# SOCIAL STUDIES EDUCATION IN SOUTH AND SOUTH EAST ASIAN CONTEXTS

Edited by
Kerry J Kennedy

Routledge

Social Studies Education in South and South East Asian Contexts

The education of young people is context bound. This edited volume explores the contexts that characterise South and South East Asia and their influence on social studies education. There is not a single context across this broad geographical expanse, rather different religions, different political systems and different values exert influences that create distinctive programmes that characterise different countries. Yet there are also commonalities such as the post-colonial nature of most of the countries portrayed in this book, determined efforts at establishing new national communities and multiple value systems that lead to distinctive local priorities. There are also voices of resistance in these chapters, recognising the realities of local contexts but also recognising the need for change. Social studies education in these contexts may well be descended from its origins in North America, but in South and South Asian contexts, it has taken on new purposes, new forms and new values.

Education researchers, policymakers and postgraduate students in comparative education will find the volume useful in its exploration and comparison of the social studies curricular and reforms that shaped them.

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Routledge Series on Schools and Schooling in Asia
Series editor: Kerry J Kennedy

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I would like to dedicate this book to the late Professor Colin Marsh who was a leader of social studies education in Australia. He was well known for his writing and professional engagement. He was also a keen contributor to broader curriculum issues, and his voice was often heard on a range of professional issues that challenged Australian educators. He also worked in Asia – especially in Singapore and Hong Kong – where he was well known by teachers and professional communities. He was a personal friend and a mentor who continues to be missed and whose memory is cherished.

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Series editor's note

The so called "Asian century" is providing opportunities and challenges both for the people of Asia as well as in the West. The success of many of Asia's young people in schooling often leads educators in the West to try and emulate Asian school practices. Yet these practices are culturally embedded. One of the key issues to be taken on by this series, therefore, is to provide Western policymakers and academics with insights into these culturally embedded practices in order to assist better understanding of them outside of specific cultural contexts.

There is vast diversity as well as disparities within Asia. This is a fundamental issue and for that reason and it will be addressed in this series by making these diversities and disparities the subject of investigation. The 'tiger' economies initially grabbed most of the media attention on Asian development and more recently China has become the centre of attention. Yet there are also very poor countries in the region and their education systems seem unable to be transformed to meet new challenges. Thus the whole of Asia will be seen as important for this series in order to address not only questions relevant to developed countries but also to developing countries. In other words, the series will take a 'whole of Asia' approach.

Asia can no longer be considered in isolation. It is as subject to the forces of globalization, migration and transnational movements as are other regions of the world. Yet the diversity of cultures, religions and social practices in Asia means that responses to these forces are not predictable. This series, therefore, is interested to identify the ways tradition and modernity interact to produce distinctive contexts for schools and schooling in an area of the world that impacts across the globe.

Against this background, the current volume dealing with social studies education makes a welcome addition to the *Routledge Series on Schools and Schooling in Asia*. Like its companion volume, *Social Studies Education in East Asian Contexts*, this book examines the formal structures, their policies and reforms for social studies education but with a focus on South and South Asian contexts. It also looks into classroom and at times the community to highlight some very distinctive features of learning opportunities in these contexts.

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Kerry J Kennedy
Series Editor
Routledge Series on Schools and Schooling in Asia

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7 Social studies as citizenship transmission in Indonesian schools

Dasim Budimansyah and Theodorus Pangalila

The historical-epistemological pillars of social studies

The development of social studies ideology cannot be separated from the role of the United States as a country with a significant academic reputation. The first epistemological milestone for social studies is in the form of a definition put forward by Edward Bruce Wesley "Social Studies are simplified social sciences for pedagogical purposes" (Barr, Bath, & Shermis, 1977, pp. 1–2). This definition was subsequently standardized as reported by Barr et al. (1977): "the Social Studies comprised of those aspects of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy which in practice are selected for instructional purposes in schools and colleges" (p. 2).

Based on these definitions, social studies reflects aspects of history, economics, political science, sociology, anthropology, psychology, and philosophy selected to learn in schools and colleges. The initial definition of social studies suggests: (1) social studies are disciplines derived from social sciences or "an offspring of the social sciences" (Welton & Mallan, 1988, p. 14); (2) these disciplines were developed for learning purposes, at both schools and colleges; (3) aspects of each social science discipline need to be selected according to the learning objectives.

