



Implementing the Role of The Ngos in Curricular and Societal PPKn Through Political Literacy in Indonesia



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Abstract

The importance of political literacy in improving people's understanding of political education, citizens' rights and obligations, and being able to actively participate in the democratic process. In this context, NGOs have the potential to contribute to developing political literacy that is more effective and has a wider impact. Although Civics is an integral part of the curriculum, the challenge of teaching democratic values and effective political participation can still be implemented by NGOs as a form of curricular and societal Civic education. Penguatan Pendidikan Karakter, PPKn (Civic Education) is a Nawa Cita (government program) mandate proclaimed by President Joko Widodo about carrying out a character revolution. Civic education also concerns the personality or morals of students because the current generation is the golden generation who will become leaders in 30 years. The research in this paper aimed to find out the role of NGOs related to political literacy in society through education and advocacy strategies. The research method used was qualitative with data collection techniques of observation, documentation, and structured, open, and in-depth interviews with informants selected by purposive sampling. The findings were based on the results of research conducted for six months from January to June 2023 with limitations in regional coverage. The political literacy program was declared successful in demonstrating the role of NGOs with the strategy of conducting political literacy training, providing easy-to-understand political information, holding public discussions, inviting people to get involved in the political process, and establishing partnerships with government institutions and civil society. Political literacy activities have a positive impact on participants although it is not seen and impacted directly by the entire community. As a conclusion, through political literacy, NGOs can help people become politically literate, less susceptible to political issues, and more open in their political thoughts and actions.

Keywords NGOs (Non-Government Organizations), curricular and societal PPKn, political literacy

INTRODUCTION

Pancasila (ideological education for an elementary school in Indonesia) and Citizenship Education (Civics) is an important subjects in the Indonesian education curriculum (Zulhernanda & Suyitno, 2019). The main objective of Civics is to shape young people who have a deep understanding of national values, democracy, human rights, and political participation. However, there are challenges in the effective implementation of Civics in both curricular and societal contexts. One of the key factors that can influence the successful implementation of Civics is the role of non-governmental organizations (NGOs) in supporting these programs. NGOs often act as partners with

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the government to implement Civics activities in schools or through community initiatives. In addition, political literacy is also important because it can improve people's understanding of the political process and empower young people to actively participate in political life (Riduan, et al, 2019) (Martens & Wolf, 2018).

One form of active participation in the political process is in the form of a program to implement the role of NGOs in Civics subjects both in the formal curriculum and through community activities using a political literacy approach (Boulding & Hadenfeldt, 2019). In addition, research on the contribution of NGOs can increase public understanding of civic issues and encourage people to aspire to government and be able to analyze the political process so that democracy is maintained (O'Brien, & Williams, 2021). In this context, Non-Governmental Organizations (NGOs) have become increasingly important actors in supporting Civics learning through political literacy (Syamsuri, 2020). NGOs have the potential to make a significant contribution to strengthening students' teaching and understanding of politics practically and theoretically.

Theoretically, the relevance of this research lies in the importance of strengthening civic education in producing a young generation that has a good political understanding, participatory, and democratic behavior through political literacy in formal institutions (Rahman, et al, 2020). However, the practical relevance of this research by involving NGOs in the Civics learning process is expected to provide opportunities for the community to be more actively involved in discussing contemporary political issues and help them develop critical and participatory attitudes as responsible citizens through non-formal institutions. The importance of maintaining democracy as an active process that involves the participation of all citizens. Based on globalization and rapid social change, political literacy has become increasingly important for citizens. The ability of political literacy is intended so that people can understand and engage directly in the political process and become key in building society (Rasyid, 2020) (Liu, 2022).

The objective of this research is to find out the role of NGOs related to political literacy in society through education and advocacy strategies. The purpose of this study is to outline the background of the importance of Civics and political literacy, explain the relevance of the role of NGOs in the context of Civics, and explore the challenges and obstacles faced in the implementation of NGO programs. It is hoped that the results of this study can provide a deeper understanding of the implementation of the role of NGOs in Civics through political literacy, as well as provide recommendations and positive contributions to the development of Civics education in the future. Therefore, efforts to improve the implementation of Civics through political literacy by involving the role of NGOs will have a significant impact on character building and active participation of citizens. Based on this explanation, the title of this research is "Implementing the Role of the NGOs in Curricular and Societal Civics through Political Literacy".

