# Implementation of Community-Based Civic Education to Improve the Civic Skills of the Young Generation in the Qarriyah Tayyibah Community, Kalibening Village, Tingkir District, Salatiga City

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| keywords | ABSTRACT |
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| community-based citizenship education; community; civics; civic skills | The purpose of this study is to find out implementation of community-based citizenship education to improve the civic skills of the young generation in the qarriyah tayyibah community. Citizenship education programs need to be developed to develop citizens in the community. One of them is community-oriented citizenship education, which is education that is designed, implemented, developed and assessed by the community which is aimed at responding to the challenges and opportunities that exist in a future-oriented community environment. This research describes the implementation of community-based citizenship education to improve the civic skills of the younger generation in the Qarryah Tayyibah Community, Kalibening Village, Tingkir District, Salatiga City. This research used a sample of 70 students from the Qarryah Tayyibah Community. This research used a qualitative research method with a purposive sampling technique. Data was taken using interviews, observation and questionnaires. The results of the research show that the implementation of community-based citizenship education can improve civic skills by using appropriate learning strategies according to students' learning materials. Policy recommendations that can be given are as follows, 1) Companions need to be provided with skills training, be it Technical Skills Training, Product Quality Training, Hard Skills Training, Soft Skills Training, Skills Training. 2) The government supports the curriculum according to the needs and interests of students. at the present time. |

## Introduction

In the development of society in the 21st century, there have been significant changes in the field of education. This change concerns a shift in the educational paradigm that must be balanced with the preparation of human resource competencies in the 21st

century, requiring each individual to adapt to rapid changes as one of the prerequisites for obtaining new knowledge to develop their personal competencies and skills. In meeting future needs and demands. In a democratic country, education should not only be the domain of the government, community participation in providing educational services is needed to realize the goal of democratizing education so that the community is not only the object of education but also participates in its implementation.

In meeting the needs, demands and challenges in the future, a lesson that plays an important role in fostering students' democratic attitudes is Citizenship Education (PKn), because this subject focuses on forming citizens who understand and can carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled and have character as mandated by Pancasila and the 1945 Constitution. However, citizenship education in Indonesia currently still shows weak points both at the program and operational levels. This weakness can be identified from the reality of the practice of state life. Especially in the current practice of Indonesian society, it can be seen from the data that juvenile delinquency in Indonesia continues to increase from year to year.

Based on the Central Statistics Agency (BPS), in 2013 the number of delinquency cases in Indonesia reached 6325 cases, whereas in 2014 the number reached 7007 and in 2015 cases reached 7762 cases. Predictions for 2016 will reach 8597.97 cases, 2017 will reach 9523.97 cases, 2018 will reach 10549.70 cases, 2019 will reach 11685.90 cases, 2020 will reach 12944.47 cases. Experiencing an increase every year of 10.7%, these cases consist of various cases of juvenile delinquency including theft, promiscuity, drugs and fighting. From this data, it is found that the number of juvenile delinquents has increased every year (Manalu & Wibowo, 2021).

Problems that are often encountered in various cities, one of which is in Salatiga City, is juvenile delinquency committed by students such as brawls, truancy, gambling and drinking, extortion, illegal racing, theft, speeding on the street, free sex, damaging public facilities in village environment (https://jatengprov.go.id/beritaregion/22-pelajar-terjaring-operasi-pelajar-satpol-pp-salatiga) (Nugroho, 2017).

Citizenship education programs need to be developed to develop citizens in the community. One of them is community-oriented citizenship education, which is education that is designed, implemented, developed and assessed by the community which is aimed at responding to the challenges and opportunities that exist in a future-oriented community environment. In other words, community-oriented citizenship education is the concept of education "from the community, by the community, and for the community" (Juwandi, 2020).

