**Education For Indonesian Citizens: From Good Citizens to Active Citizens**

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| **KEYWORDS** | **ABSTRACT** |
| Education, Indonesian Citizen, Good Citizen, Active Citizen | This paper emphasizes the imperative for Indonesia to shift from passive good citizens to active citizens in order to confront the nation's multifaceted challenges. Active citizenship is pivotal for promoting good governance, combatting corruption, advancing social justice, and fortifying democracy. To realize this transition, collaboration between the government, civil society organizations, and educational institutions is crucial. Civic education is identified as a critical tool for nurturing active citizens, with schools playing a vital role in imparting knowledge about rights, responsibilities, critical thinking, civic participation, and social responsibility. The Pancasila learner profile and the active citizen framework are proposed as interconnected concepts that can shape students' character and behavior while endorsing social justice. However, this transformation faces complexities including political illiteracy, elite influence, and educational inadequacies. Resolving these challenges demands concerted efforts and resource allocation. The government's commitment to civic education, enhancement of educational quality, provision of a free and impartial media platform, and encouragement of active citizenship are deemed imperative for fostering an engaged and participatory citizenry that contributes positively to Indonesia's societal progress. |
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**Introduction**

The decline in the democracy index in Indonesia in recent years has become a big question and problem for Indonesian citizens. As a democratic country that has been independent for almost eight decades, Indonesia should have continued to work on developing democratic values in social life instead of experiencing setbacks, even categorized by EIU (2022) as a flawed democracy. There are some indicators of influencing democratic values, one of which is political participation (Index, 2021). Basically, a democratic state must provide the public sphere wisely so that the society is able to participate actively in political activities. To do so, the citizens should be educated in terms of democracy literacy.

Indonesia per se has already conducted so-called civic education as a compulsory subject from elementary to higher education levels. Upon this regulation, the citizens of Indonesia should have been possessed an excellent ability to be a citizen, including engaging in social activities, criticizing governments' work, and participating in political activities. However, it does not significantly elevate society's interest in political participation, as shown by the score of the Indonesian democracy index.

It is also important to note that civic education's purpose in Indonesia is to create a good citizen (Maftuh, n.d.). More specifically, Crick, (2010) argue that the good citizenship concept insists on its citizen in conservative ways, such as obeying the law, behaving well and politely, being a good neighbor, and generally putting the public sphere aside. By acknowledging this orientation, it is not surprising that the output of this educational concept tends to be "good" in the government's perspective, in which they obey the rules made by the state, not for the sake of the common good.

In other words, it can be said that good citizenship has a political connotation that results in the stability of the status quo (Pykett et al., 2010). This normative dimension limits civil liberties in creating democratic values amongst societies to reach the highest level of sovereignty. As the DNA of democracy, civic education has an essential role in influencing political participation. Therefore, the orientation of civic education in Indonesia should be reframed into active citizens, as in other countries with a high score for the democracy index, for instance, Norway, Finland, and Australia.

On the opposite of good citizenship, active citizenship encourages its citizen to apply critical faculties to the state of democracy or the application of justice (Ke & Starkey, 2014). If the good citizenship concept is still utilized in Indonesia and its quality of democracy keeps decreasing, the worst thing that could happen is that human rights will disappear in the following decades. It is because people become more apathetic and weaker at delivering their notions, so they have no power against the regime. Thus, Indonesia should consider stepping out from the good citizens' concept and reformulating its orientation into creating active citizens.

Based on those considerations, this study will work on research questions as follows:

1. What is the urgency for Indonesia to transform the concept of good citizens into active citizens?
2. How can Indonesia imply active citizens throughout education?

The qualitative research will be conducted by using the study literature method. The primary and secondary data will be used to support this research, which will be gained by reviewing books, journals, records, and related reports. The data will be analyzed by using a critical analysis technique.

The chapter will begin with a brief introduction of the context of this study and then move on to an exploration of related research studies on good and active citizenships, while the purpose and research questions of this research will be justified at the end of the literature review chapter. Afterward, the methodology chapter will introduce the research design, ethical considerations, and analysis techniques.

Next, the key findings and research questions will be linked in the results and analysis chapter. The data will be closely examined concerning research questions and empirical and theoretical studies in the discussion chapter. Finally, the last chapter will provide a conclusion to summarize the major findings, and the limitations of the present research will be identified. The implications for future investigations will be suggested as well.

