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The Effect of the Use of Civics Learning Models in Higher Education on Student Civic Intelligence

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Abstract. Civic Education (Civics) learning has an important role in Higher Education to shape students' civic intelligence. However, the use of inappropriate learning models cannot shape civic intelligence. This study aims to find an overview and influence of the Civics learning model commonly used in higher education on student civic intelligence. The method used is a survey with a quantitative approach with data collection techniques using questionnaires distributed to research samples, namely students on three campuses in Subang Regency. The results of the study provide an overview in general the Civics learning models that are widely used are case studies and discussions. This learning model does not have a significant effect on student civic intelligence. The use of case study and discussion learning models affects aspects of interpersonal interaction and tolerance for differences. However, this is not optimal in some areas of civic intelligence, especially related to creativity, social participation, and the ability to manage emotions. It is necessary to choose a more optimal learning model, such as a project-based learning model.

Keywords: *Civic Intelligence; Civics Learning Model*

INTRODUCTION

From a civic perspective, public intelligence is also referred to as civic intelligence. Civic intelligence is the ability of an individual citizen to play an active role as part of a country and part of a society that exists in a complex order of life. This is in accordance with the purpose of Civics Education, which is to develop intelligent citizens in all pathways and levels of education (Ganeswara, et al. 2011, p. 1). According to Maftuh and Sapriya (2005), Civics aims to make every citizen a good citizen, one of which must have civic intelligence competencies. Having civic intelligence will make citizens play an active role based on the normative identity of their nation and country. By having civic intelligence, an individual will show his role as a citizen who is sensitive to social issues, actively responds to phenomena, is critical of existing conditions, upholds applicable ethics and norms, and is ready to solve the problems faced.

When a person has civic intelligence, the individual will be a smart citizen as well as a good one. The concept of civic intelligence is inspired by Michele Borba's (2008) concept of moral intelligence, Howard Gardner's (in Armstrong 2013) multiple intelligences, and Ary Ginanjar's (2003) emotional spiritual quotient (ESQ). Citizens who have intelligence will play their roles competently. Not only that, the survival of a nation and state is very dependent on citizens

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who play a proactive and intelligent role, this will bring progress to the nation and its country. Because in general, civic intelligence is a dynamic ability to prepare for and deal with social problems (Schuler, 2009) , and is related to one's maturity (Schuler, 2013). So Civics learning can be present as education that forms civic intelligence, which is not only a vehicle for the formation of smart and good citizens, but also as a vehicle for building communication, solving problems, and showing concern for others (Payne & Adair, 2019) .

The dimensions of civic intelligence consist of several criteria, namely intelligence in terms of intellectual, emotional, social, and spiritual (Wahab & Sapriya, 2011, p. 31) . Intellectual intelligence must be supported by other intelligences, namely emotional, spiritual, and good morals so that the output produced is in line with humanitarian principles and prevailing morals. If intellectual intelligence is not accompanied by emotional, social moral, and spiritual balance, it will only produce greedy, ego, and arrogant humans. Fostering civic intelligence is part of the purpose of Civics. Civics is a scientific concept that can foster civic intelligence, and civic participation and civic responsibility as children of the nation and citizens of Indonesia (Winataputra & Budimansyah, 2012, p. 90).

However, observations illustrate that citizenship intelligence, especially among digital native generation students, is mostly at an unfavorable level. Civic intelligence will not automatically become good, it develops through the process of education and learning, especially in civic education. The rationale is that through Civics Education, it will produce civic intelligence. However, empirically it turns out that this element of civic intelligence is often missed in Civics learning.

Many Civics learning practices, especially in higher education, only focus on improving cognitive abilities conceptually and theoretically. while the social, spiritual, and emotional aspects have been missed, so that the impact is that students are only capable of theory and material but are unable to apply it (Cahyono, 2024). The contributing factor is that the majority of Civics lecturers on various campuses choose to use the lecture method to support the learning process, the result is that civic competence is not fully achieved (Cahyono, 2024)

Fraenkel (2007, p. 162) suggests that civic intelligence is in the realm of affect, which includes ideals and goals espoused, aspirations expressed, attitudes displayed, feelings prioritized, actions performed, and worries expressed. Schuler (2001, p. 166) adds that civic intelligence refers to the human ability to use information and communication for collective problem solving. O'Neill (2012) said that civic intelligence can help students in actively participating as citizens.

