

# DEVELOPMENT OF CIVIC EDUCATION CAMPUS-BASED AT MUHAMMADIYAH UNIVERSITIES IN CENTRAL JAVA, INDONESIA

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**ABSTRACT:** *The aims of main research are: (1) implementing the learning of civic education in democratic colleges; (2) the implementation of civic education campus-based embryo; and (3) implementing embryo of colleges as the laboratory of democracy. Research populations are all civic education lecturers and students of Muhammadiyah universities in Central Java who lecture and study civic education. Research methods are: interview, scale of attitude/opinion, questionnaire, and documentary study. Data of research are described with data reduction technique, data display, and conclusion. Conclusions are: (1) to create democratic civic education learning, student discussions should be stepped up to develop students' civic values; and (2) to create embryo of civic education campus-based and embryo of college as the laboratory democracy. It needs: (a) efforts to create democratic college both in its intra-curriculum and extra curriculum; (b) implementing student-oriented lectures; (c) students are involved to participate in any political state activities; (d) making of student study groups; (e) implementing the freedom of having a notion, gender equality, and responsibility; (f) increasing number of students' discussion about reality of social life, and its problem solving; (g) increasing number of students' academic groups, and training them to obey in any rules; (h) in implementing the three college-dedications, lecturers have to involve their students; (i) college has to give students more chances to develop their potential; and (j) students should be introduced with democratic values earlier.*

**KEY WORDS:** *civic education, campus based education, Muhammadiyah universities, laboratory of democracy, and democratic civic education.*

## INTRODUCTION

Based on International Commission of Jurist (2003:1), we are less in succeeding civic education-implementation as Constitution of Indonesia mandates of National Education System. Both its content and its learning method are not satisfied. Its content discuss only good matters, its learning method is also "one-way flow" method, even *indoktrinatif* (dogmatic) whereas one of government existence requirements is existence of civic education (civics). According to Azyumardi Azra (2003), failure in socialization effort and *diseminasi* of democracy,

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moreover for figuration of thinking way (world-view) and democratic behavior in preceptors' domain, and society of schools/universities are generally based on three concerns.

*First*, substantially, civic education, *Pancasila* and manliness are not well planned and directed include material and explanation which are focused more in democracy education and civics. Existed materials are generally focused on idealistic, legalistic, and normative. *Second*, existed materials are basically potential democracy education and civic education. In fact, the potential does not improve, because both its approach and its learning are *indoktrinative* (dogmatic), *regimentative*, monologue, and not participative. *Third*, these three concerns are more theoretical than practical. As a consequence, there is concrete *discrepancy* theory and it's explained discourse, and existed political social reality. Even in school/university level, *discrepancy* is applied in such kind of both authoritarian and feudalistic by school/university teachers/lecturers. As a next consequence, it is well understood by anyone, school/university is failed to make them in "to have democratic experience" (Azra, 2003:10).

Developing civic education in Indonesia should be able to re-find relevance of societies' fundamental values with social dynamics which changes quickly. In context of Indonesia, according to A.I. Chamim *et al.* (2003:xxxxiv), Indonesian academic institutions already began long time ago to make efforts in developing civic education using separated approach through specific lesson or lecture. It is civic education or PKn (*Pendidikan Kewarganegaraan*), Basic General Lecture or MKDU (*Mata Kuliah Dasar Umum*) Pancasila and manliness, or even *Penataran P4* (*Pedoman Penghayatan dan Pengamalan Pancasila*) or P4 refresher course.

According to *Majelis Pendidikan Tinggi Penelitian dan Pengembangan Pengurus Pusat Muhammadiyah* or Higher Education Assembly for Research and Development of Muhammadiyah Central Committee (2004:xvii), civic education is one of educational efforts which aims to improve someone to be a good responsible civilian. So the main focus of reaching aims of developed civic education learning in civic education is attitude/behavior figuration.

Based on 5<sup>th</sup> article of *Direktur Jenderal Perguruan Tinggi, Departemen Pendidikan Nasional Republik Indonesia* or Directorate General of Higher Education, Ministry of National Education, the Republic of Indonesia's decision, number: 43/DIKTI/Kep/2006 about rules of Self Building Group Lectures in Universities, explicitly states that the methods of Self Building Group Lectures should:

*First*, learning process should be conducted interactively, in challenging way, pleasurable, and motivating students to be actively participated, and widely giving students initiative, creativity, and self-autonomy, and subjected students as subject of education.

*Second*, conducted learning is educating process, which includes critical, analytical, inductive, deductive, and reflective concerns through creative dialogical participatory, to reach comprehension of substantial study base-truth, working concretely, and to improve learning motivation throughout human life.

*Third*, as a form of learning process: face to face lecture, scientific speech, dialogue (interactive discussion), case studies, self duty, reading assignment, small scale seminar, and *co-curricular* activities.

*Fourth*, motivation: improving awareness that self developing improvement is a life need to be able to exist in global society.