Citizenship skills are skills that are developed from citizenship knowledge so that the knowledge gained becomes something meaningful because it can be used in dealing with problems in national and state life. Civic skills include intellectual skills and participation skills. In citizenship education, the civic skills dimension is very important to develop to provide the knowledge and skills needed by students to participate effectively in society, providing a learning and participation experience designed to strengthen awareness through participation with their experiences, play an active role as citizens in facing competition in society Where this learning community has a close relationship in the implementation of community-based citizenship education and improving civic skills, namely as a forum for the process of citizenship education for the younger generation which not only emphasizes character formation but also develops teaching and learning situations by knowing and understanding the environmental conditions that provide students' ability to think critically so that they can recognize,

analyze and solve problems or solutions that arise in response to citizenship issues that are occurring around their environment so that they can think intelligently, critically, rationally and creatively in responding to these issues and participate actively and responsibly in community, national and state activities and generally global competition (Dwintari, 2018).

**Community**

Community is an organic unity between individuals who have similarities, common desires, and share common things. If we examine the word community from an etymological perspective, it refers to the existence of things that make it one. The word community comes from two Latin words, namely cum (meaning together) and unire (meaning united) (Zuriah, 2021). So there is always something that unites a community. Communities have an important role in perfecting individual formation. Community exists because individuals have a deficit when separated from other individuals who live in a larger community. Individuals are actually born not self-sufficient, in the sense that their existence can grow well and naturally when there are other people present (Koesoema, 2018).

**Community-Based Citizenship Education**

Community-based citizenship education is education that is designed, implemented, assessed and developed by the community which is aimed at responding to the challenges and opportunities that exist in a particular community environment with an orientation towards the future. In other words, community-based citizenship education is the concept of education "from the community, by the community and for the community" (Syifa, 2023)

(Zubaedi, 2015) argues, community-based citizenship education is a process designed to enrich the lives of individuals and groups by involving people in a geographic area in various interests to develop voluntarily places for learning, action, opportunities for reflection determined by their personal, social, economic, and political needs (Muhibbin & Sumarjoko, 2016).

Furthermore, to be able to provide solid community-based education, of course principles are needed that can be used as guidelines. Michael W Galbraith (Zubaedi, 2015) states the principles of community-based citizenship education as follows:

1) Self determination (determine yourself). All community members have the right and responsibility to be involved in determining community needs and identifying community resources that can be used to formulate these needs.
2) Self help (help yourself). Community members are used as part of the solution and build better independence.
3) Leadership development (leadership development). Train local leaders in various skills for problem solving, decision making and group processes as a way to help themselves continuously and as an effort to develop the community (Narimo et al., 2019).
4) Localization (localization). Engaging the community in services, programs, and opportunities close to the life in which the community lives.
5) Integrated delivery of service (integration of service delivery). There is a relationship between the community and the agents that carry out public services in fulfilling goals and better public services.
6) Reduce duplication of service (reducing duplication of service). Communities make full use of the physical, financial, and human resources in their locality and coordinate their efforts without duplication of services.

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7) Accept diversity (accept differences). Avoid separating society based on age, income, social class, gender, race, ethnicity, religion, or circumstances that hinder the development of society as a whole. Including as wide a representation of community members as possible is required in the planning and implementation of programs, as well as community services and activities.

8) Institutional responsiveness
   (institutional responsibility). Serving the continuously changing needs of society is an obligation of public institutions since they were formed to serve society.

9) Lifelong learning (lifelong learning). Formal and informal learning opportunities should be available to members of the community for all ages in a wide range type of community background.

Citizenship Skills (civic skills)

Citizenship skills are skills that are developed from knowledge of citizenship, so that the knowledge gained becomes something meaningful, because it can be used in dealing with problems of national and state life. (Susanto, 2014)

In a democratic society, these are civic skills or abilities. (Branson & Whitehead, 2002) in (Winarno, 2012) states as follows: If citizens practice their rights and fulfill their obligations as members of a sovereign society, they not only need to master basic knowledge, but they need to have the skills relevant intellectual and participatory activities. Even though civic intellectual abilities can be differentiated, they cannot be separated from each other from their content. Critical thinking skills about certain political issues. Intellectual skills that are important for an informed, effective and responsible citizen are called critical thinking skills. Intellectual skills include the ability to identify, describe, explain, analyze, assess, take and defend a position or issue.

