# The role of civic education teachers in managing local wisdom and improving education for the love of the country in Indonesia

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**Abstract**

The purpose of this research was to identify the function of civic education teachers in managing local wisdom and increasing the number of students who care about their country. This study took a quantitative approach and used a descriptive survey method. The study included 49 civic education teachers, both male and female. A questionnaire that contained five scales was constructed for this study: teacher activities, care, attitude and self-sacrifice, learning and achievement, and local wisdom. All scales and question items in this study showed very good outcomes or significant effects, according to the results of the analysis using descriptive statistics with the statistical analysis software. The teacher's role in learning civics education subjects in schools and the classrooms runs properly and very well in realizing students who love their homeland as learning goals.

*Keywords:* Civic education; local wisdom; love for the homeland; teachers.

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## 1. Introduction

Every citizen is expected to contribute to the country's defense against threats and disturbances occurring from both within and beyond the country (Sabrina et al., 2021; Getachew, Asnake & Desta, 2022). Broughton & Zahaykevich (1982), and Kirchner & Sperling (2002), are obliged to defend the country from colonialism and military attacks, then every citizen needs to strengthen the identity of nationalism and the spirit of national patriotism. Citizens are given lessons and knowledge about forms of national threats, whether in the form of crimes of national terrorism and/or international networks, as well as acts of violence related to race, religion, and ethnicity, violations of state authority, territory on land, sea, air and outer space, separatist movements, transnational crime and disturbance, and environmental destruction.

However, the role of civics teachers has not been effective in managing the power of local wisdom in increasing love for the homeland in students. Students are potential citizens in filling development and maintaining the integrity of the country so that the ideals of the state in realizing a sovereign state and loving world peace can be realized through political education for young people (Yoldaş, 2015). Citizenship teachers play a significant role in creating conditions for citizens who love their homeland and play a role in maintaining the integrity of the country and caring for world peace. Given the importance of love for the homeland by all citizens, in realizing the "peace movement" (Broughton & Zahaykevich, 1982).

A previous study investigated the civic education curriculum, which was created using a design definition, implementation, and assessment process that can be applied to civic education (Nogueira & Moreira, 2012). Through civic education, communities and young people are provided with knowledge about politics to reduce the democratic deficit and increase extremism (Knowles & Castro, 2019; Hadjichambis et al., 2020). Thus, it is necessary to improve civic education (Yoldaş, 2015; Zhang, 2022). Young people need to be encouraged in the aspects of knowledge and understanding, concern about justice, and then giving and helping them in providing views on global citizenship (MacKenzie et al., 2016) so that it can help cultivate students' perceptions of global citizenship, even allowing it to be included in the civic education curriculum.

In this globalized world and with the development of technological progress, the threat of world peace and its impact on citizenship life still exists, so many efforts have been made to anticipate the threat of war, state revolt, and the loss of nationalism to the nation, including the preparation of a curriculum in a civics education framework (Nogueira & Moreira, 2012) that includes pedagogical knowledge content. Efforts to improve the curriculum in all areas of ethics and civic education in Ethiopia (Ghebru & Lloyd, 2020), indicate a decrease in civic engagement in the United States and trust in government and social institutions. Civic education is expected to assist in moderating the problems at hand (Galston, 2007).

According to Law (Law, 2007), in modernization and globalization, it is necessary to pay attention to four interconnected dimensions: multilevel governance, different actors, including global powers, nation-states, local governments, and individual interactions in the process of rebuilding the state. Even though the importance of taking citizenship education lessons for historical and political knowledge for young people was found, 49.5% of them expressed dissatisfaction with the assistance they received in school for the development of their political-civic education (Rivelli, 2010).

The role of civic education is very important for citizens, as happened in Ethiopia which reveals the need for improvement in many areas related to the current Civic and Ethical Education (CEE) curriculum.

These materials are currently more oriented toward conservative forms of civic education than progressive forms of civic education, which could be improved through the inclusion of content that reflects an emphasis on civic education. Such an approach is more progressive than civic education and promotes a more learner-centered and critical orientation to ethical issues on the part of students within the framework of Global Citizenship Education (GCE) (Ghebru & Lloyd, 2020).