**Literature Review**

The main task of this work is to elaborate on the educational transformation for creating active citizens in Indonesia. Therefore, the framework of civic education in Indonesia should be explored in this chapter. More specifically, this section will review some research on the implementation of civic education in Indonesia, the good citizens' concepts in civic education, and the framework of active citizens in general. Reviewing various academic publications, this chapter will link the previous studies and set up the rationale for this work.

1. **The concept of good citizenship**

Citizenship education is one of the strategies in forming the character of youth so that they become good citizens based on Pancasila values. The colonial history of Indonesia has influenced its concept of good citizenship. During the Dutch colonial period, the Dutch government encouraged the formation of a native elite class to act as go-betweens for the Dutch rulers and the indigenous population (Anderson, 2018). Thus, the concept of good citizenship was linked to education and the ability to speak Dutch, which was viewed as a sign of progress and modernity. Following independence in 1945, Indonesia's new leaders emphasized nationalism and unity, as reflected in the national motto "Bhinneka Tunggal Ika" (Unity in Diversity) (Suryadinata, 2019). Good citizenship was now associated with patriotism, respect for diversity, and adherence to Pancasila, the national ideology that emphasizes democratic, social justice, religious harmony, and economic principles.

Education is important in shaping citizens' attitudes and behaviors. The government of Indonesia has emphasized the importance of civic education, which aims to instill patriotism, nationalism, and social responsibility in citizens (Syah, 2019). Civic education is taught in schools and universities, with topics such as democracy, human rights, and the rule of law covered. Critics argue, however, that civic education in Indonesia is overly focused on memorization and rote learning and does not encourage critical thinking or civic engagement (Rizvi & Lingard, 2019).

The media is also influential in shaping citizens' attitudes and behaviors. The media landscape in Indonesia is diverse, with both traditional and new media outlets. Traditional media outlets, such as television and newspapers, are heavily regulated by the government, making it difficult for them to report on sensitive issues (Ismail, 2020). Social media platforms, on the other hand, have emerged as a powerful tool for citizens to express their opinions and engage in political discourse (Sugiyanto, 2020). The government has also used social media to spread information and promote its agenda, raising concerns about censorship and fake news (Alamsyah, 2018).

In Indonesia, civil society organizations play a critical role in promoting good citizenship. They give citizens a place to express themselves, advocate for their rights, and participate in decision-making processes (Hendrawan & Khairani, 2019). Civil society organizations in Indonesia, on the other hand, face a number of challenges, including limited funding, government restrictions, and social stigma (Aspinall & Fealy, 2020). Despite these challenges, civil society organizations remain vital in promoting good citizenship and advocating for social justice and human rights.

In Indonesia, the concept of good citizenship is shaped by historical, cultural, and political factors. Citizens' attitudes and behaviors are shaped by education, the media, and civil society. While the Indonesian government has made efforts to promote civic education and civic engagement, there are still issues that must be addressed. The media landscape is rapidly changing, and civil society organizations are confronted with numerous challenges in promoting good citizenship. Nonetheless, the concept of good citizenship remains central to Indonesia's national identity, and it will evolve and adapt to a changing social, cultural, and political system.

1. **The Development of Civic Education in Indonesia**

According to Stanley E. Dimond and Elmer F. Pliger (1970), Pancasila and Citizenship Education is a study related to government duties as well as the rights and responsibilities of citizens. Civic education has become one of the mandatory subjects in Indonesia’s schools since 1957, 12 years after Indonesia's independence. Initially, this subject was only interpreted from limited topics. The topics discussed only focused on the rights and duties of citizens and the procedures regarding obtaining and losing Indonesian citizenship status. As Sunarso (2009) states, civic education in the first phase was created to ensure that Indonesian people obey the law, in which the state rules and political speech were the materials provided in the textbooks. It means that civic education is only placed as an indoctrination subject in order to dictate to the citizens what the government expects.

In the next 5 years, the emergence of the new concept of citizenship education was initiated by Suhardjo (Wuri & Fathurrohman, 2012). His notion was based on the denial of indoctrination at schools. The subject of civic education should not have been an indoctrination; instead, it should teach about the awareness of living together among citizens with their rights and duties respectively and ultimately creating good and smart citizens.