Education of democracy in civic education is conducted through improvement of three aspects. *First*, it is civilians' perspicacity and logical reasoning effort (civic intelligence), in spiritual, rational, emotional, and social dimension. *Second*, it is an awareness of right and duty as responsible civilian (civic responsibility). *Third*, it is the participating capability as civilian (civic responsibility) based on responsibilities, individually, socially, or as the future leader. Related to education of democracy, Udin S. Winataputra stated as follows:

Generally, civic education aims to improve individual potential of Indonesian civilian. So hopefully, each civilian has enough concept, character, intellectual and social skill as civilian. As a consequence, each civilian is able to participate in intelligent way and responsibly, in any social life-dimensions, Indonesia and world. Therefore, each education level needs civic education which can improve students' intelligence through comprehension and intellectual skill training. This process hopefully will be useful as provisions of students to play their roles as problem solvers on their surroundings (Winataputra, 2003).

In fact, the most strategic way "to have democratic experience" and "to be civilized" is through civic education. It contains the meaning of socialization, dissemination, and actualization of concept, system, value, democratic practice, and courtesy. Postulation which exists behind civic education application is democratic culture maintenance could not bequeathed as it is. But on the contrary, it should be taught, socialized, and actualized to Indonesian youth through educational institutions (Cipto, 2002:i).

Nowadays, the use of undemocratic way and violence is getting increase in Indonesian politic life; it is caused by the conflict of Indonesian politician and unsolved political dynamic matters. If one of politics and democracy content is "art of compromise" and respectful attitude toward different political condition, in fact, we can easily find selfish (*egoisentrism*) attitude (*pokoknya*) of Indonesian politicians. It is getting worse because religion (religious terms/statements) is legitimated in Indonesian political dynamic life by some Muslim scholars, so potentials of conflict which threaten democracy is getting increase (Azra, 2002:8-9).

These phenomenon occurs among societies who are not ready to live in democratic life, its indicators are easily analyzed how democracy in Indonesia does not become awareness and mentality yet. Even some members' political behavior of the greatest and the most democratic political party in Indonesia is also too traditional on their attitudinal activities. Societies' attitude of freedom concern and religious life tolerance which is far from its ideally. So does political violence which occurs to solve any social problems in our society, such as regarding differences as a conflict, totalitarian attitudes and acts. Anarchic behavior is a description of it. These facts are actually could be tolerated because these are old inheritances both from Old Order and New Order regimes which did not support democracy

figuration, and also the role of education was less in contributing democratic culture, even in fact, education which was hoped to contribute for democratic culture became “destroying tool” of democracy (Zamroni, 2001:xiii-xiv).

Occurrence of Reformation era in last 1990's decade on Indonesian context gives also new hopes for democracy development and implementation of civil society in Indonesia. But it remains social pathological problems in this unfinished transition era. In developing sturdy base of democracy and civil society, especially in transition eras toward democracy, occurs social pathological phenomenon because political euphoria. So, democracy and civil society not only should be struggled but also more than the effort, should be seeded, planted, fertilized and taken care through planned efforts, well-managed and aimed to all societies. If this “plant of democracy and civil society” which is getting grow with democracy “big wave”, human right and civil society around the world will be withered and dead before has strong root (Majelis Pendidikan Tinggi Penelitian dan Pengembangan PP Muhammadiyah, 2004:i).

Colleges and political perspectives are institutions which are hoped as recruitment media, selection, and education for civilian who want to participate as political elite. Sooner or later, society political elite and Indonesian politicians will be from college graduates. In this rational concern, agreed decisions will result any advantages not only for a person, his/her families, but also for all societies in general. In the other word, civic education in colleges has to be able to create students who has critical thinking way and democratic. Becoming a nation “that is easily led but difficultly controlled, easily commanded but also difficultly enslaved” (Zamroni, 2003b:10).

The effort to actualize democracy and civil society in Indonesia through education seems still needs to go through long way. Education should reorient and try to apply new phenomenon of national education, which is its main aim are figuration of Indonesian democratic society and consistent with civility values. If schools or universities are able to play their important roles in genuine and authentic democracy figuration, it will be better if the application of new paradigm of national education is accelerated (Azra, 2003:xiii).

Muhammadiyah organization, with its national network, has been involved in education since always. Thus, the implementation of democratic and civic values is a must for Muhammadiyah. It happens because Muhammadiyah is one of the biggest civil society organizations in Indonesia. In line with this, Muhammadiyah universities have important roles in supporting democracy to create a better society through its educational system. In order to make a more relevant civic education, campus based civic education is definitely needed especially in this fast moving era (Majelis Pendidikan Tinggi Penelitian dan Pengembangan PP Muhammadiyah, 2004:x).

Since *Majelis Pendidikan Tinggi Penelitian dan Pengembangan Pimpinan Pusat Muhammadiyah* or Muhammadiyah Central Committee for Higher Education's Research and Development is developing a civic education for all Muhammadiyah universities in Indonesian, the finding of this research can be applied to all

Muhammadiyah universities in Indonesia. It is even hoped to be applicable for all universities in Indonesian.