Although there has been an initial definition, the subsequent development of social studies was wracked by uncertainty, especially in the period 1940–1970. As Edgar Bruce Wesley reported, social studies have long suffered from conflicting definitions, overlapping functions, and philosophical confusion. The situation is considered to have caused uncertainty, disconnection, unity, and lack of progress. During this period, social studies went through a challenging period (Barr et al., 1977, p. iv).

In the period 1940–1950, social studies came under attack from almost all directions, which revolved around the question of whether social studies should instill values and attitudes toward the younger generation. This issue arose as one of the effects of a prolonged Civil War, which gave rise to demands for schools to teach the knowledge, skills, and attitudes needed to participate in a democratic society. The demand led to the emergence of efforts to emphasize the importance of teaching history, in the form of historical facts, American institutional government, and detailed analysis of the American constitution. At that time, the

learning process strongly emphasized the learning of separate social science subjects, factual information memorization, and uncritical transmission of selected cultural values (Barr et al., 1977, p. 35).

The second epistemological milestone for social studies took place in the 1960s when an academic movement emerged, which saw a social studies revolution sponsored by historians and social scientists. The two scientific groups were captivated by social studies, partly due to the federal government at the time providing enormous funds for curriculum development. The academic movement is known as the "the new social studies". However, until the 1970s, the idea of "the new social studies" had not become a full reality.

The issues that have continued to affect social studies related to indoctrination, conflicting learning objectives, and disputes regarding learning content (Barr et al., 1977, p. 46).

As seen as a whole in the period 1940–1960, the most striking was the occurrence of a tug-of-war between two visions of "social studies", namely between groups seeking to integrate various social science disciplines for "citizenship education" and other groups separating various social science disciplines which tends to weaken the concept of an integrated "social studies". The conflict between the two camps was arguably caused by some factors. The first factor was opposing studies competitively designed to influence school curricula, especially those relating to students' understanding and attitudes. The influence of public opinion as a result of World War II, Cold War, and Korean War was another factor. Public criticism caused by the inability to realize the idea of developing critical thinking skills in the practice of education in schools, as proposed/championed by John, also played an important role. There was a breakthrough from Maurice P. Hunt and Lawrence E. Metcalf in 1955, when they introduced a new way of integrating social science knowledge and skills into "citizenship education". It was stated that social studies programs in schools should be organized not in the form of learning separate social sciences but oriented to issues in society, such as sex, patriotism, race, and others which were usually full of prejudice, ignorance, myths, and controversies that can be the subject of rational reflection. In this way, social studies began to be directed at efforts to teach students to be able to make decisions to solve public problems (Hunt & Metcalf, 1955). This innovation was reinforced by the idea of Shirley H. Engle who in 1960 wrote the article "Decision Making: The Heart of Social Science Instruction" which fundamentally and firmly reflected John Dewey's ideas about critical thinking education (Engle, 2003, pp. 7–10).

Another powerful pressure for change appeared in 1957, calling for efforts to reform social studies. Two factors were triggering this effort, namely the Soviet Union's success in launching "Sputnik" (the first artificial satellite in the world) in 1957 which made the United States panic and feel it was falling behind the Soviet Union. In addition, the publication of the research of two Purdue University lecturers, namely H.H. Remmers and D.H. Randles, also known as the Purdue Opinion Poll Research with a sample of school-age children concluded:

(1) only about 35 percent of young people believe that newspapers need to be allowed to publish whatever they want; (2) 34 percent believe the government needs to forbid some people from speaking; (3) 26 percent believe the police need to be allowed to search someone's house without collater; (4) 25 percent felt some groups need not be allowed to hold meetings. The results of the study were assessed as one of the failures of "content-centered" social studies with the dominance of the "expository" approach, which at the same time hinted at the need to change social studies learning into learning oriented to "the integrated, reflective inquiry and problem solving-centered" (Barr et al., 1977, pp. 41–42).