Although some changes have been implemented, the problems remain similar: only focus on developing the cognitive-based dimension. In 1975, many critics attained by the ministry of education regarding this issue, so the government reformed the curriculum in 1984 by developing other dimensions, such as affective and psychomotor. However, the actualization of the latest curriculum, especially civic education, still focused on the cognitive aspect, while it should have reached students' development skills to embody good citizens (Chotimah, 2011).

Not only the curriculum, but the term of civic education also keeps changing from Civics to Pancasila Moral Education, Pancasila, and Civic Education. Unfortunately, the implementation is not showing significant impacts, and some scholars argue that the alternation is only an excuse to spend the state budget (Widiatmaka, 2022). This is an ironic fact in the educational sector in Indonesia. As a law state, Indonesia should have been more concerned with civic education which is the DNA of democracy for the sake of achieving the common good in society.

Acknowledging this imperfect educational system, the ministry of education still attempts to formulate a better framework for the national curriculum, especially civic education. In 2022, the latest curriculum was released to a society called the "Independent Learning Curriculum". This curriculum was created as the previous one was unable to cope with the demand of digitalization as the main challenge of education in the 21st century. The renewal part of this curriculum is providing co-curricular which can be utilized as a supplement to the intra-curricular (the Ministry of Education, Culture, Research, and Technology, 2022). The co-curricular is based on the development of student's character towards six significant dimensions, which consist of 1) having faith, fearing God Almighty, and having noble character; 2) being independent; 3) working together; 4) having global diversity; 5) reasoning critically, and 6) being creative. Each dimension is created to align with Pancasila values (national core values). In order to implement this co-curricular to the fullest, the ministry of education appeal to all educational institutions to apply the Pancasila Learner Profile Project with a proportion of 20-30% of the whole teaching activities to achieve better academic achievements.

1. **The concept of Active citizenship**

Active citizens are people who are willing to accept responsibility for their actions and contribute positively to society. The European Commission (2008) defines active citizenship as "individuals' right, responsibility, and ability to participate in the social, economic, cultural, and political life of their communities." This definition emphasizes the importance of citizenship, as well as the rights and responsibilities that come with it. Westheimer and Kahne (2004) offer another definition, arguing that active citizenship entails "working to make a difference in the world, participating in public life, and working collaboratively with others to solve common problems”, which means that it emphasizes the significance of group action and problem solving.

Depending on the perspective and context, active citizenship has been defined in a variety of ways. Most definitions, however, include several dimensions that illustrate the various ways in which individuals can participate in their communities. Political participation is one such dimension, which includes both electoral processes, such as voting, and non-electoral activities, such as attending public meetings or joining political parties. Another dimension is social participation, which refers to people's involvement in social activities like volunteering, community organizing, and attending cultural events. Finally, economic participation is regarded as an important aspect of active citizenship because it involves individuals engaging in economic activities such as entrepreneurship, investing, or supporting local businesses.

Active citizenship is necessary for democratic societies to function. It enables citizens to have a say in decisions that affect their lives and to hold their governments accountable. Active citizenship also promotes social cohesion and aids in the development of strong, resilient communities. Individuals benefit from active citizenship, according to research. Volunteering, for example, has been linked to increased levels of happiness and well-being (Piliavin & Siegl, 2007). Political participation has been linked to increased political knowledge and efficacy (Delli Carpini & Keeter, 1996). Furthermore, community organizing has been shown to be an effective tool for addressing social inequalities and promoting social change (Minkoff, 2002).

There are numerous instances of active citizenship in action. The Occupy Wall Street movement, which began in 2011 in response to economic inequality and corporate greed, is one notable example. Thousands of people participated in protests, rallies, and other forms of activism across the United States and around the world as part of the movement. The Black Lives Matter movement, which arose in response to police brutality and systemic racism in the United States, is another example of active citizenship. Millions of people across the country have taken part in protests, organized events, and advocated for change as part of the movement.

In conclusion, active citizenship is a concept that encompasses people's involvement in their communities in a variety of ways, including political, social, and economic participation. Individuals and society benefit from this engagement in a variety of ways, including personal fulfillment, critical thinking, problem solving, and the development of stronger and more resilient communities. Active citizenship is critical to the survival of a healthy and vibrant democracy, and its promotion should be encouraged and supported by public institutions, civil society, and individuals themselves.