### **OBJECTIVES AND SIGNIFICANCE OF THE STUDY**

Generally, this study is aimed at creating civic education learning in Muhammadiyah universities in accordance with the objectives of civic education course in Muhammadiyah universities.

The specific objectives of the study are: (1) Creating a democratic civic education learning in university; (2) Creating the embryo of campus based civic education; and (3) Creating the embryo of campus as laboratory of democracy.

This study is hoped to give some significances to the students, civic education lecturers, and civic education study program.

Firstly for the students: (a) developing the democratic value amongst students; (b) motivating students to be active and creative in teaching-learning process; (c) giving a deep comprehension of the theory through empirical learning practice; (d) realizing the importance of democracy in society; (e) motivating students to use the relevant material with the observed problems; and (f) making students accustomed to learn by doing – learn to lead a democratic life in campus society.

Secondly for civic education lecturers: (a) developing a *dialogic*-creative civic education learning model to increase democratic values amongst students; (b) creating the right learning strategy; (c) creating an interesting learning material to avoid boredom amongst students; (d) making students the centre of learning activity; and (e) making lecturers to be more reactive and creative.

Thirdly for civic education study programme: (a) making civic education study programme the centre of democratic life through a democratic learning process; and (b) to be the sample of centre of democratic campus as a laboratory of democracy.

### **RESEARCH METHOD: RESEARCH DESIGN, PLACE AND DATE OF RESEARCH, POPULATION AND SAMPLE, AND DATA COLLECTION TECHNIQUE**

This research was a combination of quantitative and qualitative design. The data were in the form of quantitative and qualitative data. Survey was used as the method of research. The survey was conducted upon lecturers and students of Muhammadiyah universities in Central Java. The surveyed materials were civic education learning processes, civic education learning materials, the development of civic values amongst students, the effort to develop campus as democracy embryo, and the development of campus based civic education.

This research was conducted in Muhammadiyah universities in Central Java. There were 14 Muhammadiyah universities in Central Java. They were: (1) *Akademi Analisis Kesehatan Semarang* or Health Analysis Academy of Semarang, (2) *Akademi Keperawatan Aisyiyah Surakarta* or Aisyiyah Nursery Academy of Surakarta, (3)

*Akademi Keperawatan Universitas Muhammadiyah Magelang* or Nursery Academy of Muhammadiyah University of Magelang, (4) *Akademi Keperawatan Muhammadiyah Pekajangan* or Muhammadiyah Nursery Academy of Pekajangan, (5) *Akademi Keperawatan Muhammadiyah Semarang* or Muhammadiyah Nursery Academy of Semarang, (6) *Politeknik Muhammadiyah Karanganyar* or Muhammadiyah Polytechnic of Karanganyar, (7) *Politeknik Muhammadiyah Magelang* or Muhammadiyah Polytechnic of Magelang, (8) *Sekolah Tinggi Agama Islam Muhammadiyah Klaten* or Muhammadiyah Islamic Religion Higher School of Klaten, (9) *Sekolah Tinggi Ilmu Ekonomi Muhammadiyah Cilacap* or Muhammadiyah Economic Higher School of Cilacap, (10) Muhammadiyah University of Purwokerto, (11) Muhammadiyah University of Purworejo, (12) Muhammadiyah University of Surakarta, (13) Muhammadiyah University of Magelang, and (14) Muhammadiyah University of Semarang (Majelis Pendidikan Tinggi Penelitian dan Pengembangan PP Muhammadiyah, 2004:ix-x).

The population of the study was all the lecturers and students of Muhammadiyah universities in Central Java who have contract with civic education course when the research was conducted. Central Java was chosen because the number of Muhammadiyah universities in this province was adequate and representative. There were 14 Muhammadiyah universities in Central Java.

Sampling technique was done by applying random sampling technique. Four Muhammadiyah universities were chosen as the sample based on ex-residency in Central Java i.e. Surakarta, Kedu, Semarang, and Banyumas. Sample was chosen through a lottery. The chosen samples of this research were the lecturers and students of civic education study programme of: (1) Muhammadiyah University of Surakarta, (2) Muhammadiyah University of Semarang, (3) Muhammadiyah University of Magelang, (4) Muhammadiyah University of Purworejo, and (5) Muhammadiyah University of Purwokerto.

The research was started on March, 2009 and it will be finished on November 2011. This paper will only report the research findings of the first year.

The informants of this research were the civic education lecturers of Muhammadiyah universities in Central Java. The interview was held to know the civic education learning, the effort to develop campus as democracy embryo, and the development of campus based civic education in Muhammadiyah universities.