The concept of education about, through, and for citizenship was created by

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citizenship education experts to revitalize the internalization of this civic intelligence. This concept suggests that civic education should carry socio-pedagogical, socio-academic, and socio-cultural goals (Wianaputra, 2012). Thus, the potential factors of civic intelligence can be reduced (Wianaputra, 2012).

To achieve maximum potential in civic intelligence, there are several components that must be mastered by a lecturer, namely learning, learning, learning styles, and learning models. The definition of learning is an effort to improve behavior both in terms of knowledge, attitudes, skills, and valuable values and experiences (Djamaluddin and Wardana, 2019, p. 6). Learning can be interpreted as a student learning event that is facilitated in such a way, this means that students are subjects who seek information through learning, while those who facilitate learning activities are teachers or lecturers (Gagne in Sanjaya, 2006, p. 213). Likewise, another opinion that reinforces this definition, learning is a two-way complex activity between those who learn and those who teach (Rogers, at all, 2020). While learning style is a different way of each person in the process of learning and handling their tasks (Cassidy, 2004). In the National Education System Law No. 20 of 2003 Article 1 point 20, learning occurs when learners, educators, teaching resources, and the environment interact with each other. The description of learning above leads to several points of conclusion, that learning is (1) an activity that produces changes, (2) these changes must be taken in a short time, (3) and new changes occur due to effort (Komalasari, 2014, p. 2). So the model is a framework that frames approaches, strategies, methods, and techniques. As a verb, a model is a prop or a tool to show, as an adjective a model is an example, an example, an enviable thing, and as a noun a model is a picture (Asyafah, 2019). The learning model is a conceptual framework where the contents describe the structured steps to realize student learning experiences to achieve the expected learning objectives (Sagala in Rahman and Muliana, 2018). Another theory says that the learning model is an effort to realize the learning procedures that have been planned in reality (Syah, 2010, p. 87).

Utilizing the right learning model can fulfill the learning objectives of Civics, where the benefits of the learning model are very large for the success of the teaching and learning process. So that its existence and usefulness should not be underestimated. Lecturers must have the skills to determine and create learning models for the realization of learning objectives. In general, the existence of a learning model aims to make the learning process run effectively and optimally and the impact on learning outcomes is maximized. However, the learning activities planned in the model must fulfill the existing criteria and theories so that the learning model has an

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impact on learning outcomes (Khalil, M. & Elkhider, I.A., 2016).

Based on the explanation in the background of the research and how the problems found, this research aims to get an overview of what learning models are commonly used in learning Civics in higher education, as well as how the influence of the frequently used models on students' civic intelligence.

RESEARCH METHODS

The research method chosen in solving this research problem is a survey method with a quantitative approach. Survey method according to Sugiono (2016) is a way to obtain data related to opinions, behavior, or characteristics of the object under study. The survey method was chosen with the aim that this research seeks to obtain a description of the Civics learning process and then look for its influence on student civic intelligence. According to Creswell (2015, p. 376) survey selection is used for research with large populations but choosing relatively small samples. The population of this study is the higher education level, namely universities in Subang Regency. While determining the sample using *purposive sampling* technique, namely taking samples due to several considerations. Then the selected samples are: (1) two classes of students from Mandiri University totaling 45 people, (2) two classes of students from Subang University totaling 30 people, and (3) two classes of students from Subang State Polytechnic totaling 65 people. The students whose data were taken were students who at the time of the research, they were taking the compulsory Civics course.

The research instruments used consisted of questionnaires and questionnaires. Questionnaires are tools used to collect data from the respondents under study. In this study, a structured questionnaire with closed questions was used. Structured questionnaires, according to Kartono (1986, p. 208), have characteristics that are firm, definitive, and concrete. It also has short and limited questions and answers. In this study, the questionnaire was given to a group of students who had experienced Civics learning. The respondent's responsibility is to choose the answers that have been provided. This questionnaire will investigate the effect of learning models commonly used in Civics learning on students' civic intelligence. The questionnaire uses an ordinal scale (ranking), with intervals of 5 strongly agree, 4 agree, 3 undecided, 2 disagree, and 1 strongly disagree.