**Research methods**

This type of research is qualitative, in which a phenomenon will be studied holistically. According to (Nassaji, 2015), qualitative research is carried out holistically so that this research design is able to collect rich data. Furthermore, qualitative research produces a broad and deep understanding to explore meanings, behaviors, and actions that cannot be described numerically (Gonzalez et al., 2008).

The research approach used in this study will be a literature study, in which research will be carried out in a series of activities to collect, read, record, and process research materials obtained from library data (Zed, 2008). In line with Zed, Nazir (2003) added that data collection techniques used in literature studies can be done through a review of books, literature, records, and various related reports. In conducting library research, there are six essential steps that must be carried out, starting from selecting topics, exploring information, determining research focus, collecting data sources, preparing data presentation, and ending with preparing reports (Anwar, 2014).

The data sources used in this research are scientific journals, books, laws and regulations, and the latest news related to public participation, which are collected using data documentation techniques. The research instrument used will be a checklist for the classification of research materials. The analysis technique used will be a critical analysis technique, which will be carried out in several steps: establishing a research model, searching for primary data, and searching for contextual knowledge related to the research focus (Sanusi, 2011).

**Results and Discussion**

**Analyzes**

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Position Case

The transformation from good citizens to active citizens: is it necessary?

Over the years, Indonesia has undergone significant political, social, and economic transformations. Nonetheless, despite these improvements, the country faces several challenges, including corruption, inequality, and weak democratic institutions. To address these issues, Indonesia needs to transition from good citizens to active citizens.

Good citizens are people who follow the law, pay their taxes, and contribute to the growth of their community. They are apathetic citizens who believe that their only role is to vote in elections. However, being an active citizen entails more than just following the law and paying taxes. They take part in a variety of activities aimed at promoting social justice, democracy, and human rights.

For several reasons, Indonesia must transition from good to active citizens. First, engaged citizens can aid in promoting good governance and the fight against corruption (Giannakopoulos, 2011). Corruption is a significant issue in Indonesia, affecting all levels of society. According to the Transparency International Report (2022), Indonesia is in the fifth rank as the most corrupt country in Southeast Asia. Citizens can use a variety of mechanisms to hold public officials accountable and transparent in their dealings. They can use social media, citizen journalism, and protests to draw attention to corrupt practices and demand that the government acts.

Second, engaged citizens can play an important role in advancing social justice and human rights. Indonesia is a multicultural country with numerous ethnic and religious groups. Some of these groups, however, face discrimination and marginalization (Butt, 2020). Data from the national human rights commission (2020) shows that for the past decade, more than 500 cases of freedom of belief were reported, including the case of building the worship house. More specifically, the rejection of building the worship house from 2007 to 2018 reached 199 and 133 for the church and mosque, respectively (Setara Institute, 2018). In addition, the gender wage gap in Indonesia also describes the marginalization in society. The Central Agency of Statistics (2021) notes that men's wage is 43% higher than those of women in the service business. To cope with these problems, campaigns and protests can be organized by active citizens to demand equal treatment for all citizens, regardless of ethnicity, religion, or gender.

Third, engaged citizens can help to strengthen Indonesian democracy. In Indonesia, democracy is still a relatively new concept, and the country has faced some challenges in consolidating its democratic institutions. Regular reports by The Economist Intelligence Unit (EIU), the Indonesian Democracy Index, and the 2021 Democracy Report show significant reductions in civil liberties, pluralism, and government functions. This decline is the lowest figure in the last 14 years, so the government should take serious action to solve this problem. Elections, political parties, and civil society organizations are all examples of democratic processes in which active citizens can participate. They can also use their collective voice to demand that the government uphold the rule of law, human rights, and democratic principles.

1. **Developing active citizens through civic education at school: how?**

Civic education is an important component of a well-rounded education because it helps students develop the knowledge, skills, and values needed to become active and engaged citizens in their communities. It teaches students about democracy's structures, processes, and values, as well as how to participate effectively in civic life. This subject is critical to developing active citizens capable of making informed decisions and actively participating in the democratic process. Therefore, active citizenship can be developed effectively through schools by implementing the following actions as follows.