The interview consisted of 16 questions. They were: (1) students' attention toward civic education course; (2) students' motivation to study civic education; (3) the scope of civic education learning materials; (4) the effort to develop civic education learning materials; (5) the ways to enrich civic education learning; (6) class' management to make the students active and innovative; (7) the effort to develop civic education learning method; (8) the condition of learning facilities; (9) the library condition including the quality and quantity of the civics learning references; (10) campus environment: whether it is conducive or not for civics education learning and the obstacles found; (11) university's support in the form of activities to sustain civic education learning; (12) time allocation which is provided by the institution. In civic education learning and time of lecturer for development

of civic education learning, and time for student for consulting; (13) the cooperation of civic education lecturers in order to develop civic education learning; (14) forms of students tasks; (15) forms of any evaluations for development of civic education learning; and (16) lecturer's effort to develop campus based civic education in Muhammadiyah university.

Documenter study is method of collecting complement data, for founding data of civic education curriculum, civic education rules relevancy, sources of civic education learning, planning aspects of civic education lecturers.

Qualitative data described so that it has systematic and systemic meaning, with reduction technique data, display data and conclusion. Whereas quantitative data analyzed by statistic technique appropriate with problem and purpose of research and kind of data which is analyzed. In the first step, qualitative data have not been collected because most of civic education subjects are given in odd semester.

## **RESULT AND DISCUSSION**

Research and information collecting are studying introduction, which consists of collecting starting data in field, observing class, preparing programme or designing activities and research. This step is a survey step.

Result of starting data collection in field shows us that the implementation of civic education learning in Muhammadiyah universities are:

*First, Implementation of Civic Education Learning.* There are differences of time in civic education learning implementation in each Muhammadiyah universities in Central Java. In Muhammadiyah University of Purwokerto, civic education is given in even semester, whereas in Muhammadiyah University of Magelang and Purworejo given in odd semester (interview with Arie Suprianto, civic education lecturer of Muhammadiyah University of Purworejo, April 5<sup>th</sup> 2009). In Muhammadiyah University of Surakarta, civic education is given in odd semester (interview with Yulianto Bambang Setiadi, civic education lecturer of Muhammadiyah University of Surakarta, April 06<sup>th</sup> 2009). In Muhammadiyah University of Semarang, civic education is also given in odd semester (interview with Agus Saroni, July 29<sup>th</sup> 2009).

The implementation of civic education learning especially on research in Muhammadiyah University of Purwokerto is in every Wednesday at 13.00-14.40 o'clock. In that learning activity, there are composites of three faculties because there are just few students who contract the subject. In formatting groups, student is given discretionary for each his or her groups which average of each groups consist of 5 students.

*Second, Student's Concern and Motivation in Civic Education Subject.* The implementation of civic education subject in Muhammadiyah University of Surakarta (UMS) runs well just at Civic Education Programme but on the contrary it is different from English Education Programme, Local and English Literature Education Programme which need special motivation (interview with Akhmad Muhibbin, June 20<sup>th</sup> 2009). Moreover, students don't seem serious, have less

motivation, and underestimate that subject. Students think that civic education isn't a main subject in their program. Besides, students whose attendance is less than 75% aren't allowed to join the examination. For anticipating, there is punishment for students who are absent in two times to make a specific assignment such as working paper (interview with Ahmad Mutholi'in, June 20<sup>th</sup> 2009).

In Muhammadiyah University of Purwokerto, student's concern in this subject is very good, examples in department of Elementary School Teacher Learning, Mathematics, Islamic Education, Accounting S1 and D3, Management. Concern and motivation of civic education subject in Agriculture Faculty are good, while in English Literature Faculty and Management Department are not good. Its indication seemed from students' attendances, delays, collecting examination, activity and discussion in the class (report of Tukiran Taniredja during teaching in odd semester 2008-2009).

In Muhammadiyah University of Semarang, student's concern of civic education subject is well enough because the class is lightly big where there are about 30 students per class. Lecturers are very familiar with their student's personalities and learning activity runs conductively so that student's motivations of this subject are good. Generally, motivation of student deals with methods and experiences of lecturers in giving explanation in the class. It means that more experiences and abilities in managing class from lecturer, more motivated appear from the students (interview with Agus Saroni, July 29<sup>th</sup> 2009).

In Muhammadiyah University of Magelang (interview with Rudi Himawan, August 11<sup>th</sup> 2009), the level of students' concern for each major and faculty is different based on the capability of major students, and there is a tendency on the favorite faculty for the strict selection so the students' quality and concern toward the subjects better than becoming the major faculty which does not have someone who likes. Although each faculty there is a similarity in capability however on each academic year also has different ability in absorbing and following the lecture. The students' motivation is almost same as the students' attention in learning the Civic Education; it can be seen from their seriousness in doing the assignments submitted, the number of presence or attendance and the belonging of the Civic Education sources. Rudi Himawan added, for semester 1, still appears a Senior High School learning culture and there is the difference of students' social, culture, economy background influence to the motivation. Besides that, the motivation also seems on the seating position of new students who gather in the last row of the seating arrangement in the classroom.