LITERATURE REVIEW

Definition of NGOs

An NGO (Non-Governmental Organization) is an organization that operates independently of the government and does not seek financial gain. NGOs focus on social issues, environment, humanity, education, health, human rights, development, and various other areas (Maier et al, 2018) (Saputri & Aribowo, 2021). These organizations are established by individuals or groups to promote social change, defend the rights of specific individuals or groups, and/or provide assistance and services to those in need. NGOs are usually funded by public donations, foundations, private institutions, or international agencies and can operate at local, national, regional, or international levels, depending on their goals and scope of work. NGOs often work closely with governments, the private sector,

and international agencies to achieve their goals. These organizations range in structure and size, from small and local to large and international (De & Zanten, 2017). They may conduct advocacy campaigns, raise funds, provide direct services, conduct research, provide education and training, and build collaborative networks with other organizations to achieve their goals. NGOs play an important role in social development, human rights promotion, disaster mitigation, environmental conservation, improving access to education and healthcare, and fighting for social justice (Sumanto & Dharma, 2019) (Pratama, 2021).

Curricular and Community Civics

PPKn (Pancasila and Citizenship Education) stands for Pancasila and Citizenship Education, it is a subject taught in schools in Indonesia to develop understanding, awareness, and a positive attitude towards the values of Pancasila as the foundation of the state as well as strengthen civic and national identity (Winarno, 2019) (Kahne & Westheimer, 2017). Curricular Civics refers to aspects of Civics learning contained in the official and structured curriculum at the formal education level. Curricular Civics is integrated into the school curriculum as a compulsory subject, to provide knowledge about Pancasila, law, politics, the 1945 Constitution of the Republic of Indonesia, the Indonesian government system, democracy, human rights, pluralism, and national values (Pratama, 2020). S. Bev said curricular civics aims to form a personality with character, love for the country, respect for differences, and actively participate in the life of the nation and state.

Douglas describes community Civics refers to education efforts and the socialization of Pancasila and civic values carried out in the community at large, not only in formal education settings (Aulia & Rahmatullah, 2020) (Arifin, Burhanuddin, & Sitompul, 2017). It involves various parties, including government agencies, community organizations, mass media, and individuals in promoting the values of nationality, tolerance, active participation in the life of the nation and state, and respect for differences in society (Kurniawan, Ma'rufi, & Rahman, 2019). Community Civics aims to build civic awareness, strengthen national identity, foster love for the country, and promote inclusive attitudes and harmony among citizens. Thus, both Curricular and Community Civics have an important role in shaping and strengthening citizens' awareness, understanding, and participation in the life of the nation and state, as well as promoting national values and unity in Indonesian society (Hahn & Kaghan, 2017).

Political Literacy Theory

Political literacy theory is a conceptual framework used to understand and analyze the level of understanding, knowledge, skills, attitudes, and political participation of individuals in a society (Martens & Wolf, 2018). This theory discusses how individuals can recognize, understand, participate in the political process, and have an awareness of the importance of rights and responsibilities as citizens (Heryanto et al, 2019). In political literacy theory, there are several relevant approaches. McNaughton said the cognitive model emphasizes understanding basic knowledge about the political system such as the structure of government and the role of political institutions. The affective or emotional approach pays attention to attitudes or emotions related to individual political participation. The evaluative or behavioral model focuses on an individual's ability to critically evaluate information before making a decision or taking action in a political context (Norris & Inglehart, 2019).

In addition, there is also a participatory or social engagement approach that highlights the level of active participation of individuals in political processes such as elections or interest group organizing (Eriksen, 2020). Finally, the critical literacy model emphasizes the ability of individuals to read and interpret political information critically and consider the context and characteristics of the source of information (Lailiyah et al, 2020). Through this political literacy theory, it is hoped that everyone can become an active citizen, having the capability to understand, evaluate and participate in the political process. With good understanding and participation, individuals can become agents of positive change in society and participate in building a democratic and equitable country (Rasyid, 2023) (Kurniawan & Putri, 2020).

METHODOLOGY

Research Method

A qualitative approach was used in this research because the author wanted to obtain more concrete information about the phenomenon of the role and efforts of NGOs to overcome the lack of civic education in Indonesian society (Denny & Weckesser, 2022). In addition, descriptive research is used as a form of research that aims to describe activities related to the subject matter under study (La Marre & Chamberlain, 2022). To answer the research questions, the author used observational research techniques, interviews, and documentation to study various reference works and previous similar research, useful for obtaining information and data related to NGOs, to achieve the goal of increasing the political literacy of Indonesian society, especially among adults (Kohler, Smith, & Bhakoo, 2022). Primary data was obtained from interviews with several NGOs involved in the civic education movement namely TIFA (The Asia Foundation), ICW (Indonesian Corruption Watch), IPC (Indonesian Parliamentary Centre), Migrant Care, Public Virtue Institute, Solidaritas Perempuan, Yappika and LAPAR SULSEL (Lestari, 2017). The primary adopted from research by Lestari (2017) because the data was more relevant to the current research, and both were focused on the NGOs. This data was beneficial for research to compare with the current outcome.

