more meaningful when learners are active to create a learning environment through presentations. (12) Teacher guides and directs the teaching materials individually so that they maximize service to learners. (13) The large scope of Civic Education can be used as a means to solve social problems. (14) Habits that can change character and personality in the learning process must be generated. (15) Teacher is able to design a good stimulus. (16) The competence of learners is number one. (17) Teachers should regard learners as guests. (18) Education is not to pursue value and passing examination but it should be able to shape character and trait of learners. (19) Teacher has concept of implementation for class as a laboratory of democracy. (20) Teacher provides freedom in the classroom environment, classroom atmosphere, way of expressing opinions, and so on. (21) Teacher gives the learners freedom to choose the method. The findings, according to Englert, is caused by (1) high expectations for all students, (2) high-

quality assessments aligned with standards, (3) alignment of resources, support, and assistance for improvement, (4) sanctions and rewards linked to results (2007: 2).

The findings are in line with the evaluation of processes and products in the assessment criteria of education that emphasizes seven points. They are (1) the quality of learning implementation; (2) learners' satisfaction on learning process; (3) test standard used; (4) content of multicultural values in textbooks, learning strategies, and evaluation of learning outcomes; (5) graduates' performance in society; (6) graduates' satisfaction in their position; and (7) community satisfaction on graduates' performance (Oliva, 1992: 485-490). In addition, Osler and Starkey contend that education should promote a "cosmopolitan citizenship that helps young citizens to recognize their common humanity, make connections between their own lives and those of others and operate effectively in contexts of cultural diversity and change" (2005: 78). In line with Osler and Starkey, Addams explains that we are gradually requiring of the educator that he shall free the powers of every man and connect him with the rest of life. We ask this not to merely because it is the man's right to be convinced that the special contribution (Addams, 2002: 80).

However, human always make mistakes. There are obstacles that teachers feel in realizing the class as a laboratory of democracy in building citizen democracy intelligence. (1) Not all teachers want to innovate and be creative in using methods/ learning media. (2) There is a lack of sustained guidance for teachers. (3) There are still many non-Civic Education teachers coming from non-teacher training institutions who teach Civic Education. (4) There are heterogeneous learners. (5) Students in high school can be categorized into adolescents. (6) Students' perceptions of values and character education have been contaminated by the actions of public officials who do not reflect good citizens. (7) Generally the Civic Education teacher does not know how to manage the class as a laboratory of democracy. (8) The coverage of the content of learning resources for Civic Education contains too many cognitive aspects. (9) School exam in the field of Civic Education is much opposed by teachers. (10) Civic Education is taught simply by textbook only. (11) There is a teacher's assumption that Civic Education is not a primary subject. (12) Teachers generally do not understand the management of learning. (13) There are still teachers who cannot use high-technology media. (14) Civic education contains mazy materials. The results of Myers, et.al (2002) provide the solution that in preparing the competence of Civic Education teachers, it needs to be planned by using the standard (1) choosing the university or college and teacher

preparation program they might attend; (2) selecting courses and learning experience within institutions that would serve them well as teachers, and (3) identifying personal professional characteristics they might develop in order to teach well.

It is not just the problems faced by Indonesia, Hong Kong also experienced the same thing. In Research Lo (2009) and Falade and Adeyemi, (2015) it is explained that teachers in Hong Kong are still having difficulty in adjusting between the needs of learners and the needs of class learners with inflexible sibalus. Moreover Citizenship Education is not just teaching by using learners' memory, direct learning, reading and so on but also having to teach value concepts (Vaughan and Amosun, 2016). In the understanding of the administration, it certainly brings problems. This can be understood by the difficulty of the evaluation tool used to measure how much the values are internalized. Therefore, teachers must have established competence in their fields, so that learning is as expected (Kovac, Rafajac, and Buchberger, 2014). Nevertheless, teachers who have already become teachers of Civic Education should continue to work to generate public benefits (Perry and Katula 2001: Saltmarsh, 2005) by striving to have integrity to educate the nation's life in order to prepare the next generation who live in an atmosphere of democracy and education so that its competence is growing in accordance with the demands of the development of science and technology.

4 CONCLUSIONS

Teacher competency, environmental factor, and class as laboratory of democracy have significant effects on young citizens' democratic intelligence as learners in increasing their capacity by giving them more participation levels. In addition to providing students with the ability to participate, the competencies of Civic-Education teachers in fact still have weaknesses that must be immediately followed up. Especially, a number of non-civic education teachers still teach the subjects of Civic Education in schools.

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