Firstly, civic education in schools can help students understand their rights and responsibilities as citizens. Students should be aware of their fundamental rights and liberties, such as the right to vote and freedom of expression. They should also know their civic obligations, such as paying taxes and following the law. Schools can help students become informed and engaged citizens who can participate actively in democratic processes by teaching them about their rights and responsibilities.

Secondly, through civic education, schools can foster active citizenship by encouraging critical thinking skills. Civic education should emphasize critical thinking skills development, allowing students to analyze and evaluate information and arguments. They should learn to question and scrutinize information sources such as news, social media, and political speeches. Students should be taught critical thinking skills about civic and political issues such as social justice, equality, and diversity. Schools can help students become informed and engaged citizens who can make informed decisions and participate in civic and social activities by promoting critical thinking skills.

Thirdly, by encouraging civic participation, schools can help to develop active citizens through civic education. Students can be encouraged to participate in civic activities such as volunteering, community service, and political campaigns through their schools. They can also encourage student involvement in school governance through student councils or other leadership opportunities. Schools can help students become active citizens who are involved in their communities and can make a positive difference in society by providing opportunities for civic participation.

Lastly, by promoting social responsibility, schools can help to develop active citizens through civic education. Students can learn about social responsibility in school, including empathy, compassion, and understanding. Students should be taught to value diversity and appreciate different viewpoints, cultures, and backgrounds. Schools can help students become active citizens who can collaborate to solve problems and positively contribute to society by promoting social responsibility.

1. **Connection between active citizen framework and Pancasila learner profile**

The Active Citizen Framework and the Pancasila Learner Profile are two educational concepts that have received much attention. Educators and scholars debate the relationship between these concepts and their impact on the independent learning curriculum. The active citizen framework is a set of principles that help people become more involved in their communities. It is based on the idea that everyone is responsible for contributing to society's betterment. Individuals are encouraged to participate in community activities, civic engagement, and the promotion of social justice under the framework. On the other hand, the Pancasila learner profile is a set of values that shape an individual's behavior and character. It guides individuals to become responsible citizens who value tolerance, mutual respect, and social harmony.

The link between the active citizen framework and the Pancasila learner profile is evident. Both concepts seek to develop responsible and active citizens dedicated to societal improvement. The Pancasila learner profile outlines a set of values that can help people become responsible citizens. It focuses on the importance of social harmony, tolerance, and mutual respect. Individuals must have these values to be active members of their community and promote social justice.

On the other hand, the active citizen framework offers individuals a practical approach to becoming active members of their community. It encourages people to get involved in community activities and civic engagement. Individuals can help to improve society and promote social justice by doing so. The framework for active citizens also emphasizes the significance of social responsibility and civic duty. These principles are necessary for individuals to become responsible citizens who uphold the Pancasila learner profile's values.

The relationship between the active citizen framework and the Pancasila learner profile is significant in the context of the independent learning curriculum. An independent learning curriculum is a student-centered approach focusing on self-directed learning. It allows students to choose their learning path and take responsibility for their education. Motivated students with a strong sense of responsibility will benefit most from the independent learning curriculum. The framework for active citizens can provide students practical opportunities to become involved in their community. It can encourage students to participate in community activities, civic engagement, and the advancement of social justice. Students can develop a sense of social responsibility and civic duty by doing so.

The Pancasila learner profile can supplement the active citizen framework by providing students with a set of values to guide their behavior. In the context of an independent learning curriculum, the values of social harmony, tolerance, and mutual respect are fundamental. They can help students develop a sense of social responsibility and promote social justice.

* 1. **Embodying active citizenship to Achieve the common good**

Individuals are responsible for engaging in their communities and working for the betterment of society, according to the concept of active citizenship. It entails being aware of social issues, taking action to address them, and collaborating with others to achieve common goals. Individuals must embody active citizenship in their daily lives to achieve the common good.

Being informed about social issues is an essential aspect of embodying active citizenship. This entails staying current on current events and understanding the underlying causes of social problems. For example, suppose a person is concerned about poverty in their community. In that case, they should learn about the economic policies and systems that contribute to poverty and the programs and organizations that work to alleviate it. Taking action to address social issues is another important aspect of active citizenship. An example is volunteering with a local non-profit organization to participate in peaceful protests or community organizing efforts. Individuals must find a way to contribute their time, skills, and resources to make a positive difference in community.