While the questionnaire in this study is a researcher's data collection tool that contains a number of questions that are closed or the answers to these questions have been provided, but are more elaborate, not definitive and concrete. The questions asked are not intended to test the intellectual abilities of the respondents, but rather to find out the

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responses of the students regarding the learning model commonly used in Civics learning.

Data analysis techniques are based on the instrument used. Each student's answer is counted, so that the total score of the entire answer is obtained. Furthermore, the score of each student which is their response related to the Civics Education model is then categorized into very high, high, low, or very low categories. The score categorization is as follows:

Table 1. Categorization of Scores in the Questionnaire

Interval	Category
0,8-1,8	Very Low
1,8-2,6	Low
2,6-3,4	Medium
3,4-4,2	High
4,2-5	Very High

Source: Arikunto & Sarifudin (2013, p. 160)

After obtaining the questionnaire results, a simple linear regression test was then conducted. Simple linear regression was chosen because in this study there is only 1 independent variable, namely the Civics learning model, and 1 dependent variable, namely civic intelligence. Linear regression is used to determine the relationship of the independent variable to the dependent variable. The regression equation to obtain a linear regression line equation for one independent variable is as follows (Susilawati, 2024).

$$Y = aX + K$$

Description:

Y: linear regression

aX: regression

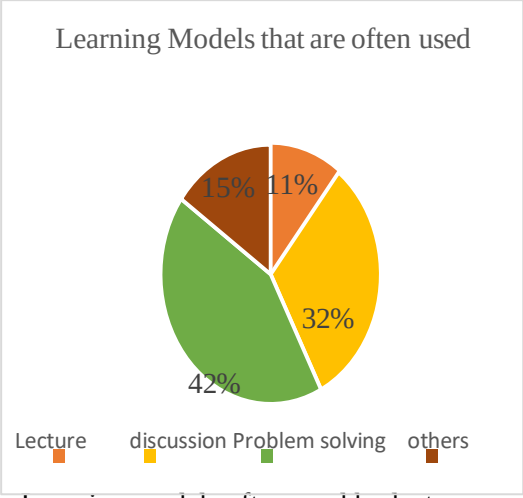
coefficient K: a

constant number

If the calculation results show a significant value <0.05, it means that there is an influence relationship from the independent variable to the dependent variable.

RESULT

An overview of the Civics learning process shows that learning is carried out using a model, and most often the model chosen is a conventional exploratory model with lecture and question and answer discussion methods. The following illustrates the percentage of models that are dominantly used by lecturers:



Learning models often used by lecturers
Source: processed by researchers

The use of conventional learning models is considered less effective when viewed from indicators of function, impact, and model elements. Conventional models do not direct students in obtaining information, ideas, skills, values, and ways of thinking that can develop /

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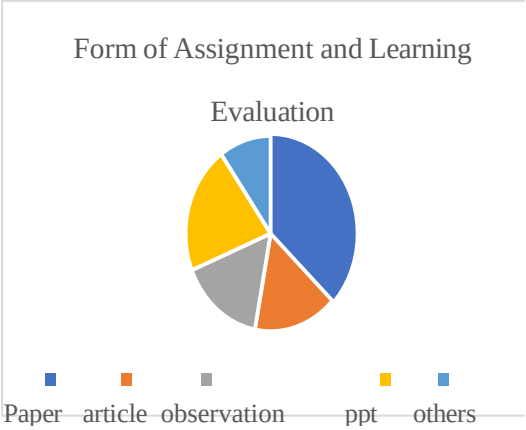
construct their own knowledge. As well as conventional explorative models do not accommodate the talents of students and the character of students who are nota bene generation Z. If according to Joyce and Weil (in Setyosari, 2013, pp. 228-239) who have divided learning models into three families, the models that are often used in Civics learning are conceptual model families, namely models that are analytical and show the relationship between concepts in the teaching material. Whereas based on Permendikbud No. 3 of 2020, concerning National Higher Education Standards, the recommended learning models are project-based learning, problem-based learning

In addition to the lack of variety of models used, assignments and learning evaluations are also monotonous. Indeed, the learning model can be used as a guide in carrying out learning activities, these instructions contain starting from curriculum provisions, choosing how to teach, preparing teaching media and materials, to the learning evaluation process, all of which are designed to achieve learning objectives (Mirdad, 2020). And a good learning model must have an impact on measurable learning outcomes (Rusman, 2013, p. 136). The most frequently used forms of assignments and assessments in Civics learning are papers, observations, presentations, PPTs, and articles. The following is an overview of the percentage of assignments that are dominantly used in Civics learning:



Forms of learning assignments and evaluations Source: processed by researchers From the survey results

It appears that the form of Civics learning evaluation is less diverse. Joyce and Weil (2000, p. 14) explain the elements contained in the model, among which there must be an evaluation system. So from this study it can be concluded that currently there is a great need for innovation in the development of learning models that can make optimal use of digital technology. It is time for a change in education to shape students' digital citizenship (Ribble, M, 2021). The learning model must construct or build student knowledge actively and independently, not just transfer knowledge from teachers to students. In accordance with the foundation of the philosophy of constructivism education and the nature of civic education as a family of social sciences, that knowledge is non- objective, temporary, and always changing, so the learning process must function as an interpretation tool that

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gives rise to unique meanings (Winarno, 2014, p. 90). This means that the learning process must try to create active student involvement, so that students can build their own knowledge.

The initial picture of the Civics learning process is actually quite good when viewed from the administration. However, the diversity of learning models used by lecturers is still limited. Learning models must be prepared based on various principles and theories of knowledge (Khoerunisa & Masyhuril, 2020) so that the product of the learning model meets the eligibility criteria. Of the most widely used learning models are discussion and problem solving models or case studies, with these models having a sufficient influence on students where student learning outcomes are categorized as good thanks to discussion and problem solving models. The lecturers also actively utilize digital technology such as digital devices and various *platforms*, including utilizing YouTube, TikTok, Instagram, and Quisizz social media.

However, the average respondent also answered that there is still a need for innovative learning models, which are interactive, digital, and problem solving. This is solely so that the learning process and results of Civics are maximized. Because in the era of technology and in the midst of students who come from generation Z, internet learning or *e-learning* is very important, educators and teachers need to change part and or all of the conventional form of instruction to technological instruction, which is commonly known as the digital classroom (Sumardi & Muamaroh, 2020). There are student answers that show dissatisfaction, because they feel less than optimal in understanding Civics matari, this is the impact of the ineffective selection of learning models that are often repetitive, saturating, and less *power full*. From these answers it turns out that there is an impact and correlation between the use of learning models on learning outcomes. So students at the end of the questionnaire agreed to answer the need for innovative learning models, the average answer agreed that they wanted a project model, because they wanted to get real experience from the Civics learning process, not just theoretical. The innovative models that students want are about problem-solving project models, digital-based project models, and interactive models.

According to the National Council of Science and Technology (NCSS) (2000), learning that does not have full power produces meaningless understanding, less in accordance with the real world of students, less value, less challenge, and students who are not actively involved in the learning process. This is based on the fact that classroom activities have not reached the affective and psychomotor stages because they are still limited to providing knowledge and understanding (the level of change in the structure of cognition). Students only understand concepts, attitudes, norms, values, citizen relations, rights and obligations,

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and state defense education (Masrukhi, 2018). However, they only understand theoretical memorization and low-level knowledge. This is evidenced by the results of the civic intelligence questionnaire that shows:

1. High level of response (≥ 60% in the "Always" category)
   a. 71% of students have a helpful attitude
   b. 62% of students respect the rights and interests of others
   c. 66% of students uphold tolerance in cultural diversity
   d. 60% of students have a happy-giving attitude
   e. 68% of students are able to maintain good relationships with others
   f. 61% of students have concern for others
   g. 65% of students always do good to others
   h. 68% of students always respect others Respondents tend to have high

   Interpersonal intelligence, as evidenced by their attitude of always respecting others, empathizing, and showing a desire to help and give. Social intelligence is also demonstrated through high tolerance for cultural diversity and the ability to maintain good relationships with others.
2. Responses with Moderate Level (30-59% in the "Always" category)
   a. 36% of students are able to utilize the new information you get well
   b. 37% of students have responsible character
   c. 43% of students agree that information obtained from reliable sources can broaden your mindset.
   d. 57% of students uphold tolerance in social diversity
   e. 50% of students uphold tolerance in economic diversity
   f. 50% of students always resolve conflicts by prioritizing ways that invite peace
   g. 40% of students have decision-making skills in dealing with personal problems
   h. 55% of students always practice communication ethics when interacting with others
   i. 37% of students have certainty to empower life
   j. 52% of students have high self-awareness