The students' attention toward the Civic Education in Muhammadiyah University of Purworejo is in the average good enough, but there is unattractive perception from a half number of the students (Budi Setyawan, interviewed on August 12<sup>th</sup>, 2009). Whereas according to Agus Budi Santoso (interview, August 12<sup>th</sup>, 2009) the students' attention toward the Civic Education is quite good. This is actually based on the lecturer's role in motivating the students with the material explanation about the actual social problem which becomes the trend related to the students' status or the students' life. Agus Budi Santoso gave an example that



the real students are the intellectual social group and democratic. However, get involved in the students' brawl.

Budi Setyawan of Muhammadiyah University of Purworejo (interview, August 12<sup>th</sup>, 2009) also stated that the students' motivation in learning the Civic Education will increase if the lecturer can also motivate the students. One way is by discussing the Civic Education material divided into the sub of topic discussion and the learning affected the students to be active or Students Active Learning.

**Third, the Overview of the Civic Education Material.** The material of the civic education learning in Muhammadiyah University of Purwokerto applied is the result of stakeholders training about the development of the Civic Education (CE) in Kaliurang, Yogyakarta on August 4-9<sup>th</sup>, 2003 are: Islamic Life Guidance of Muhammadiyah Society, the Civic Education and the Goal of life toward Civil Society, the general point of view about the value of democratic, the good government and clean governance, the transformation of the democratic value in family and society, to form national identity, new world system in globalization era, democracy economy and economy ethos as bases of national strength and maintenance of human rights. Besides, there are also some lecturers adding the archipelago concept and national endurance as additional materials.

The syllabi of PKn (*Pendidikan Kewarganegaraan*) or Civic Education's materials in Muhammadiyah University of Surakarta during the two years ago were based on the curriculum of *Majelis Pendidikan Tinggi Penelitian dan Pengembangan Pimpinan Pusat Muhammadiyah*. However, since 2007-2008 academic year along with the legalization of Director General's decree of Department of Education and Culture of Indonesia No:43/DIKTI/Kep/2006 about rules in Implementing Self-Development Subjects in university, the syllabus applied is based on the Director General of Department of Education and Culture of Indonesia, which includes Philosophy of *Pancasila*, National Identity, Politic and Strategy, Democracy of Indonesia, Human Rights and Rule of Law, Citizens' Right and Liability, Geopolitic of Indonesia and Geostrategy of Indonesia. Nevertheless, the books published by *Majelis Pendidikan Tinggi Penelitian dan Pengembangan Pimpinan Pusat Muhammadiyah* are still used as references. Then, relevant PKn (*Pendidikan Kewarganegaraan* or Civic Education) books published by other authors and publishers such as PKn by Kaelan, PKn by UIN (*Universitas Islam Negeri* or State Islamic University) Jakarta are still used to develop and enrich the teaching materials of PKn after being related to Islamic values and Madinah Constitution. Meanwhile, the lecturer and students have to trace and combine the materials taken from internet which are relevant to the problems being discussed. This aims to change the negative perspective of students toward PKn subject and PKn lecturers are also motivated for further development.

PKn materials in Muhammadiyah University of Semarang conform to the decree of General Director of Department of Education and Culture of Indonesia No:43/DIKTI/Kep/2006 about rules in Implementing Self-Development Subjects in university. Thus, there are more material on manlines education since after *Pancasila* education and PKn are being combined, the material of *Pancasila*

Education consists only the first chapter, Philosophy of *Pancasila*. To enrich PKn learning, the students are asked to gather relevant materials in Internet or mass media (interview with Agus Saron, 29 July 2009).

Material coverage based on *Pentaloka* PKn decision is sufficient enough, but it also needs to add materials of archipelago concept and state defence and current matters about NKRI (*Negara Kesatuan Republik Indonesia* or Unitary State of the Republic of Indonesia). Accordingly, Suharso (interview, 11 August 2009) states that he has added the materials needed by society at that time. There isn't any similarity on subjects in Muhammadiyah University of Magelang, because there is PPKn, a combination between Education of *Pancasila* and PKn as many as 3 SKS (*Sistem Kredit Semester* or Semester Credit System), but the subject is being taught separately as *Pancasila* 2 SKS and PKn 2 SKS for special class. It affects material coverage to avoid overlap and material distribution and thus, the materials of *Pancasila* and PKn are sufficient.

So far, the coverage of PKn materials is good, but it is need to be broadened. Some materials such as modern nasionalism, environment concept and living values in society: mutual assistance, alliance, discussion, honesty and so on need to be applied in PKn teaching (Budi Setyawan, interview on August 12<sup>th</sup> 2009).

In accordance to Budi Setyawan, Agus Budi Santoso (interview on 12 August 2009) also states that material coverage in PKn has been good so far, but it needs additional material of nasional nationalism since there is a tendency of students to decrease their nasionalism. Thus, environment concept should be taught as an effort to raise the students' awareness about the importance of environment in supporting human life, since human being is influenced much by the environment. To develop the materials of PKn, accessing recent social problems in internet is a must.

