Actualization of Civic Literacy in the Learning of Citizenship in High School

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Article Info	ABSTRACT
	Citizenship literacy is an essential thing in shaping the character of students. The low literacy of students regarding civic literacy will have a significant impact and cause various national problems. This study aims to determine the actualization of civic literacy in the learning process of citizenship education in schools. Qualitative research methods with a case study approach. Data collection techniques with observational interviews, notes, and documentation as the primary source of information. The research was conducted at SMA N 1 Babatan, Ponorogo, Indonesia. The results of this study indicate that the actualization of civic literacy in learning citizenship education is carried out through several learning approaches, including 1) the learning model is applied to support the student's understanding process through citizen project activities. 2) Students are asked to discuss citizenship issues with the problem-solving system, then students are asked to write them down in the form of a resume. 3) democratic practice activities in the form of selecting student council presidents as a means of learning citizenship. 4) literacy program 20 minutes before learning. Before entering class, students read books for one hour, be it learning packages, novels, term papers, etc. 5) giving assignments regarding civic insight. This research contributes to improving the quality of civics learning and providing motivation. **Keywords:** Civic Literacy, Civic Education, Learning of Citizenship, Literacy Program, High School

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1. INTRODUCTION

In today's developments, studying citizenship is only a flat thing. On the other hand, citizenship has a vast scope, including the study of political and social issues. Roche et al. (2020) suggested that a more in-depth analysis of overlapping political allegiances lead to the study of forms of citizenship. According to Distelhorst and Fu (2019), studying citizenship in China is ideal for countries with authoritarian regimes so that they can live side by side in one country with diversity. Research in American high schools shows that international students can enhance their global competencies (knowledge, understanding, and skills) and global awareness through global citizenship (values and attitudes) (Cheng & Yang, 2019). The country's citizens must know the rights and obligations, laws, values, and procedures related to conditions of existence together in a comprehensive, peaceful, and dignified manner. Indonesia has a very diverse population (Madakir et al., 2022), this is a problem for the Indonesian people. On the other hand, continued political unrest can become a source of concern for Indonesia itself (Mietzner, 2021).

Reading is a necessity in everyone's life (Rahman et al., 2019). Reading allows us to understand the pleasures of knowledge. All learning processes are achieved through reading. In Islamic religious perspective, people who do not read do not become followers of *Haqiqi* (real or true followers). Because everyone absolutely needs to read every inch of his life, as Allah commanded, Muhammad is *Iqro'* (read). It proves that reading is the basis of humanity and the basis of seeking and acquiring knowledge. Reading

is essential because when we read, we feel the vast and beautiful world of knowledge. Even in ancient times philosophers reminded us that all knowledge begins with reading by honing wisdom (Tachyudin et al., 2020).

Lack of public literacy causes a lack of understanding regarding how to interact with the nation and state, leading to actions that deviate from customs and laws. Therefore, strengthening civic education is expected to strengthen nationalism (Sanjaya et al., 2021) which can serve as a shield amid globalization and the threat of foreign ideologies that conflict with the noble values of *Pancasila* (the 5 pillars of Indonesia) and the nation espoused by *Pancasila* and civic education (Arifin et al., 2022).

In addition to the community's low reading level, some things that indicate that the objectives have not been achieved include: inadequate teacher competence in implementing civics, lack of development of civics media or teaching tools, use of technology, and civics education models. Less attractive to students. So far, the learning process is still focused on cognitive aspects, teacher competence needs to be improved, and teaching methods are monotonous. These various problems lead to failure to achieve the goals of citizenship education and low literacy culture. Students' reading skills still need to improve. The problem of students' reading interests and difficulties must be addressed appropriately (Kurnia et al., 2021).

The ability and knowledge of citizens to solve social, political, and state problems are called citizen literacy (Buchholz et al., 2020; Keegan, 2021). Civic Literacy is defined as citizens' knowledge and ability to understand their politics (Smederevac-Lalic et al., 2020). Willingness to know to participate actively and initiate changes in the community and society. Willingness and ability to participate in public discussions (Gibson, 2019; Hendriks & Lees-Marshment, 2019; Sharon & Baram-Tsabari, 2020).