Even though in educational conditions during the COVID-19 pandemic (Farooq et al., 2020; Goo et al., 2020) where there is limited face-to-face interaction between teachers and students, interaction is not optimal (Rodrigues et al., 2019) online with any tools and forms is not wrong, but it still poses obstacles either in the condition of the internet network, the readiness, or the ability of teachers and students to operate technological equipment used in online learning (Prasojo et al., 2019). Distance or online learning provides special policies on forms of learning using possible technological equipment (e-learning) and social media (Salehudin et al., 2021). In civics education, students' attitudes toward learning appear to be influenced by their usage of ICT. Attitudes and dispositions are influential factors in teaching and learning. Human behavior is influenced by attitudes and maybe vice versa (Acun, 2014).

### 1.1. Study Problem

Civic education is supposed to instill in students a sense of national defense and patriotism (Ghebru & Lloyd, 2020; Yan, 2021). Therefore, it was fascinating to investigate the role of civic education teachers in Indonesia in instilling a love for the motherland through the power of local wisdom held by Indonesian regions in this study. Moreover, Indonesia's uniqueness and diversity of local skills can be used as a strength in shaping students' identities through citizenship education in schools.

The activities of protecting the country as a means of demonstrating patriotic spirit in the face of external aggression, as well as efforts to organize the state to enlist the people in the conflict were not discussed in this study. It was, however, more focused on the role of civic education teachers in instilling a love for the homeland in all residents, and was more oriented toward building a sense of nationalism and patriotism through controlling Indonesia's power of local wisdom. Figure 1 displays research issues on the power of local wisdom to love the homeland.

**Figure 1**
*Research issues on the power of local wisdom to love the homeland*



The key question was "What is the role of civic education teachers in managing local wisdom to improve and instill students' love for the homeland in schools and classes in civic education in Indonesia".

### 2. Materials and Methods

### 2.1. Conceptual framework

The research design was as follows (figure 2):

**Figure 2**
*Research Framework*
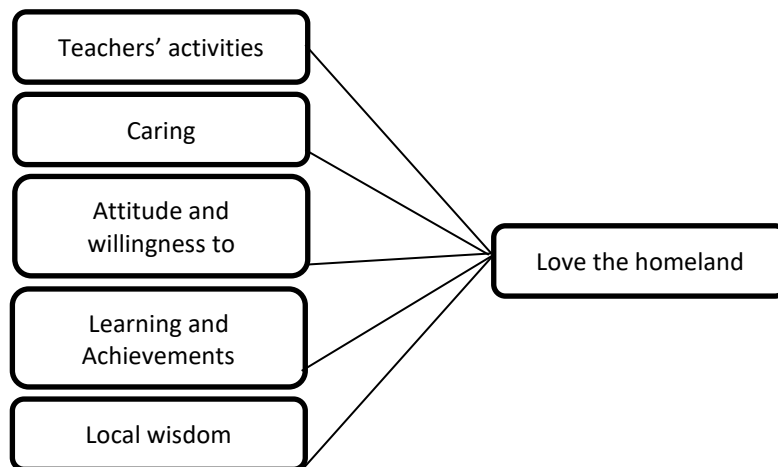


## 2.2. Participants

126 respondents (teachers in the field of civic education) were sent the online forms, but 87 responded. In this study, the sample consisted of 87 civic education teachers who provided answers and returned a questionnaire form from two provinces North Sulawesi and East Kalimantan. It can be seen in the following table of respondents (table 1):

**Table 1**
*Personal information on civic education teacher participation*

| Sex | f | % |
|---|---|---|
| Male | 40 | 45,98 |
| Female | 47 | 54,02 |
| *Total* | *87* | *100* |
| **Teaching Experiences** | f | % |
| 1-4 years | 27 | 31,03 |
| 5-9 years | 30 | 34,48 |
| 10 or more | 32 | 36,78 |
| *Total* | *87* | *100* |
| **Education Background** | | |
| Elementary School | 12 | 13,79 |
| Junior High School | 38 | 43,68 |
| Senior High School | 37 | 42,53 |
| *Total* | *87* | *100* |