Interviews were conducted with eight people selected by purposive sampling from NGO representatives, one each. In this study, the researcher used purposive sampling to obtain the sample. Sampling was constituted to choose some individuals in the research as voluntary respondents. According to Taherdoost (2017), purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area but is taken based on specific purposes. The samples of this study comprise NGOs from Indonesia.

The eight people consisted of six men and two women. In this research, the author also used secondary data from written documents such as journal articles, books, newspapers, and webinars. Data collection was conducted for six months from January-July 2023 at the location of each NGO and the interview conversation was recorded using a handphone. Some interviews were also conducted through meetings and Zoom meetings and recorded due to the distance of the research place and respondents' time. The triangulation technique was used in the data validation stage in this study and for the data analysis technique using data condensation (Miles, Huberman & Saldana, 2014).

FINDING AND DISCUSSION

Data was obtained through interviews with staff representatives from several NGOs including TIFA (The Asia Foundation), ICW (Indonesian Corruption Watch), IPC (Indonesian Parliamentary Centre), Migrant Care, Public Virtue Institute, Solidaritas Perempuan, Yappika and LAPAR SULSEL. The role of Non-Government Organizations (NGOs) in Pancasila and Citizenship Education (Civics) can be interpreted in two contexts, namely curricular and community roles. Curricularly, NGOs have an important role as government partners in developing and implementing Civics learning programs in schools the experience and expertise they have related to the role of NGOs can contribute to developing learning materials that are relevant to current social and political conditions, as well as being able to enrich innovative teaching approaches and methods. In addition, NGOs also play a role in providing training and competency development for Civics teachers so that they can deliver materials effectively and inspire students to understand the values of Pancasila and citizenship (Antoni, 2018).

Meanwhile, in the societal context, the role of NGOs in Civics can be seen through their efforts to

improve political and civic literacy in the community. Through various political literacy programs, public discussions, seminars, and educational campaigns, NGOs seek to increase public awareness and active participation in the political process and state development. In addition, NGOs also act as monitors and supervisors of the implementation of Civics programs in schools and other educational institutions, thus ensuring that Civics learning runs well and achieves the expected goals. Overall, the role of NGOs in curricular and community Civics is very important in shaping young people who have a deep understanding of Pancasila values, love for the country, and active citizenship. With the involvement of NGOs, Civics learning becomes more dynamic, current, and relevant to the social and political realities faced by Indonesian society today. In addition, the efforts of NGOs in improving political and civic literacy among the community contribute to the formation of citizens who are intelligent, and critical, and play an active role in the process of democratization and nation-building (Krisnawati, 2020).

Implementing the Role of NGOs in Civics through Political Literacy

The political literacy approach in Pancasila and Citizenship Education (Civics) is important in strengthening students' political understanding and participation (Gumilar et al, 2023). In the context of Civics, political literacy refers to efforts to provide students with a deep understanding of political processes, government systems, rights and obligations as citizens, and the importance of participation in political activities. This approach involves developing analytical, critical, and higher-order thinking skills so that students can access, interpret, and manage political information well. Through the political literacy approach, students are invited to see politics not only as a formal process in government but also as an integral part of their daily lives. They learn about various political issues that are relevant to the social and political context they face. Students are also allowed to develop skills in constructing arguments, debating, and participating in constructive political discussions (Astuti & Hendarman, 2019) (Irawati, 2020).

In addition, stating a political literacy approach in Civics also encourages students to become active and responsible citizens. They are encouraged to understand their rights and obligations as citizens and can participate in public decision-making, whether through elections, campaigns, or other advocacy activities (Ridha & Riwanda, 2020). The political literacy approach also helps students develop critical attitudes, respect for differences of opinion, and respect for human rights in a democratic context. With a political literacy approach in Civics, students become more skilled in understanding, analyzing, and participating in political life. They can recognize the influence of politics in various aspects of their lives and have the ability to contribute to the social change they want. The political literacy approach not only provides students with knowledge about politics but also equips them with the skills and attitudes needed to become active, intelligent citizens and play a role in building a democratic and just society. The implementation of the political literacy program takes the following forms:

1. Cooperation between NGOs and Educational Institutions
2. Teacher Training and Capacity Building
3. Education and Training Programmes by NGOs
4. Programme Evaluation and Implementation Monitoring

Impact of NGO Programme Implementation in Civics through Political Literacy

The implementation of the role of NGOs in Civics through political literacy has a significant impact on various aspects of community life. These impacts include increased public political understanding, increased political participation, citizen empowerment in the context of Civics, and influence on social change and public policy (Simatupang, 2019). Through the implementation of the role of NGOs in Civics, people's political understanding can increase significantly. With better political understanding, people can make smarter and more responsible decisions in the political context (Nurwanti, 2020).