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**Citizenship Education Learning for Civic Skills**

The tendency of Civic Education learning to only be oriented towards understanding civic knowledge needs to be changed, especially if it is limited to teaching Civics scientific concepts which are rote in nature. Therefore, the orientation towards civic knowledge must continue with the development of the sub-domain of intellectual civic skills (intellectual citizenship skills) which basically cannot be separated from civic knowledge. The most important intellectual skills for the formation of broad-minded, effective and responsible citizens include critical thinking skills.

The realm of citizenship skills, when compared with Benjamin S. Bloom's grouping in (Winarno, 2012) regarding the taxonomy of learning, is parallel to the psychomotor aspect. Even though they are parallel, they still need to be differentiated. In Bloom's taxonomy, what is meant by the psychomotor domain is learning outcomes that are achieved through manipulation skills involving muscles and physical strength. In fact, the

citizenship skills in question are not skills with physical strength, but rather skills in participating in public life as a form of civic responsibility.

## Research Methods

This research will be carried out at the Qarriyah Tayyibah Learning Community located at Jln. Raden Mas Said No. 12 Kalibening, Tingkir, Salatiga, Central Java 50744. Telephone 0298- 311438. This research used a sample of 70 students and 10 assistants. This research uses qualitative research methods which aim to find out and search for, collect, process and analyze research data. Qualitative because the data used was not obtained through statistical procedures, but rather data sourced from documents, field notes, interview scripts and other official documents. According to Bogdan and Taylor (Moleong, 2019), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior that is directed at backgrounds and individuals holistically.

In this research, purposive sampling technique will be used. This technique selects several research objects, then the selected objects are used as data sources that can help in uncovering the problems that have been formulated. In other words, the sampling technique used is the key informant technique, namely the researcher takes key people to serve as data sources. The key informants in this research were the founder of the Qarryah Tayyibah Salatiga Community and community leaders in Kalibening village. The data collection techniques that will be used in this research are observation, interviews and documentation

## Results and Discussions

The existence of a shift in the educational paradigm that must be balanced with the preparation of human resource competencies in the 21st century, requires every individual to adapt to rapid changes as one of the prerequisites for obtaining new knowledge to develop their personal competencies and skills. In meeting future needs and demands. In a democratic country, education should not only be the domain of the government, community participation in providing educational services is needed to realize the goal of democratizing education so that the community is not only the object of education but also participates in its implementation. `In meeting the needs, demands and challenges of the future, the lesson that plays an important role in fostering students' democratic attitudes is Citizenship Education (PKn).

Here, citizenship education is not enough to just be taught in classes and schools. This means that other efforts are needed that are no less important, namely in community life to face challenges and opportunities in dealing with all the problems faced by the nation and state, armed with the development of civic skills dimensions based on civic knowledge with the aim of providing skills to the younger generation to be able to participate. effectively in society and raise awareness about the importance of the active role of citizens. This research was conducted at the Qarryah Tayyibah Learning Community. The results of this research concluded that the implementation of community-based citizenship education in the Qarryah Tayyibah Learning Community can improve the civic skills of the younger generation. This can be seen from the following data:

Implementation of community- based citizenship education in the Qarryah Tayyibah community. The implementation of learning at KBQT is divided into two levels, namely SMP/MTS and SMA/MA. Students belonging to each level. Starting from

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middle school level to high school level. Each level forms a level group. There are currently four tier groups in KBQT. The first group is called Folia. This group is equivalent to grades 1 and 2 of junior high school. The second group is called Laskar Miracle. This group is equivalent to class 3 middle school and 1 high school. The third group is called the Seedo group whose members are students in the 2nd grade of high school. Meanwhile, the fourth is called the Osa group, which consists of students equivalent to grade 3 high school. The names of the class groups in KBQT are different for each year. Everything is freely determined by students through deliberation and consensus. In implementing community- based citizenship education at KBQT itself there is no special curriculum like a formal school, but there is a learning process about community-based citizenship.