## 2.3. Data collection instrument

This research used a quantitative descriptive approach  (Creswell, 2013). Data collection techniques were carried out using a questionnaire that had been validated and distributed using an online form. The instrument was developed and tested for validity with the following items (Table 2):

**Table 2**

*The instrument developed for citizenship education-love of the homeland-local power of wisdom*

| | | |
|---|---|---|
| RQ1 | Teaching Online/Distance Learning | |
| RQ2 | Singing the national anthem | TEACHERS' ACTIVITIES |
| RQ3 | Media / web-internet to Love the Homeland | |
| RQ4 | Respecting and Caring for the History of the Nation | |
| RQ5 | Caring for the environment | CARE |
| RQ6 | Practicing Pancasila and the Constitution of 1945 | |
| RQ7 | Strong attitude as a citizen of the Nation | ATTITUDE AND |
| RQ8 | Willing to Sacrifice for the Nation | WILLINGNESS TO SACRIFICE |
| RQ9 | Maintaining the Integrity and Unity of the Nation | |
| RQ10 | Character Education | |
| RQ11 | Studying Hard and Well-Behaved | LEARNING AND EDUCATION |
| RQ12 | Best Achievement for the Nation | |
| RQ13 | Complying with the Laws and Norms of the Nation/State | |
| RQ14 | Extracurriculars Based on Traditional Arts | |
| RQ15 | Accepting and Upholding Diversity | LOCAL WISDOM |
| RQ16 | Saving World Peace | |

## 2.4. *Variables of the Study*

The variables of this study include, first, teachers' activities; the teacher's role in learning civic education subjects in the classrooms, and the use of media or learning facilities that support the achievement of learning objectives. Second, concern for civic education learning; focused on students' attitudes as an important part of learning interactions and learning outcomes, students carry out attitudes that show the results of civic education learning. Third, attitude and self-sacrifice; a strong attitude as a citizen of the nation (nationalism and patriotism) and care to maintain the integrity of the country from divisions and threats that arise from within the country. Fourth: learning and achievement, where students become the learning objectives of civic education because learning is a forum for the formation of knowledge, both cognitive and metacognitive, to the ability of students to think at higher levels, that is, the ability to analyze good forms of learning from civic education, student's academic achievements and proud fields as citizens, as well as students' compliance with Indonesian laws and norms. Fifth, local wisdom; is a strength that needs to be managed by civic education teachers in learning. In Indonesia, local wisdom is very unique and diverse. Its power can inspire, unite, care for, and build the nation and state to be an inspiration to all citizens through civic education. It can be seen in Figure 3:

**Figure 3**

*Research variables  (Civic Education, Love for the Homeland, local wisdom)*

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### 2.5. *Data Analysis*

The data were analyzed by quantitative descriptive statistics and tested on a single sample using SPSS version 24.00 and presented in the form of tables from the test results from the respondent answer data according to the questionnaire item instruments distributed to the respondents' answers.

### 3. Results

The results of the research showed that the average respondent's answer was 3.24, with a standard deviation of between 0.391 and 0.723, indicating that the respondent's answer level was good (Table 3).

**Table 3**
*Average data and standard deviation of respondents' answers*

| One-Sample Statistics | | | | |
|---|---|---|---|---|
| | N | Mean | Std. Deviation | Std. Error Mean |
| RQ1 | 87 | 3.24 | .723 | .103 |
| RQ2 | 87 | 3.24 | .522 | .075 |
| RQ3 | 87 | 3.39 | .533 | .076 |
| RQ4 | 87 | 3.63 | .487 | .070 |
| RQ5 | 87 | 3.63 | .487 | .070 |
| RQ6 | 87 | 3.73 | .446 | .064 |
| RQ7 | 87 | 3.71 | .456 | .065 |
| RQ8 | 87 | 3.73 | .446 | .064 |
| RQ9 | 87 | 3.04 | .538 | .077 |
| RQ10 | 87 | 3.82 | .391 | .056 |
| RQ11 | 87 | 3.76 | .434 | .062 |
| RQ12 | 87 | 3.65 | .481 | .069 |
| RQ13 | 87 | 3.71 | .456 | .065 |
| RQ14 | 87 | 3.63 | .487 | .070 |
| RQ15 | 87 | 3.47 | .544 | .078 |
| RQ16 | 87 | 3.82 | .391 | .056 |