In addition, the implementation of NGOs in Civics through political literacy also has an impact on increasing community political participation. Through education and training programs organized by NGOs, communities are empowered to contribute to the formation of public policies and improve

the quality of democracy. Furthermore, the implementation of the role of NGOs in Civics through political literacy also has an impact on citizen empowerment in the context of Civics. NGOs play a role in empowering citizens to understand citizenship rights and obligations, strengthen civic identity, and increase their sense of belonging to the country. Through Civics programs conducted by NGOs, citizens are encouraged to be actively involved in social and political activities that contribute to nation-building (Merimaa & Lepik, 2020).

Finally, the implementation of NGOs' role in Civics through political literacy also influences social change and public policy. In addition, the role of NGOs in formulating and influencing public policies related to Civics can also strengthen their influence in improving the quality of education and achieving development goals. Overall, the implementation of the role of NGOs in Civics through political literacy has a significant impact on improving people's political understanding, political participation, citizen empowerment, and influence on social change and public policy. These impacts are the result of collaborative efforts between NGOs, educational institutions, and communities in advancing Civics and strengthening democratic and inclusive political participation.

Challenges and Barriers to NGO Programme Implementation

Although the implementation of the role of NGOs in Civics through political literacy has a potential positive impact, it is inseparable from the challenges and obstacles that need to be faced. Some of these challenges include: Firstly, the lack of adequate resources and funding is a major obstacle to implementation. NGOs often face limitations in terms of budget, infrastructure, and qualified teaching staff. This can limit the scale and scope of Civics programs organized by NGOs, as well as hinder the development of broader political literacy initiatives (Fredric, 2019) (Helianny 2018).

Secondly, the different views and interests between NGOs, educational institutions, and the government can be a challenge in reaching an understanding and effective cooperation. Differences in approaches, teaching methods, and understanding of Civics and political literacy can hinder harmonious integration between NGOs and educational institutions, thus affecting successful implementation. Furthermore, the lack of public awareness and interest in the importance of political literacy is also a challenge in implementation. People who are less educated and less interested in political issues are less likely to participate in Civics programs organized by NGOs. Greater efforts are needed to increase public awareness and interest in understanding and actively engaging in political life. In addition, contextual factors such as local social, political, and cultural conditions can also be barriers to implementation. Each region or country has a unique context, including social challenges, political conflicts, or cultural norms that may affect the acceptance and effectiveness of NGOs' Civics programs (Jones & Lee, 2020).

Finally, challenges related to the evaluation and monitoring of implementation also need to be considered. It is important to conduct periodic evaluations of PVRM programs conducted by NGOs to ensure their success and effectiveness. However, limitations in conducting comprehensive evaluations and consistent monitoring often become obstacles, especially when involving various stakeholders involved in the implementation. In the face of these challenges and obstacles, cooperation between NGOs, educational institutions, the government, and the community is needed to overcome the obstacles that arise. Greater financial support, capacity building for teachers and facilitators, and efforts to increase public awareness and interest in political literacy can be strategic steps to overcome challenges in implementing the role of NGOs in Civics through political literacy.

CONCLUSIONS AND FURTHER RESEARCH

The role of NGOs has a significant impact on strengthening people's political understanding, increasing political participation, and encouraging empowerment and active involvement of citizens in the political process. Through political literacy programs implemented by NGOs, communities can gain a better knowledge of democratic principles, citizens' rights, and the importance of participation in public decision-making. With a better understanding, people can be actively involved in political activities, including elections, campaigns, and advocacy on community

issues. In addition, the implementation of political literacy by NGOs also contributes to increased transparency and accountability in government and encourages dialogue and tolerance among people with different political views.

The implications of this research show the importance of the role of NGOs as partners in efforts to increase political participation and political awareness of the community, as well as empowering them to become agents of change in building a more democratic and inclusive society. In the context of PPKN, political literacy supported by NGOs can be an effective strategy in strengthening students' political understanding and engagement, thus producing a generation that is critical, responsible, and active in building a democratic country.

The limitation of this research was not all the NGOs cooperated to share their response. Only a few NGOs with awareness of Civics education are willing to cooperate with this research. Delimitation for this research was due to time constraints, only 8 respondents were chosen and these 8 respondents fully committed during the interview. Future research can also examine whether PPKn such as innovation, technology, transparency, values and beliefs, and other moderating variables such as education, race, and age have an impact on the civics education system.

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