**Planning**

The planning stage of the community- based citizenship education process at KBQT begins with preparing supporting components such as companions, supporting facilities and infrastructure, support from village leaders, and the participation of the local community. Next, the companions together with the students formulate learning objectives or indicators based on interests and The child's potential to realize targets or achievement plans. Where the first step is to formulate learning goals or indicators. The agreement on material items discussed between students and companions is as follows:

**Table 1 Scope and Material Implementation**

| No | Level | Scope | Material |
|----|-------|-------|----------|
| 1 | a) SMP/MTS b) SMA/MA | Pancasila | Practicing Pancasila in everyday life |
| 2 | SMP/MTS | Rights and obligations | Rights and obligations as members of society |
| 3 | SMA/MA | Unity and onenes | a) Love for the homeland b) live in harmony c) Yout Pledge d) Defend the country e) Love domestic products f) Proclamation of independence g) Diversity |
| 4 | SMP/MTS | Norms, regualtions, laws | a) Rules and regulations in the forum b) Regulations that apply in society c) Regulation that apply in the region |
| 5 | SMA/MA | Power and politics | a) Democracy b) Regional autonomy c) political culture d) public problems |
| 6 | SMP/MTS | Globalization | a) Influence of science and technology b) Globalization in the environment |
| 7 | SMA/MA | Citizen needs | a) Work together b) Freedom of organize c) Freedom of opinion |

The stage of implementing community-based citizenship education in the Qarryah Tayyibah Learning Community in order to implement community-based citizenship education learning by using the Kalibening Village environment and its surroundings as a learning laboratory in accordance with learning needs. Students essentially have a

positive contribution in cultivating the younger generation to interact directly with community life without forgetting the interests of natural life.

The citizenship learning strategy at the Qarryah Tayyibah Learning Community uses a critical thinking approach with the project based learning (PJBL) model which is applied in community-based citizenship learning at KBQT.

Recap of Students' Understanding of Civics Knowledge Competencies for SMP/MTS education levels at KBQT

| Level | Number of Student | Material | Very Understand | Understand | Understand Enough | Not Really Understand |
|---|---|---|---|---|---|---|
| SMP/MTS | 30 Children | Practicing pancasila in everyday life | 20 | 5 | 5 | 0 |
| SMP/MTS | 30 Children | Rights and obligations as members of society | 20 | 6 | 4 | 0 |
| SMP/MTS | 30 Children | Love the homeland, live in harmody, youth pledge, defend the country, Love the domestic of products, proclamation of independence diversity | 15 | 13 | 2 | 0 |
| SMP/MTS | 30 Children | Rules and regulations in the forum, regulations that apply in society; Regulations that apply in the region | 25 | 5 | 2 | 0 |
| SMP/MTS | 30 Children | Democracy, regional, autonomy, political culture | 16 | 10 | 4 | 0 |
| SMP/MTS | 30 Children | The influence of science and technology, globalization on the environment | 18 | 10 | 2 | 0 |
| SMP/MTS | 30 Children | Working together, freedom organization Freedom of opinion | 20 | 5 | 5 | 0 |

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Recap of Students' Understanding of Civics Knowledge Competencies for SMA/MA education levels at KBQT

| Number of Student | Material | Very Understand | Understand | Understand Enough | Not Really Understand |
|---|---|---|---|---|---|
| 40 Children | Practicing Pancasila in everyday life | 20 | 15 | 5 | 0 |
| 40 Children | Rights and obligations as member society | 30 | 8 | 2 | 0 |
| 40 Children | Love the homeland, live in harmody, youth pledge, defend the country, Love the domestic of products, proclamation of independence diversity | 25 | 10 | 5 | 0 |
| 40 Children | Rules and regulations in the forum, regulations that apply in society; Regulations that apply in the region | 25 | 12 | 3 | 0 |
| 40 Children | Democracy, regional, autonomy, political culture | 18 | 12 | 10 | 0 |
| 40 Children | The influence of science and technology, globalization on the environment | 25 | 10 | 5 | 0 |
| 40 Children | Working together, freedom organization Freedom of opinion | 32 | 6 | 2 | 0 |

In conclusion, from the results of the table above, it shows that the citizenship learning knowledge skills of students at KBQT have increased with a critical thinking approach and the PJBL model.