There were significant test results for each item of this research, indicating that the results of the data test had a high influence on the results of the respondents' answers. Overall, the answers and the results of statistical calculations found that the respondents' answers about citizenship education, local wisdom, and love for their homeland were high.

Civic education subject teachers succeeded in managing the power of local wisdom as both capital and an interesting form of learning in instilling the values of love for the homeland in students who take citizenship education lessons. See Table 4 below:

**Table 4**
*Data on the results of the significance test on each item of the research variable*

| One-Sample Test | | | | | | |
|---|---|---|---|---|---|---|
| Test Value = 0 | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | |
| | | | | Mean | | |
| | t | df | Sig. (2-tailed) | Difference | Lower | Upper |
| RQ1 | 31.435 | 87 | .000 | 3.245 | 3.04 | 3.45 |
| RQ2 | 43.544 | 87 | .000 | 3.245 | 3.10 | 3.39 |
| RQ3 | 44.498 | 87 | .000 | 3.388 | 3.23 | 3.54 |
| RQ4 | 52.206 | 87 | .000 | 3.633 | 3.49 | 3.77 |

| | | | | | | |
|------|--------|----|------|-------|------|------|
| RQ5 | 52.206 | 87 | .000 | 3.633 | 3.49 | 3.77 |
| RQ6 | 58.607 | 87 | .000 | 3.735 | 3.61 | 3.86 |
| RQ7 | 56.963 | 87 | .000 | 3.714 | 3.58 | 3.85 |
| RQ8 | 58.607 | 87 | .000 | 3.735 | 3.61 | 3.86 |
| RQ9 | 39.529 | 87 | .000 | 3.041 | 2.89 | 3.20 |
| RQ10 | 68.283 | 87 | .000 | 3.816 | 3.70 | 3.93 |
| RQ11 | 60.499 | 87 | .000 | 3.755 | 3.63 | 3.88 |
| RQ12 | 53.171 | 87 | .000 | 3.653 | 3.51 | 3.79 |
| RQ13 | 56.963 | 87 | .000 | 3.714 | 3.58 | 3.85 |
| RQ14 | 52.206 | 87 | .000 | 3.633 | 3.49 | 3.77 |
| RQ15 | 44.644 | 87 | .000 | 3.469 | 3.31 | 3.63 |
| RQ16 | 68.283 | 87 | .000 | 3.816 | 3.70 | 3.93 |

