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## STRENGTHENING CIVIC DISPOSITION TO BUILD CIVIC ENGAGEMENT AND POLITICAL PARTICIPATION IN CIVIC EDUCATION IN INDONESIA

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### ABSTRACT

Civic education in Indonesia faces challenges in building civic engagement and political participation among the younger generation. The main issue raised in this study is the importance of civic disposition in shaping the attitudes and behaviors of active citizens. The method used is a literature study that analyzes various academic sources, educational policies, and relevant learning practices. The results of this study show that strengthening civic disposition can be done through an integrative approach, including teaching democratic values, argumentation skills, and developing empathy. The impact of this strengthening can be seen in the increase in political awareness and student participation in social and political activities in their communities. The conclusion of this study confirms that the integration of civic disposition in civic education not only improves students' knowledge but also shapes the character and skills necessary to become active and responsible citizens. This effort is expected to create a younger generation that is more sensitive to social issues and contribute positively to the development of democracy in Indonesia.

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### INTRODUCTION

Civic education has a vital role in shaping the character and attitude of citizens, especially in the era of globalization and democratization, which is increasingly complex. Sunarso et al. (2024) stated that increasingly complex globalization has significantly impacted various aspects of life. In Indonesia, the challenges faced in education include low levels of civic engagement and political participation among the younger generation. These challenges show that understanding rights and obligations as citizens has not been

fully embedded in students. Therefore, strengthening *civic disposition* is crucial in building awareness and active involvement.

Civic disposition, or civic disposition, encompasses attitudes, values, and behaviors that favor active participation in society and politics. Mazid S. et al. (2024) stated that Civic disposition contributes to social activities and political involvement. The concept of civic disposition focuses not only on theoretical knowledge about democracy and human rights but also on developing practical skills necessary to contribute to the life of the nation and state.

Civic education that emphasizes civic disposition aims to make students more sensitive to social issues and encourage them to take initiative in civic activities. Although various programs are designed to increase political awareness among students, their involvement in social and political activities is still relatively low. Keirle (2013) stated that the basic idea of citizenship plays a vital role in shaping how youth negotiate and discuss. On the other hand, Smith et al. (2022) assert that community engagement requires a strong understanding of democratic principles and the skills to drive change. This community engagement shows the need for a more practical approach to civic education to address this challenge.

Civic engagement and political participation are crucial elements in civic education, designed to shape individuals aware of their rights and obligations as citizens. According to King, B. A., & Erickson, L. (2016), effective education can increase political awareness and encourage active social participation. Meanwhile, Magill, K. R. et al (2024) added that through practical experience in civic activities, individuals can develop a deeper understanding of their role in democracy. Thus, civic education aims to teach theory and facilitate direct involvement that allows individuals to contribute to society constructively. In this context, civic education serves as a tool to instill the values of democracy, tolerance, and social responsibility. Through experiential learning, students are invited to understand the importance of contributing to society through social activities and participation in the political process.

Active political participation among the younger generation is essential to ensure the sustainability of democracy. Haduong P. et al. (2024) emphasized that youth involvement in the political process helps create a more responsive and empowered society. In addition, White G. et al. (2023) state that young people have the potential to be agents of change and that their participation in various political activities can strengthen the foundations of democracy as well as ensure that their voices are heard. Therefore, encouraging political involvement among the younger generation is a crucial step to maintaining the dynamics and health of democracy in the future. Effective civic education can equip students with critical thinking skills, analysis of social issues, and good communication skills. Thus, they can actively participate in public discussions, general elections, and other community activities. Hands-on experience in social projects or election simulations can reinforce a sense of ownership and responsibility for the democratic process.

Civic involvement and political participation not only serve to strengthen

democracy but also to build solidarity in society. Andrejevic (2020) states that when individuals engage in activities that benefit others, they better understand fellow citizens' needs and aspirations. Hidayah, Y & Sujastika, I (2024) add that this involvement creates a sense of shared ownership and responsibility, strengthening social bonds. Thus, active participation in the community not only supports the democratic process but also builds a network of solidarity that is essential for creating a more harmonious and inclusive society. Therefore, civic education should be designed to encourage broader engagement by creating spaces for students to engage in social and political issues and building a collective consciousness that can lead to positive change in society.