   Respondents' cognitive and emotional intelligence were at a moderate level. They are quite capable of utilizing information, resolving conflicts well, and have fairly good self-awareness and decision-making skills. However, their ability to make decisions in a general context and deal with difficult situations still needs to be improved.
3. Low Level of Response (≤ 30% in the "Always" category)

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a. 12% of students have high creativity
b. 14% of students have decision-making skills in dealing with common problems
c. 19% of students always respond to something calmly and wisely
d. 13% of students always participate in communicating various government programs
e. 13% of students always utilize communication channels to convey their aspirations to the government
f. 17% of students can remain calm when faced with adverse changes
g. 12% of students are not easily overwhelmed
h. 29% of students always put themselves in their proper position

There are several aspects of civic intelligence that need special attention, namely creativity, participation in government programs, and emotional control and calmness in the face of change. The tendency to be calm and calm when facing difficult situations shows the need for further development of civic intelligence. This shows that students' civic intelligence is not good, because Hamzah & Kuadrat (2009, p. 32) define intelligence as the result of the development of all human brain functions. In line with Sternberg, et al (2011, p. 6) state that in the definition of intellectuality there are at least two themes, namely learning from experience and adapting to experience. So important is civic intelligence that Schuler (2011, p. 2) considers it a social phenomenon, the content of which is a manifestation of the collective intelligence that a citizen needs or must have.

Next is the simple linear regression test stage, to determine whether there is an effect of using the commonly used Civics learning model on student civic intelligence. The following are the results of the simple linear regression test:

Table 2. Linear Regression Test Results ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.983	1	.983	.267	.696[b]
	Residuals	3.684	1	3.684		
	Total	4.667	2			

a. Dependent Variable: Civic Intelligence

b. Predictors: (Constant), Learning

Model Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	td. Error	Beta		
1(Constant)	41.311	5.870		7.037	.090
Learning Model	-.087	.168	-.459	-.517	.696

Based on the results of the linear regression test to find the effectiveness of the influence of the independent variable (learning

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model) on the dependent variable (citizenship intelligence) obtained the results of the f test with a significance of 0.696. This figure is greater than α 0.05, which means that there is no influence from the application of the learning model on increasing citizenship intelligence. This shows that there is no significant effect of using case study and discussion models on increasing civic intelligence. This means that the Civics learning model that is usually used is not effective for increasing civic intelligence. This is unfortunate because Civics Education is a multi-discipline, in order to hone critical, analytical, democratic thinking in accordance with the values of Pancasila and the 1945 Constitution (Somantri, 2001, p. 299). In essence, Civics has a context as national character education (Somantri, N., Winataputra, U., 2017, p. 12) and at the same time is the most strategic place in developing student civilization (Saripudin, D., Komalasari, K., Noor, D., 2012). The nature of Civics becomes less achieved because of the non-optimal selection of learning models. If the right learning model is chosen, it will give maturity to a person, because this civic intelligence becomes metacognitive (Schuler, 2015).

So it would be better if Civics teaching academics and practitioners innovate learning models in order to achieve maximum civic intelligence competence. A model that strongly supports civic intelligence is a model based on the philosophy of progressivism according to John Dewey (in Amka, 2019, pp. 49-65) which requires education that must continue to advance. And cybernetic learning which is an effort to encourage students to arrive at their learning goals effectively, using elements of cognition and the human mind, through the information processing process (Pratama, 2023).

CONCLUSION

In general, Civics learning models that are commonly and commonly used at the higher education level include case studies, problem solving, discussions and questions and answers, and presentations. This shows that there is already a variety of variations in the selection of learning models, but it is only contextual and lacks innovation. Because the commonly used model does not present the needs of today's generation z students. Based on the commonly used learning model, it turns out that it does not have a significant influence or impact on aspects of civic intelligence. Whereas the civic intelligence aspect is an important part of Civics. Respondents showed high levels of social intelligence, especially in interpersonal interactions and tolerance for diversity. However, there are some areas that require further development, particularly in relation to creativity, social participation and the ability to manage emotions in challenging situations. Improvements in these areas could

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improve the overall balance of civic intelligence

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