To enrich students' knowledge by PKn, the students are free to study recent social problems and to solve them. The lecturer roles only as facilitator and motivator (interview with Budi Setyawan, 12 August 2009). The students, then, besides studying the main references, should also access informations from the internet and relevant books based on the materials being discussed (interview with Agus Budi Santoso, 12 August 2009).

### **PKN CLASS MANAGEMENT FOR ACTIVE AND INOVATIVE STUDENTS**

Class management to stimulate active and inovative students in PKn learning is conducted by participating the students directly in active learning, employing TOT (Training of Trainer), and modifying active learning method based on the problems found by the students and the lecturer then, gives *jigsaw* assignment. (Interview with Ahmad Muhibbin, 20 June 2009).

To support the process of PKn learning, each class should have LCD and television. The lecturers should also be facilitated notebook (laptop) by the institution. Thus 90% process of PKn teaching will be in the media of power point. This condition will also facilitate the students for presentation in each class discussion. The condition of central library is also complete, in which there are

sufficient PKn books, even though the copies are not in great quantities. There is also library in each major thought is not complete. Environment condition which is conducive supports PKn learning process (interview with Ahmad Mutholi'in, 20 June 2009). Teaching methods used are also varied such as discussion, recitation, role-play, VCT and so on (interview with Banani Ma'mur, May 12<sup>th</sup> 2009).

Accordingly, Sigid Sriwanto (interview on May 5<sup>th</sup> 2009) enlarge discussion method with the materials found by the students. The students are asked to pass their opinions during the class. Meanwhile, Agus Saron (interview on 29<sup>th</sup> July 2009) states that PKn subject starts with explaining the learning contract and PKn syllabus, and then followed by several meetings. Afterward, the students are broken up into groups and each group has to present recent topics during the next meetings. It means that a group acts as the presenter and present the paper, while the other groups are the audience. Each student who delivers correct opinion is given a mark as a reward. Besides speech method, class discussion should be frequently conducted and the students are asked to gather at least five clippings concerned with the materials of discussion.

Muhammadiyah University of Magelang uses varied methods to develop PKn materials; lecturing 20 minutes and followed by discussion and presentation by the students (interview with Rudi Himawan, August 11<sup>th</sup> 2009). Meanwhile, Suharso (interview on August 11<sup>th</sup> 2009) adds a method in which the lecturer goes around the students' chairs. There are some sources to enrich the materials such as PTM and PKn books and mass media. PKn materials for PAI (*Pendidikan Agama Islam* or Islamic Religion Education) should be conformed to PAI's vision and mission which contain Islamic values. Class management to stimulate active and innovative students in each major and faculty is different according to the students' ability. Some ways are conducted such as by giving examples in real life. The time allowance is not sufficient if Education of *Pancasila* and PKn are combined as PPKn which is only 3 sks. The lecturers still have enough time to develop the process of learning and to serve for consultation. Hence, Arie Supriyatna (interview on August 11<sup>th</sup> 2009) states that the lecturers should provide phone number specifically for the students consultation.

Muhammadiyah University of Purworejo employs lot of group discussion method in which each group consists of 3-5 students. Thus, PKn becomes an interesting subject in which the students participate actively, innovatively and creatively. In every discussion, the students have to use power point or at least transparency (interview with Budi Setyawan, August 12<sup>th</sup> 2009).

### **SUPPORT FROM THE UNIVERSITY**

University or institution should support PKn learning, especially in formulating the curriculum. To generalize perception toward the materials, some discussions facilitated by LPID (*Lembaga Pengembangan Ilmu Dasar* or Basic Science Development Institution) should be conducted, even though this institution is not yet optimal. Subjects under the LPID coordination are Islamic Study, English, Civic Education,

ISD (*Ilmu Sosial Dasar* or Basic Social Science), IBD (*Ilmu Budaya Dasar* or Basic Cultural Science), and Indonesian language. On the beginning and the last of semester LPID minimally holds meeting and an effort to design the Civic Education book itself as a need of Muhammadiyah University of Semarang and National Education Department (interview with Ahmad Mutholi'in, June 06<sup>th</sup>, 2009).

In Muhammadiyah University of Semarang, there is no a special institution which handles the Civic Education subject, but the University provides the internet facility for the students and the existence of LCD for each room (interview with Agus Saron, July 29<sup>th</sup> 2009). The completeness of facilities in Muhammadiyah University of Magelang has not been provided with the LCD for all rooms except for particular rooms or almost some have been provided with the LCD, it is because there is no any special room however the class has been used together. Hence, Rudi Himawan (interview on August 12<sup>th</sup> 2009) stated that for the certain materials still need the use of OHP. The completeness of facilities; it is not all rooms provided with the LCD except the particular classrooms but the class is used together.

