

The Strategy of Strengthening Civic Literacy in Learning Democracy and Election based on Actual Issues

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Keywords: Civic Literacy, Democracy and Elections, Actual Issues

Abstract: Democracy and Election Courses aim to shape students into good citizens who understand democracy and elections so that students are able to behave and implement democratic values in their daily lives. The student's civic literacy in democracy and elections learning is still lacking. The purpose of this study is to identify the civic literacy of students and to describe the strategy of strengthening student civic literacy in democracy and elections learning based on actual issues to improve student civic literacy. The research method used is descriptive qualitative. Data sources used were questionnaires, interviews, observations, document studies and focus group discussions. The results showed that the level of student civic literacy towards the problems of democracy and elections was still low by learning based on actual issues in the field of democracy and elections had implications for improving student civic literacy.

1 INTRODUCTION

Democracy and Election Course is one of the subjects in the Pancasila and Citizenship Education Study Program FKIP UNS. This course aims to formalize students to be citizens who understand democracy and implement democratic values in their daily lives. The era of globalization that brings the world to an increasingly open state has a negative and positive influence on national character in Indonesia. One of the negative influences for the younger generation, among others, has begun to forget national identity. One of the negative influences for the younger generation is that they have begun to forget national identity. People have the responsibility to maintain the identity of their nation, along with the flow of globalization and modernization, it is necessary to strengthen democratic values through democracy and election courses

During this time, the level of student literacy in democracy and election subjects is still low. The Civic literacy becomes a demand along with the development and advancement of technology and the flow of globalization. Civic Literacy is an important thing for citizens, especially, for students because the mastery of civic literacy will form good citizens. Good citizens are needed for the

advancement of citizens in the life of the nation and state. Therefore, it is necessary to strengthen the civic literacy.

The problems examined in this study are:

1. How the Civic Literacy of students in democratic and electoral learning is
2. How do students' civic literacy strengthening strategies in democratic learning and elections use actual issues in the field of democracy and elections do

2 LITERATURE REVIEW

2.1 Civic Literacy

The Civic literacy is defined as the capacity of the knowledge and ability of citizens to actively participate, and the civic literacy is the basis for a democratic society. (Dwipayana, 2013) According to Suryadi (2010), in the civic literacy, there is a mastery of the form of citizens' political knowledge which will be implemented in the forms of citizenship activities. The Civic literacy is defined as the capacity of the knowledge and ability of citizens to understand their political world, or more broadly interpreted as the capacity of knowledge about how to actively participate and initiate change in the

community and society. This willingness and ability to participate in public discourses is in line with the aims of democratic and electoral courses to form citizens who understand democracy and implement democratic values in their daily lives.

With the civic literacy in the learning of democracy and election subjects, students are expected to shape the critical soul and mind as citizens in dealing with everyday life both in the social and political world. Political learning in class can improve political literacy or civic literacy. The learning democracy and elections that have been carried out so far is only in the process of gaining new knowledge and it has not been able to reconstruct issues so that students become active and motivated.

2.2 The Learning of Democracy and Election based on Actual Issues

This approach departs from the idea that the learning of democratic and elections are fostering citizens and have a significant role in improving civic literacy about democracy and elections. The approach of using actual issues in democratic learning and elections becomes strategic, because in this case, learning democracy and elections can be a vehicle for fostering citizens to have a civic attitude and awareness of democratic values. Strengthening the civic literacy of students requires spirit support which is the main foundation to rise up against the various challenges facing the nation. Strengthening the civic literacy about democracy and elections is important so that students are able to understand the political developments faced by their nation and country.

Learning democracy and elections based on actual issues is in line with the constructivism learning model. Knowledge is not a fact of a reality that is being studied but as a person's cognitive construction of objects, experiences, and environment. (Bambang Warsita, 2008). Constructivism learning emphasizes meaningful knowledge so that students can participate fully, capable and committed to democracy and elections, learning follows the views of students and emphasizes learning processes and activities in a real context. Democracy and election courses are directed to foster values and awareness of democracy. Hence, with democratic and election learning, there will be an awareness of citizens to be good citizens who have an awareness of democracy.

3 METHODOLOGY

The method used in this research is descriptive qualitative. Data sources used were questionnaires, interviews, observations, document studies and supported by focus group discussions (FGD). The research location was at the SebelasMaret University Surakarta (UNS) Civics and Science Education Study Program (FKIP) in the course of Democracy and Election.