In the 1970s, social studies found new milestones by proposing new definitions and identifying social studies in three traditions. The new definition of social studies was as follows:

> Social Studies is an integration of social sciences and humanities for instruction in citizenship education. We emphasize "integration," for social studies is the only field which deliberately attempts to draw upon, in an integrated fashion, the data of social sciences and the insights of humanities. We emphasize citizenship, for social studies, despite the differences in orientation, outlook, purpose, and methods of teachers are almost universally perceived as preparation for citizenship in a democracy.
>
> (Barr et al., 1978, p. 18)

This definition implied several things: (1) social studies is a system; (2) the main mission of social studies is citizenship education in a democratic society; (3) the main sources of social studies content are social sciences and humanities; (4) to prepare democratic citizens to be open to the possibility of differences in orientation and learning strategies. If seen broadly, it implies that social studies can be developed based on one tradition or a combination of two or more traditions. Each of these traditions is briefly explained in Table 7.1.

The definition of social studies and the identification of social studies into the three pedagogical traditions mentioned earlier can be considered as the third historical-epistemological milestone of social studies in the 1970s.

In the 1980s, the development of social studies was marked by the birth of two academic documents issued by the National Council for Social Studies (NCSS), namely the Report of the National Council for Social Studies Task Force on Scope and Sequence, entitled In Search of a Scope and Sequence for Social Studies (NCSS, 1983) and A Report of the Curriculum Task Force of the National Commission on Social Studies in School, entitled Charting a Course: Social Studies for the 21st Century (NCSS, 1989). Both of these documents can be seen as the fourth and fifth historical-epistemological milestones of social studies. The status, objectives, content, and learning of social studies are briefly illustrated in Table 7.2.

In 1992, the board of directors of NCSS adopted a new vision of social studies that could be called the sixth historical-epistemological milestone of social

Table 7.1 Three Traditions of Social Studies

Traditions	Purpose	Method	Content
Social Studies as Citizenship Transmission	Citizenship is best promoted by inculcating the right values as a framework for making decisions.	Transmission: Transmission of concepts and values by such techniques as textbook, recitation, lecture, question and answer sessions, and structured problem-solving exercise	Content is selected by an authority, interpreted by the teacher, and has the function of illustrating values, beliefs, and attitudes.
Social Studies as Social Sciences	Citizenship is best promoted by decision-making based on mastery of social science concepts, processes, and problems.	Discovery: Each of the social sciences has its method of gathering and verifying knowledge. Students should discover and apply the method that is appropriate to each social science.	Proper content is the structure, concepts, problems, and processes of both separate and integrated social science disciplines.
Social Studies as Reflective Inquiry	Citizenship is best promoted through a process of inquiry in which knowledge is derived from what citizens need to know to make decisions and solve problems.	Reflective inquiry: Decision-making is structured and disciplined through a reflective inquiry process that aims at identifying problems and responding to conflict using testing insights.	Analysis of individual citizen's values yields needs and interests, which, in turn, form the basis for student self-selection of problems. Therefore, it constitutes the content for reflection.

Source: Based on: (Barr et al., 1977, p. 67; Kilinc, 2014, p. 415).

Table 7.2 Status, Goals, Content, and Learning of Social Studies

Academic Document	Social Studies			
	Status	Objective	Content	Method
Report of the National Council for Social Studies Task Force on Scope and Sequence	Social studies is an essential subject at all levels of school education.	They were developing students to become citizens who have sufficient knowledge, values, attitudes, and skills to participate in democratic life.	Excavated and selected from history and social sciences, as well as in many ways from humanities and science	Using ways that arouse personal awareness, society, cultural experiences, and personal experiences of students
A Report of the Curriculum Task Force of the National Commission on Social Studies in School	Social studies is a subject that emphasizes the role of citizens in democracy, providing consistent and cumulative learning from Kindergarten to Grade 12	(1) Civic responsibility and active participation; (2) Perspective on their life experiences; (3) A critical understanding of the history, geography, economic, political, social, institutions, traditions, and values of United States; (4) An understanding of other peoples and the unity and diversity; (5) Critical attitudes and analytical perspectives approach	The content not to be treated as things to memorize	Using interactive learning process such as reading, writing, observing, debating, role play, or simulation, working with statistical data and using critical thinking skills

Source: Based on NCSS (1983, 1989).

studies. The statement was later published in 1994 as the official NCSS document, *Expectations of Excellence: Curriculum Standard for Social Studies.* In the document, social studies was understood as:

> the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provided coordinated, systematic study drawing on such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.
>
> (NCSS, 1994, p. 3)