Meanwhile, Rudi Himawan (interview on August 11<sup>th</sup> 2009) stated that for the certain materials still need the use of OHP. The laboratory has been facilitated with the computerization and it has the Civic Education book from *Majelis Pendidikan Tinggi Penelitian dan Pengembangan PP Muhammadiyah* in a big amount, although it is still added with other books which have content of the Archipelago Concept and Country Defense.

The environment of Muhammadiyah University of Magelang is conducive; however there is Islamic Organization besides of Muhammadiyah which is dominant there, but it does not disturb the Civic Education learning. However, there are students who have an extreme ideology but it is not a matter and or it does not disturb the leaning and studying process so the condition is still conducive. The support from the University, it used to be a MKU coordinator but now it does not have any coordinator anymore, still it can be hold because of the lecturers' coordination based on their agreement. This support is realized on provisioning the Civic Education book which is published by Majelis diktilibang PP Muhammadiyah. The students' activities and seminars can also support the Civic Education learning. On the students' institution still capable to support and generate everlasting students' regiments as a unit of students' activities.

The cooperation among the lecturers of the Civic Education in Muhammadiyah University of Magelang has created a coordinator of the Civic Education lecturers but it is not formal yet. The form of cooperation among the Civic Education lecturers is providing a team for lecture who needs the team or association. At present there is a distinction of teaching area and it does not use rolling system, for example Arie Supriyatna only lectures in Teacher Training and Education Faculty, meanwhile Rudi Himawan in Law Faculty, Suharso in Engineering Faculty (interview with Arie Supriyatno, August 11<sup>th</sup> 2009).

Muhammadiyah University of Purworejo give a good support toward the Civic Education learning by providing the facilities such as classrooms, library, OHP, LCD, laptop, and internet and a conducive campus environment. This is only books

limited in the library. Dealing with the lecturers' cooperation, it can be realized because there are only two lecturers still, so it does not have a Civic Education lecturers team (interview with Agus Budi Santoso, August 12<sup>th</sup> 2009).

### **GIVING AN ASSIGNMENT AND EVALUATING ON THE CIVIC EDUCATION LEARNING**

Giving assignment for the students, especially about the actual events such as politic and general election, human rights and law awareness, is important. The theme is from the lecturers, meanwhile the title and the actual problem deals with the curriculum, urgency and relevancy of Civic Education understanding for the teacher candidates of that subject. The theme is explicitly based on the last digit of the student number (interview with Ahmad Mutholi'in, June 20<sup>nd</sup> 2009). The assignment for the students should be given in every meeting approaching the Mid-term test. Giving assignment before the Mid-term test will be maximal. A good task is not more than two pages, so it eases the lecturers to check and correct the students' work. After the Mid-term test, it is continued with the discussion about those assignments (interview with Bunyamin Muhtasyar, May 16<sup>th</sup> 2009).

Other assignments area given to the students are such as political briefing, observing the realization of general election in every region, and taking a role on this event (interview with Banani Ma'mur, May 12<sup>th</sup> 2009). The assignments for the students are compiling the test script from PKN textbook, answering questions compiled by friends or other teams, making the theme report of the Civic Education, a case study of actual events in the Civic Education, looking for an relevant article with the learning from the mass media or journal or internet, e-learning, then discussing them and assessing self value also belongs to an important assignment for the students.

The form of evaluating for the learning development of the Civic Education besides of mid-term test and final-term test also assignment, handling presentation, class and or group discussion, presence percentage, meeting activities, and also the lateness (interview with Ahmad Muhibbin, June 20<sup>th</sup> 2009).

The form of evaluating such as the mid-term test, final test and students' activities while the learning process, especially on the class discussion and also the making of clipping and it is not as important as the students attendance belongs to the consideration in giving the final score (interview with Agus Saronu, July 29<sup>th</sup> 2009).

The form of evaluating and giving assignment of the Civic Education in Muhammadiyah University of Magelang consists of the presence/attendance which must be 75% and especially for Health Faculty, if the student is absent more than 3 times so he/she will get an assignment and it must be submitted before the examination. Another component scored is individual and team assignment, the mid-term test, the final test and activities during the discussion. Hence, Rudi Himawan (interviewed on August 11<sup>th</sup> 2009) really concern with the examination report when there is any student's deceit so strongly got a sanction for that student.

Meanwhile, Budhiarto (interviewed on August 11<sup>th</sup> 2009) stated that giving motivation and also concern with the social public. The form of assignment is individual and team work/task, with clipping, making an analysis of material on handwritten, compiling proposal and presenting it.

The form of giving assignment to the students is structural task (making a team's proposal prepared by students to be presented on team's discussion (interview with Budi Setyawan and Agus Budi Santoso, August 12<sup>th</sup> 2009). However, the form of evaluation of it is by making proposal presented by each team. The scoring system consists of mastering the problems discussed in the proposal, active and participative role in team's discussion as a presenter or as an audience. Budi Setyawan paid less concerns with the scoring system in mid-term test and final test, but more concern with the presentation in team's discussion. Different from Budi Setyawan, Agus Budi Santoso evaluated on the Civic Education learning consist of the mid-term test and final test, structural task and the team's discussion.