Therefore, it is necessary to carry out activities for civic education. Civic literacy is closely related to using civics education (Wahlström, 2022). However, citizenship education is often provided as part of formal education (Dewantara et al., 2019). Literacy Citizenship has goals that are in line with citizenship education. These two things are interrelated because both have the same direction: forming a good society. Citizenship is crucial for social socialization between children, youth, and parents. Citizenship is an important skill because it requires students to know the powers and duties of state society at the local, regional, and national levels, namely using shared motivations. This study aims to determine the actualization of civic literacy in the learning process of citizenship education in schools.

2. METHOD

Qualitative research is research with the purpose of understanding social reality, namely to see the world as it is, not as it should be, a qualified researcher must be open-minded. The research was conducted at Babadan 1st Senior High School (SMA N 1 Babadan), Ponorogo Regency, Indonesia. The location of the research was chosen because the research location was a school that had developed a school literacy culture as well as a developer of independent curriculum implementation. Sources of data used in collecting research data include detailed and structured interviews with research subjects according to the guidelines developed. The interview method was used to collect data on the implementation of civics literacy in civics learning in high school. The informants were civics teachers to obtain information related to the introduction of civics literacy in civics learning. In addition, field visit observations were used as a data collection method to observe the civics learning process related to civic literacy. The last method in this research is documentation. Researchers collect data by examining written objects such as books, lesson plans, assessment papers, Etc. and taking photos related to civic literacy activities in civics subjects..

3. RESULTS AND DISCUSSION

3.1. Civic Literacy in Learning Process

Citizenship literacy is an essential thing in shaping the character of students (Hidayah et al., 2020; Tetep, 2019). Then the low literacy of students regarding civic literacy will have a significant impact and cause various national problems. Citizenship literacy is a person's ability to participate actively and intelligently in the social sphere (society). In addition, civic literacy in schools is the ability of a teacher or student to understand and following the rights and obligations of citizens (Nuryana et al., 2020).

Civics teachers, in this case, have a significant role in efforts to form and succeed in the civic literacy movement in schools. Based on the results of the interview on November 23, 2022, data was obtained that in implementing civic literacy, SMA N 1 Babadan has a literacy program at school. The data findings from the research results of the researchers discussed as follows:

To know about civic literacy, teachers at SMA N 1 Babadan especially PPKn (Pancasila and Civic Education) teachers always add insight. The results of an interview with one of the teachers stated that "*I as a PPKn (Pancasila and Civic Education) teacher have to read more about citizenship because what we teach is materials about citizenship*". In practice the teacher must always read to add new insights. All school members must play an active role in the school literacy movement. The support the principal and teachers provide in the form of motivation can encourage students to carry out the school literacy movement (Ilmi et al., 2021).

The active role of an educator is shown not only in the form of motivation but must be actively involved in all activities. So at SMA N 1 Babadan, the teacher carried out civic literacy activities in a tangible way and contributed to these activities. Then in the form of implementing civic literacy culture at SMA N 1 Babadan, apart from providing motivation, teachers also provide assignments regarding civic insight. The results of an interview with one of the teachers stated that "*I am motivating and inviting and giving assignments related to citizenship according to the material being taught*". In this case the teacher inserts civic literacy learning programs in learning tools, syllabus, lesson plans and evaluation results. Then for the assignment of students are given assignments in the form of journals, or worksheets.

The process of citizenship literacy in teaching the basics of citizenship has a variety of scopes according to the material being studied. In this provision, the teacher has made a lesson plan and evaluation results, including civic literacy activities. This is because each class has different material and different class conditions. According to the theory, citizens' lack of understanding of rights and obligations will lead to conflicts over the nation's division (Lestari, 2016). Therefore, teachers need to create effective, attractive, and efficient learning models so that students can understand well related to civic literacy. The learning model at SMA N 1 Babadan is applied to support the student's understanding process through citizen project activities. Students are asked to discuss citizenship issues using the problem-solving system. Then students are asked to write them down as a resume. In addition, democratic practice activities include selecting student council presidents to learn citizenship. Learning with the citizen project model can improve the quality of Civics learning. This is in line with the opinion expressed by Jayadiputra. (Marzuki & Basariah, 2017). Where it is explained that the democracy project model can be used to improve the quality of Pancasila and Citizenship Education through a learning process that has the potential to increase students' talents for pragmatic reasoning, which is a critical component of democratic justice.