Based on Recap of Student Data on the Application of Citizenship Skills Dimensions in KBQT

| Level | Number of Student | Skill Dimensions | Forms of Activity | Often | Seldom | Never |
|---|---|---|---|---|---|---|
| SMP/MTS | 30 Children | Demonstrate the spirit of nationhood, nationalism and the pratiotism in the life society, nation and state | Activities to visit and study places of historical value | 18 | 10 | 2 |
| SMA/MA | 40 Children | | | 20 | 15 | 5 |
| SMP/MTS | 30 Children | | Competion activity to make posters about national insight | 15 | 10 | 5 |
| SMA/MA | 40 Children | | | 18 | 15 | 7 |
| SMP/MTS | 30 Children | Showing norms and habits in society | Mutual coorperation activities and community service around the KBQT environment | 20 | 8 | 2 |
| SMA/MA | 40 Children | | | 19 | 14 | 7 |
| SMP/MTS | 30 Children | | 7K Activities (security, cleanliness, order, beauty, family, place and shade) | 18 | 12 | 0 |
| SMA/MA | 40 Children | | | 35 | 5 | 0 |

| Level | Number of Student | Skill Dimensions | Forms of Activity | Often | Seldom | Never |
|-------|-------------------|------------------|-------------------|-------|--------|-------|
| SMP/MTS | 30 Children | Showing Participation in democracy | Tawas Activities | 28 | 2 | 0 |
| SMA/MA | 40 Children | | | 25 | 5 | 0 |
| SMP/MTS | 30 Children | | Activities to participate in election activities in the Kali Bening Village Environment | 20 | 10 | 0 |
| SMA/MA | 40 Children | | | 32 | 8 | 0 |

The conclusion of the recap above shows that the application of community-based citizenship learning with a critical thinking approach and the PjBL model can improve students' skills

**Evaluation**

Learning evaluation at KBQT is work- based, so the work title is one of the showcases. Children are welcome to present their work in front of their friends and companions. The work event is held once a month. The concept of the Work Title atmosphere is similar to that of a semester- long art performance, there are decorations, agenda items, costumes and of course consumption. Each class takes turns being responsible for being on the Work Title committee. Starting from the layout of the room, the arrangement of the event, to the snacks served. Organizing costs The Karya Title is jointly funded, namely from the contributions of all KBQT learning residents. Through this Karya Title, "forum children" can display the progress of their respective forums. and how to present it. And what is no less important is how to appreciate it because the culture of appreciation in the educational environment is busy with academic targets themselves. Appreciation is the exclusive privilege of a handful of children who excel and through this Work Title, all students at KBQT get the opportunity to appreciate and be appreciated equally, because the frequency is once a month.

## Conclusion

It is not enough for citizenship education to only be taught in classes and schools. This means that other efforts are needed that are no less important, namely in community life to face challenges and opportunities in dealing with all the problems faced by the nation and state, armed with the development of civic skills dimensions based on civic knowledge with the aim of providing skills to the younger generation to be able to participate. effectively in society and raising awareness about the importance of citizen participation, based on research results showing the implementation of community- based citizenship education in the Qarryah Tayyibah Learning Community. This community-based citizenship learning strategy uses a critical thinking approach that students need to master personally and socially in facing various aspects of life. In learning activities at the Qarryah Tayyibah Learning Community with citizenship material that has been discussed and mutually agreed according to the wishes and interests of the students, where the critical thinking approach will be effective, balanced with appropriate learning models. Based on the results of the analysis that has been carried out, the project based learning model is very appropriate for community-based citizenship learning, with the results of students' civic work expected to influence the mindset and participation of citizens to improve civic skills.

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