In this context, this study aims to explore practical ways of strengthening civic disposition among students through civic education. The literature study method This study will analyze existing best practices and compile recommendations for developing a curriculum more responsive to the community's needs. It is hoped that the results of this research can contribute to improving the quality of civic education in Indonesia and building a younger generation who are more active and responsible as citizens.

This research provides novelty by emphasizing the importance of strengthening civic disposition as a foundation for building student civic involvement and political participation. In the context of civic education (PPKn) in Indonesia, the proposed integrative approach focuses on mastery of the material and the development of character and practical skills that support active citizenship actions.

The scientific contribution of this research lies in developing innovative learning models relevant to the social challenges society faces today. By combining civic education theories and best practices from various sources, this study enriches the PPKn literature by providing concrete guidance for educators and policymakers. In addition, this research encourages further discussion about the importance of education that is not only theoretical, but also practical in creating critical and engaged citizens. Thus, this research is an essential reference in developing the curriculum and teaching strategies of PPKn in Indonesia, as well as strengthening the understanding of the role of education in shaping a democratic society.

## **RESEARCH METHOD**

This research uses a qualitative approach, Sugiyono (2019) explained that the research method explains that the qualitative research method is an approach that focuses on an in-depth understanding of social phenomena through the collection and analysis of non-numerical data. This research aims to explore the research subject's meaning, experience, and perspective in a particular social, cultural, or environmental context. The qualitative type used is literature study as the primary method. In this process, various sources of information, such as books, journals, articles, and education policy documents related to civic disposition, civic education, and political participation, are analyzed.

The first step is to identify and gather relevant sources to understand the concept of civic disposition and its application in civic education. Furthermore, the analysis was carried out by grouping information based on key themes, such as civic values, teaching

methods, and the impact on civic engagement. Researchers can dig deep into existing best practices and evaluate their effectiveness with this approach. The results of this qualitative analysis are then used to compile recommendations for strengthening civic disposition in civic education in Indonesia. This method allows researchers to gain a holistic and contextual understanding of the issues raised and highlight the needs and opportunities for improvement in civic education practices.

## **RESULTS AND DISCUSSION**

Civic disposition can be strengthened by implementing several necessary measures, including teaching democratic values (Khasanah, 2014). In teaching these democratic values, the reinforcement of civic disposition is elaborated through the learning process by providing an understanding of rights and responsibilities (Lukitoaji, 2015). This understanding of rights and responsibilities is conveyed by educating students about human rights, the obligations that must be fulfilled as citizens, the freedom to express opinions, and the principle of equality in human rights.

Moreover, according to Habibah (2021), strengthening civic disposition also requires teaching tolerance and pluralism by fostering respect for differing views, beliefs, and cultural backgrounds, particularly in democratic processes. The final component of teaching democratic values to students is educating them on upholding social justice (Mustad, 2019). Social justice is enforced to cultivate a sense of fairness and responsibility towards more vulnerable groups in society. This mindset is essential, especially in strengthening civic disposition within students.

Reinforcing civic disposition is also achieved by enhancing students' argumentative skills (Fardin, 2024). This improvement is realized by teaching students to think critically, evaluate information objectively, and formulate arguments based on evidence. The development of argumentative skills must also be supported by sharpening students' ability to engage in dialogue and open debate. Anggraini (2015) suggests that strengthening civic disposition in this regard aims to create a space for discussion and debate on public issues so students become accustomed to expressing their opinions rationally while respecting the views of others. Open dialogue and discussion are also expected to serve as bridges to conflict resolution by developing negotiation skills and resolving conflicts through dialogue, without violence, as part of effective citizenship education (Sudiby, 2021).