### **AN EFFORT TO REALIZE THE CAMPUS AS CAMPUS BASED ON CIVIC EDUCATION**

An effort to realize the Campus Based on Civic Education makes the campus as a democratic laboratory embryo and campus based on civic education is by creating a democratic campus situation both in intra or extra curriculum. On the intra curriculum, the lecturer teaches unconventionally. On the extra curriculum, the students' activities are determined by the students themselves, including determining organization and student government. Meanwhile the effort done to develop the students' democratic behavior, formally by doing the students oriented lecture, so it does not suppose that the lecturer is everything, the cleverest person. The learning method used meets to the students as the subject of education. It is good to realize campus based on civic education is the students involved in every state political activity (interview with Banani Ma'mur, May 12<sup>th</sup> 2009).

According to Bunyamin Muhtasyar (interview on May 16<sup>th</sup> 2009), the embryo of democratic laboratory is by forming the students studying club. With this, it will appear the students' democratic behavior and from that discussion will get many ideas. The students can get the knowledge not from the lecturing material but from other activities. There will appear students' democratic. Besides that, the lecture in case of developing students' democratic attitude should be given by theories and practical freedom of notion, equal gender and responsibility.

Make a lot of discussions with the students about real live/case, and how to solve that problem. Beside that by giving understanding and comprehension to the students related to gentlemanly and ethics. According to Sigid Sriwanto (interview on 5 May 2009) to develop students' democratic attitude is by giving the deliberacy to ask and to give opinion. To create campus based democracy laboratory embryo is by creating students' organizations. Whereas to create campus based civic education we must start from the students to obey the campus regulations.

To create campus based civic education, not only for the students but also for all the campus society. In university *tri dharma* (three obligations) activity, whether in education, research and service to society, the lecturers are expected to make students take a part in all activities so that they are used to doing research and service to society (interview with Bunyamin Muhtasyar, 16 May 2009).

The lecturers as a role model, it means that they must give a good example. They also must obey the regulations. There must be balance between right and duty. They must be able to do their assignments well. Campus must give a space for students to develop their potential (interview with Tjahyo Purbomarto, 25 April 2009).

The students should be given wider insight so they will be ready listen other opinion, not only want to be heard, and the better is respecting other opinion. That's why group/class discussion method must have a big portion in learning civics. This method is developed by other lectures not only civics lecturers, more over the younger lecturers (interview with Agus Saron, 29 July 2009).

Meanwhile, Banani Ma'mur (interview on 29 July 2009) stated that in the early come to the university, the students must be introduced to democracy values, during the orientation it's better to put into the materials related to the civics values and democracy. The next students' activity is not far from those values.

The students can't be rid of in developing campus based education. That's why the students must take part in the effort of developing village society to dig the potential which is related to the village's economic effort. Up till now, it has been implemented the programme in Cokroyasan village, Ngombol sub district Purworejo, but still find some problems such as: (1) the students don't have much time because they also have to study; and (2) there is no pioneer in the village to invite unemployed people (interview with Agus Budi Santosa, 12 August 2009). Meanwhile, Budi Setyawan (interview on 12 August 2009) also stated that it is needed to involve all parts; students and society.

The effort to develop campus based civic education is by giving awareness investment, that generation of post reformation has different challenges from the past so don't leave the reality behind or they have to learn from reality. For the outside Java, students are invited to have care feeling by managing disaster aid through social service. From learning material, we have to add about the archipelago concept material and national nurture. According to Arie Supriyatno, Budiharto, and Suharso (as Pembantu Rektor III or Vice Rector III), activity of students regiment (MENWA, *Resimen Mahasiswa*) has big contribution in building character and it is not related with campus militarization (interview on 11 August 2009).

## CONCLUSION

Based on the research finding in the first phase we can conclude as follows:

*First*, the suitable materials for civics are related to the system of the government, national buffetings history, democracy, human right, globalization, right and duty for citizen.

*Second*, the appropriate learning method for civics is adjust to civics materials, beside that it is needed to make group/class discussion to create democratic teaching learning in civics in university and to develop students civics values.

*Third*, to create campus based civic education embryo and campus based democratic laboratory, it is needed: (1) Effort to crate democratic campus environment in intra or extra curriculum; (2) Implement the students' study oriented; (3) Involve the students in many national politic activities; (4) Form the students' study group to develop their democratic attitude; (5) Give the theories and practical freedom of notion, equal gender and responsibility; (6) Create many discussions with the students about the real live/case and find the way to solve the problem; (7) Create many students organization to train the students to obey the campus regulations; (8) The lecturers are expected to involve the students in university tri dharma activity, whether in education, research and service society; (9) Campus must give a space for the students to develop their potential; (10) Make many group/class discussion methods in teaching learning process; and (11) In the early come to the university, the students should be introduced to the democratic values.

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