The results of the research from respondent data found that in the implementation of Citizenship Education, the commitment of teachers to carry out tasks optimally using distance learning applications, such as Zoom Meeting applications, Google Meetings, and the LMS Google Classroom application, stated that in carrying out their duties they had expressed a commitment to managing the strengths of local wisdom in their respective areas. As seen in Figure 4:
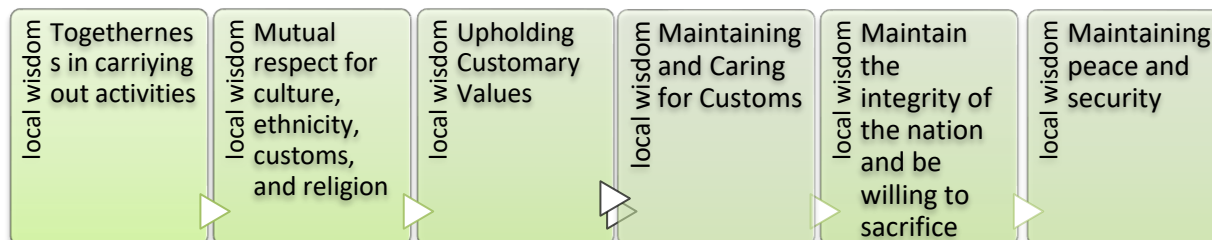
**Figure 4**
*The condition of students using the strength of local wisdom*
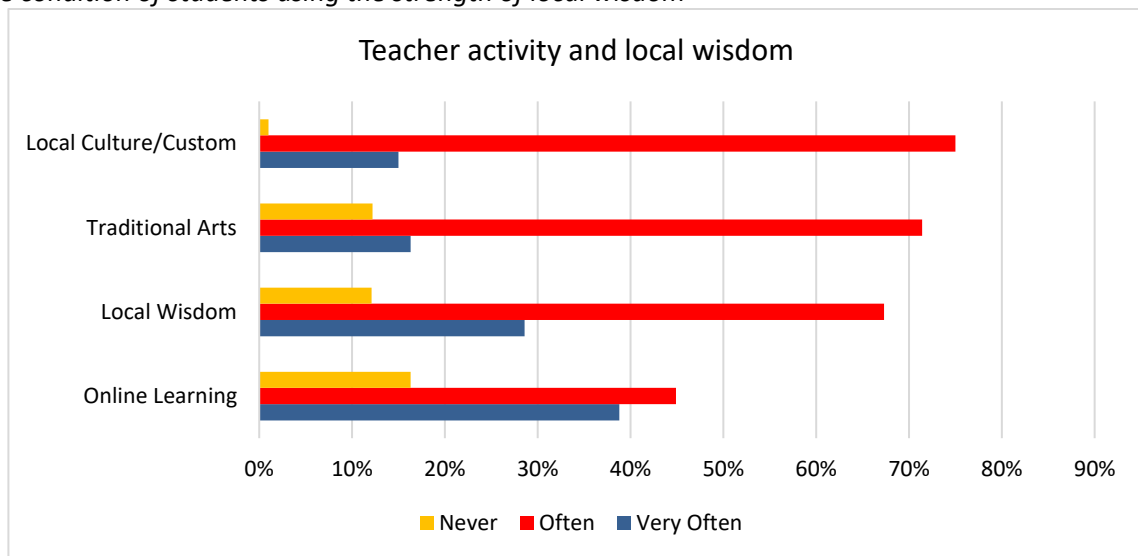


In civic education learning, the uniqueness of local wisdom in Indonesia is due to the variety of cultures, customs, and various religions and beliefs of citizens, including school students in Indonesia.

The strengths of local wisdom found in this study were; togetherness in carrying out activities, mutual respect for culture, ethnicity, customs, and religion, upholding customary values, maintaining and caring for customs, maintaining national integrity, and maintaining peace and security. From the respondents' answers, it was found that Indonesia, as a large and diverse country, has unique and many varieties of local wisdom that serve as its strength in instilling a love for the homeland and world peace, one of which is the regional and national anthem, which is sung in every subject of civic education in schools. It is more clearly presented in Figure 5:

**Figure 5**

*The Strength of Local Wisdom in Civic Education*

| local wisdom | Togetherness in carrying out activities | local wisdom | Mutual respect for culture, ethnicity, customs, and religion | local wisdom | Upholding Customary Values | local wisdom | Maintaining and Caring for Customs | local wisdom | Maintain the integrity of the nation and be willing to sacrifice | local wisdom | Maintaining peace and security |

## 4. Discussion

The data revealed that during the COVID-19 epidemic, civic education teachers used a variety of online learning tools to aid students in their study, prepared and made learning videos and uploaded them on Youtube, as well as prepared and summarized material on accessible blogs or websites, Blended learning, a method of integrating two strengths, was also used by the teachers. Research has shown that blended learning has numerous benefits and advantages in COVID-19 (Artal-Sevil et al., 2015; Cronje, 2020; Sophonhiranrak et al., 2015), and teachers used other interesting lessons such as flipped learning that was carried out in civic education learning during the 2020 COVID-19 (Kinteki et al., 2019; Elfeky et al., 2020; Tekin et al., 2020).