4 RESULTS AND DISCUSSION

Components in the civic literacy are knowledge of citizenship (Civic Knowledge), citizenship skills (Civic skills), and character or attitude of citizenship (Civic dispositions). Based on the results of student civic literacy research, especially. The knowledge component that understands the material taught in democratic and electoral courses such as the concepts of democracy and elections is good, but in the components of knowledge related to problems or issues in the field of democracy and elections are still lacking. This can be seen when students analyze the issues that are circulating and developing in the community both from the printed mass media and from social media, students cannot provide an analysis of these issues because students do not aware of these issues. Students' ignorance of these issues is caused by the fact that students have not been interested in following issues in politics and democracy. So that students do not have the motivation and enthusiasm to read or look for actual issues in the field of politics and democracy that are developing in the community today. The low level of students' civic literacy towards the emerging problems of democracy and elections is, of course, implicated in the low components of their citizenship skills and the components of their citizenship attitude.

Strengthening the Civic literacy through the learning strategy of democratic and electoral based on actual issues is carried out through a structured and systematic learning process, from the process of identifying learning problems, discussions and analysis to the evaluation stage.

Democracy and election courses do not only provide students' knowledge and understanding of the concepts of democracy and elections but also foster awareness and application of democratic values to students. The steps in democratic learning and elections are based on actual issues:

1. In the Planning stage

Lecturers organize democratic and election material in accordance with the syllabus or RPS (semester learning plan)

2. In the Implementation stage

Delivering democratic and electoral material and giving assignments. At this stage, determining the material to be studied for each group grouped into 5 groups. Each group discusses and examines each material along with actual issues, then each group conducts an analysis, and responds to each material and the actual issues examined from each group. At this stage, the strategy of strengthening civic literacy in democratic and elections learning based on actual issues was developed through

- a. assignment and exploration of each group towards the material and also the actual issues that have been identified at the planning stage in the form of tracing in the print media, mass media, online media as well as field observations in accordance with the themes being studied.
- b. Students share information by presenting the results of the study and observations of each group. At this stage, students either individually or in groups discuss the issues presented. Students provide critical analysis related to actual issues in the field of democracy and elections

3. Evaluation stage

From the planning and implementation phases, reflection and feedback are carried out as well as assessments from the results of written report studies and from the results of the presentations made by students.

After learning based on actual issues in the subjects of democracy and elections, it can be seen that there is a positive response that leads to adequate capabilities related to civic literacy after strengthening through actual issues in the field of democracy and elections. this is shown by the development of the thinking power and critical analysis ability of students in processing and then analyzing systematically and structurally related to actual issues in democracy and elections. Students in responding to the problems of democracy and elections try to find the source of the truth of the news, then analyze it, and respond and behave with what is believed to be implemented in their civic attitude in daily life. Mastery of students in the study of certain issues in democracy and elections builds a critical attitude of students based on their political

knowledge or known as their civic literacy to behave and determine concrete steps that are the embodiment of the civic attitude of students. The strengthening of student civic literacy is very important because the development of information technology is growing in the community, especially through social media, which is increasingly widespread and the increasing news of the truth is doubtful, but some people even believe in issues that are not true because of the low civic literacy of the community. With democratic and electoral learning based on actual issue issues, students have the motivation to be active in understanding how political life around them raises awareness of democracy in students. Learning democracy and elections based on actual issues emphasizes meaningful knowledge so that students can participate fully, be capable, have commitment and have the ability to think about democracy and elections.

5 CONCLUSIONS

The Civic Literacy of students related to issues or issues in the field of democracy and elections is still lacking. This is seen when students analyze the issues that are circulating and developing in the community, both from printed mass media and from social media. Students cannot provide an analysis of these issues because students are not aware of these issues at all. Strengthening the Civic literacy through the learning strategy of democratic and electoral based on actual issues is carried out through a structured and systematic learning process, from the process of identifying learning problems, discussions and analysis to the evaluation stage. Strengthening Civic Literacy in the learning of democratic and elections through actual issues in the field of democracy and elections can improve student mastery of the study of certain issues in democracy and elections, so as to build a critical attitude of students based on their political knowledge or civic literacy. Political learning in class can improve students' political or civic literacy

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