3.2. Development of School Literacy culture

The school literacy movement at SMA N 1 Babadan is a program to increase student literacy. The literacy program that is implemented is the habit of reading before starting learning with an allotted time of about 20 minutes. The actualization of civic literacy at SMA N 1 Babadan is illustrated in student literacy activities. There is a school literacy movement program in which the scope of the movement begins before the end of learning. According to Resmini et al. (2020), the civic literacy learning model is as follows

First, cognitive is the competence of knowledge possessed by students to be maximally fostered by educators by liking reading, practicing, and applying reading results. Second, Socio-Emotional is an essential part of fostering students' emotional intelligence. This attitude can be fostered through counseling guidance. Third, Behavior is an effort to form and develop student behavior. This activity can be done by providing motivation and counseling. Fourth, tolerance is a tense attitude. This attitude can be formed through discussion activities or FGDs.

Regarding the literacy learning model at school, in this case, SMAN 1 Babadan has a program to support literacy. The literacy program that runs at SMAN 1 Babadan is that the school gives a particular time to students, namely before starting learning; it begins with reading a book for about 20 minutes, both book learning packages, novels, etc. The results of an interview with one of the teachers stated that "*For literacy, it's a school program, literacy at SMAN 1 Babadan 20 minutes before learning there is literacy, the time is Tuesday, Wednesday and Thursday. So, expect the children to be diligent in reading. Later the children will be given the task of summarizing their reading results*". From the PPKN teacher's interview statement, it can be concluded that the school has carried out a literacy program in the form of students' reading habits and assigned students to resume what they have read.

Furthermore, in the literacy program implemented at SMAN 1 Babadan, there needs to be an evaluation and motivation from the teacher. "The evaluation itself is usually carried out once a month so that the literacy program at this school continues to run optimally." it was concluded that the literacy program at SMAN 1 Babadan needs to be evaluated and motivated every month. It is achieving the maximum literacy program at SMAN 1 Babadan and fulfilling the program success indicators that have been planned.

The literacy program at SMAN 1 Babadan is a reading program following the government program, namely taking advantage of 15 minutes before learning to read books other than subject books every day. The government, in this case, makes a habit of reading a mandatory activity so that it can become their culture. So that the government invites all the main actors in education to participate in this literacy activity, starting from the family, community, and even the school environment (Rohman, 2017). This has been implemented by SMAN 1 Babadan, namely with the literacy program 20 minutes before learning. Before entering class, students at 06.40-07.00 are required to read books, be it learning packages, novels, term papers, etc. Then students are asked to resume or review their reading results and discuss them with friends. In addition to coaching students, in this case, teachers must to continue to develop a culture of literacy in the school environment. In addition, the teacher also reads various reading materials to support the learning process in class. This means that when students are asked to read, the teacher also reads.

4. CONCLUSION

Based on the results of the discussion above, the researcher obtained the conclusions regarding civic literacy actualization in high school shows that the process of civic literacy in teaching the basics of citizenship has a variety of scopes according to the material being studied. In this provision, the teacher has made a lesson plan and evaluation results, including civic literacy activities. Therefore the teacher needs to make learning models that are effective, interesting, and efficient. The learning model is applied to support the student's understanding process through citizen project activities. Students are asked to discuss citizenship issues with the problem-solving system, and then they are asked to write them down as a journal report. Besides that, democratic practice activities include selecting the student council president as a means of learning citizenship. Learning with the citizen project model can improve the quality of civics learning and provide motivation, and teachers also provide assignments regarding civic insight.

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