Students who had difficulty in terms of using applications for learning civic education in distance learning such as problems with quota and network, can take advantage of the availability of learning resources that are easy and easily accessible to students, for example, the provision of learning videos and other citizenship videos through YouTube media and offline through direct face-to-face or offline learning. Teachers' presence is also important in directing and guiding students in accessing online media so that students' learning achievements, particularly understanding of citizenship, can be improved, with a primary emphasis on changing students' behavior in carrying out teaching and learning activities while adhering to the COVID-19 health protocol. Learning using social media is possible, and it has been proven to increase learning results (Alhamami, 2013; Alwi et al., 2014; Salehudin et al., 2020).

The interesting thing in the findings of this study was that teachers continued to use and utilize technology-based learning media in learning citizenship education in Indonesia during the COVID-19 pandemic (Mayer, 2014) and with the use of mobile phones or smartphones in online learning (Cross et al., 2019) content-based tasks that invited students to activate study accounts in special rooms at school using Chromebooks, assisted by the Ministry of Education and Culture. So they can use Google Meet and use social media like WhatsApp (Daheri et al., 2020). In learning in civic education, the teacher explained and provided examples of pictures and videos related to the material taught through learning applications (Zoom, Google Meet), to help students be more interested in the learning process, and used the Problem-Based Learning (PBL) model (Amin et al., 2021), teachers used media zoom, quizzes, e-learning (Horton & Horton, 2003) and so on. This means that civics education teachers also used the appropriate media to achieve the learning objectives as outlined in the media and technology in learning (Reigeluth, 1983).

Other findings revealed that teachers: 1. used learning to strengthen literacy in learning, as students' interest in reading and watching videos was still lacking; 2. must own creativity and innovation development in learning; 3. strengthen reflection and follow-up plans in learning; and 4. mastery of the use of digital media facilities, to always remember and practice the importance of cleanliness awareness, both for oneself and for students. The active role of teachers and parents was to participate in supporting and motivating students to be more disciplined in learning and doing assignments during distance learning activities. The teacher gives suggestions to make training for civic education teachers to strengthen competence in using technology, technology content, and technology knowledge (Baran et al., 2011; Koehler et al., 2009; Srisawasdi, 2012) which can be used for effective and efficient civic education learning in managing local wisdom.

The efficiency of teachers depends on their information of pedagogical content, i.e., their ability to change certain topics or subjects and teach in an effective, useful, and interesting way. Civic education teachers lack training in various dimensions (Nogueira & Moreira, 2012). Through the management of the power of local wisdom, civic education teachers can develop attitudes and foster a sense of love for the homeland of students, maintain customs, and produce students who maintain world peace and security. Being able to analyze and identify threats and disturbances in global citizenship life today is very useful and important to apply properly.

## 5. Conclusion

The scale developed in this study included teacher activities, care, attitude and self-sacrifice, learning and achievement, and local wisdom. All items in this study had significant or very good results with a significant effect. Meanwhile, the strengths of local wisdom were togetherness in carrying out activities, mutual respect for ethnicity, customs, and religion, upholding customary values, maintaining and caring for customs, maintaining the integrity of the nation, and maintaining peace and security. The teacher's role in the civic education learning process in schools and classrooms and the use of the media and learning facilities by the teachers would support the achievement of learning objectives.

In civic education learning focused on student attitudes as an important part of learning interactions and learning outcomes, students displayed attitudes that showed the results of civic education learning. A strong attitude as a citizen of the nation (nationalism and patriotism) to the point of caring to maintain the integrity of the country from divisions and threats that arise from within the country. Learning is a forum for the formation of knowledge, both cognitive and metacognitive, to the ability of students to think at a higher level, namely the ability to analyze good forms of civic education, students' achievement in learning, and achievement in a proud field as citizens, and students' compliance with Indonesian laws and norms.

The realization of students who love their homeland as a learning goal and students are expected to be able to maintain world security and peace. In conclusion, the researcher recommends conducting training courses for civic education teachers to create technology-based content and teacher knowledge and skills about technology (TPACK), and the teacher's role in implementing the civics education curriculum is further enhanced.

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