In addition to teaching democratic values and improving students' argumentative skills, developing civic disposition is also pursued by fostering students' empathy (Latifah, 2018). Fostering empathy is done by involving students in social and community activities so they can experience the challenges others face, such as poverty, injustice, or discrimination, thus fostering solidarity. Additionally, providing students with direct societal experiences is considered to help improve their empathy skills (Putri, 2022). Volunteering, field trips, or community service can expose students to the broader culture, fostering empathy and a sense of responsibility.

The enhancement of empathy is incomplete without providing emotional

education to improve students' civic disposition. This empathy development aims to enable students to understand and emotionally respond to the feelings of others, which is crucial for cultivating a caring and empathetic attitude in a diverse environment, reflecting the reality of Indonesian society.

Strengthening civic disposition will help shape a younger generation that is politically aware, engaged, and ready to take an active role in improving and building their society and country (Mustad, 2019). According to Mulyani (2022), strengthening civic disposition includes increasing students' political awareness and participation in community social and political activities, such as heightened political awareness. This improved understanding of the political system helps students comprehend how politics works, their political rights, and how policies affect daily life, encouraging them to care more about political issues. Students' interest in social and political issues increases, making them more inclined to follow news, discussions, or public debates on local, national, and global issues.

This awareness heightens their interest in participating in political processes like elections. Elections are one of the most tangible political processes in society. The conduct of elections is a critical milestone for discovering new leaders and implementing political policies that have been established. Therefore, students must be involved in elections. Enhancing students' political understanding is reflected in their critical attitudes and behaviors toward government policies (Munjani, 2020). Students will naturally develop the ability to argue and think critically in responding to various policies in greater depth. They can provide constructive criticism or support for government policies.

Political awareness also increases students' interest in participating in other social and political activities. For instance, students may willingly join organizations or communities they believe can channel their aspirations. Students with a solid civic disposition tend to be more active in joining civic organizations, youth organizations, or non-governmental organizations focused on social or political issues (Supangat, 2022). In addition, students are encouraged to participate in volunteer activities and community service, such as assisting underprivileged communities, engaging in social campaigns, or fundraising for humanitarian causes.

In addition to joining organizations and engaging in activities within specific communities, students are also interested in participating in political activities (political participation). According to Lubis (2022), political participation extends beyond interest in elections; it also includes participating in activities such as attending public meetings, discussing public policies, or even engaging in policy advocacy. Similarly, Ambarwangi (2013) states that politically aware students are more likely to engage in political campaigns or social movements.

By actively participating in politics, students will naturally develop an identity as active citizens (Laka, 2017). According to Mustad (2019), this identity of active citizenship is marked by a heightened sense of social responsibility. With a solid civic disposition, students will feel more accountable for improving the conditions of society around them (Sofiyanti, 2020). They become not merely bystanders in social and political

processes but agents of change. Furthermore, students will be involved in making critical governmental decisions. This involvement proves that students' understanding is enhanced when they can actively grasp their rights and responsibilities as citizens, such as participating in local decision-making processes like village meetings or being part of community advocacy movements. Active political participation is also characterized by a more mature awareness of democracy (Jati, 2017). A well-developed civic disposition fosters a commitment to democratic principles, such as respecting differing opinions, preserving freedom of speech, and building a just and prosperous society.

## CONCLUSION

The conclusion of this study confirms that the integration of civic disposition in civic education not only improves students' knowledge but also shapes the character and skills necessary to become active and responsible citizens. This effort is expected to create a younger generation that is more sensitive to social issues and contribute positively to the development of democracy in Indonesia.

Recommendations that can be proposed are the development of more innovative and practice-based civic education curricula, such as group discussions, social projects, and participation in community activities. In addition, training teachers to implement interactive teaching methods and support the development of civic disposition is crucial. The government and educational institutions need to work together to create an environment that supports student participation in schools and the community so that civic values can be appropriately embedded. With these steps, it is hoped that civic involvement and political participation among the younger generation can be further increased, thereby strengthening the foundation of democracy in Indonesia.

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