However, being an active citizen entails more than just taking individual action. It also entails collaborating with others to achieve common goals. This can include joining a community organization, joining a coalition, or simply engaging in constructive dialogue with those who hold opposing views. Individuals can significantly impact more by combining their collective resources and expertise. Active citizenship entails advocating for systemic change in addition to these individual and collaborative efforts. This includes advocating for policies and laws that promote the common good and address social issues at their source. For example, a concerned citizen might advocate for legislation that promotes renewable energy and reduces carbon emissions.

* 1. **Challenges of civic education transformation in Indonesia**

Civic education is critical in shaping individuals' values, attitudes, and behavior toward their society. In Indonesia, the transition from good citizens to active citizens is an ongoing challenge that necessitates significant efforts by various stakeholders. The difficulties include a lack of political literacy, elite dominance, and an inadequate educational system. This section addresses these issues and suggests potential solutions for effective civic education transformation in Indonesia.

One of the critical challenges of civic education transformation in Indonesia is the general public's lack of political literacy. Most Indonesians are unfamiliar with the country's political system and are unaware of their citizenship rights and responsibilities. This misunderstanding contributes to low levels of political participation and a weak civil society. According to the Indonesia Survey Institute, only 44% of Indonesians voted in the 2019 presidential election, with only 17% actively participating in civil society organizations. Civic education should be incorporated into the national curriculum at a young age to address this issue. Furthermore, the curriculum should emphasize the development of critical thinking and analytical skills to encourage students to question and analyze the government's policies and actions.

One of the most pressing issues confronting civic education transformation is the elite's dominance in Indonesia's political system. A small group of people who wield political power control the economy and the media. This concentration of power restricts ordinary citizens' participation in the political process, resulting in a lack of representation of diverse voices in decision-making. To address this issue, civic education should emphasize the importance of active citizenship and encourage citizens to engage in the political process. Furthermore, the government should ensure that the media is free and fair and that diverse voices are heard.

In addition to the challenges mentioned above, the educational system's inadequacy impedes the transformation of civic education in Indonesia. In Indonesia, education quality is low, and there is a significant disparity between urban and rural areas. In rural areas, a lack of resources and qualified teachers contributes to a low level of education, which leads to a lack of political engagement and civic awareness. To address this issue, the government should prioritize education and allocate more resources to improve educational quality. Furthermore, the government should invest in teacher training programs to enhance the quality of teaching and civic education in schools.

**Conclusion**

Indonesia needs to transition from good citizens to active citizens in order to address the country's many challenges. Active citizens can aid in the promotion of good governance, the fight against corruption, the advancement of social justice, and the strengthening of democracy. As a result, it is critical for the government and civil society organizations in Indonesia to promote and support the development of active citizenship.

Civic education is critical development of active citizens in any democratic society. Schools can play an essential role in this process by teaching students about their rights and responsibilities, encouraging critical thinking skills, civic participation, and social responsibility. Schools can help students become informed and engaged citizens who can positively contribute to society by implementing a strong civic education program. It is critical to remember that active citizenship is a lifelong process. Schools, thus, should consistently promote civic education to develop active citizens capable of making a positive difference in the world.

Furthermore, the relationship between the active citizen framework and the Pancasila learner profile is important in the context of the independent learning curriculum. The framework for active citizens provides individuals with practical opportunities to become active community members and promote social justice. The Pancasila learner profile outlines values that will help individuals become responsible citizens who value social harmony, tolerance, and mutual respect. Integrating these two concepts into the independent learning curriculum allows educators to shape students' behavior and character while promoting social justice. In addition, active citizenship is critical to achieving the common good. Individuals can positively impact their communities and contribute to a more just and equitable society by becoming informed, taking action, working collaboratively, and advocating for systemic change.

Moreover, the challenges of transforming good citizens into active citizens through civic education in Indonesia are complex and multifaceted. These difficulties include a lack of political literacy, elite dominance, and an inadequate educational system. Addressing these issues will necessitate a collaborative effort from various stakeholders, including the government, civil society organizations, and educational institutions. The government should prioritize civic education and devote more resources to improving educational quality, providing a free and fair media platform, and encouraging active citizenship. Finally, effective civic education transformation is critical to developing Indonesia's more engaged and participatory citizenry.

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