NCSS curriculum standards offer a set of principles whereby content can be selected and organized to build a social studies curriculum that is feasible, valid, and can be maintained from Kindergarten to Grade 12. The standard was first published in1994 and has been widely and successfully used as a framework for teachers, schools, districts, states, and other countries as a tool for curriculum alignment and development. Along with many changes in the world and education since the original curriculum standard was published in 2010, revisions were made in the *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment.* This revised standard reflected a desire to continue and build on the expectations set in the earlier standard for useful social studies in classes from Kindergarten to Grade 12. This updated standard maintains the main emphasis of the original document and supports students to become active participants in the learning process. The revised standard offers a sharper focus than the original standard on "(1) objectives; (2) questions for exploration; (3) knowledge: what students need to understand; (4) process: what students can do; (5) products: how learners show understanding" (NCSS, 2010, pp. 3–5).

The development of social studies as a field of study was built on an ontology of integrated knowledge that epistemologically has traveled a very long journey of thought driven by the NCSS. There is a continuum of social studies' stretching from Edgar Bruce Wesley in 1935 to the latest social studies ideas from NCSS (2010). The ideology of social studies has influenced the field in other countries, including thoughts on social sciences/social science education in Indonesia.

Development of social science education thoughts in Indonesia

The term social science/social science education first appeared in a national seminar on civic education in 1972 in Tawang Mangu, Central Java. In the national seminar report, three terms emerge and are used interchangeably, namely social

knowledge, social studies, and social science education. These were interpreted as a study of selected social problems and developed using an interdisciplinary approach aiming to make social problems understandable by students (Winataputra, 1978, p. 42). This understanding of social science education (SSE) agreed at the Tawang Mangu national seminar is considered to be the first milestone in the development of thinking about social science education (SSE) in Indonesia.

The concept of SSE first used in schools started in 1972–1973 as part of the curriculum of the Pilot School Development Project of the Teacher Training and Education Institute of Bandung (PPSP IKIP Bandung)/Pioneer School Development Project Curriculum of the Bandung Institute of Teacher Training and Education. This happened, perhaps coincidentally, some experts who became thinkers in the Tawang Mangu national seminar, namely Achmad Sanusi, Noeman Somantri, Achmad Kosasih Djahiri, and Dedih Suwardi were lecturers at IKIP Bandung (now the University Education of Indonesia – Universitas Pendidikan Indonesia). These pioneers became members of the PPSP Curriculum Development Project. In the eight-year PPSP elementary school curriculum, the term "national citizenship education/social studies" is used. The use of the term social studies seems to be influenced by the thoughts of Achmad Sanusi, who in 1972 published a manuscript entitled whose content was colored by the ideas of Leonard S. Kenworthy (1970) t in his book, *Guide to Social Studies Teaching*.

In the four-year PPSP middle school curriculum, three terms are used: (1) social studies, as a core subject for all students and as a flagship for groups of social subjects consisting of geography, history, and economics as major subjects in the social department; (2) national citizenship education, as a core subject for all majors, and (3) civics and law, as major subjects in the department of social affairs (PPSP IKIP Bandung, 1973a, 1973b).

The PPSP IKIP Bandung curriculum can be seen as a second milestone in the development of SSE ideology in Indonesia, namely the academic agreement on the entry of SSE into the school curriculum. At this stage, the concept of SSE was realized in three forms: (1) SSE integrated with the name of national citizenship education/social studies; (2) separate SSE, where the term SSE is only used as an umbrella concept for subjects in geography, history, and economics; (3) national citizenship education as a special form of SSE, which is the a concept of the US social studies tradition relating to the tradition of citizenship transmission (Barr et al., 1977).

The SSE concept was subsequently adopted in the 1975 curriculum, which in many cases adopted the innovations conducted by the PPSP IKIP Bandung Curriculum. In the 1975 curriculum, SSE presents four profiles: (1) Pancasila moral education replaces the national citizenship education as a special form of SSE emboding the tradition of citizenship transmission; (2) integrated SSE for elementary schools; (3) confined SSE for junior high schools where SSE is an umbrella concept covering the subjects of geography, history and cooperative economics; (4) a separate SSE covering the subjects of history, geography, and economics for high school (SMA) or history and geography for teacher education schools (SPG) (Dep. P dan K [Departemen Pendidikan dan Kebudayaan/

Table 7.3 Purpose of Social Subjects at Senior High School Level

Name of Subject	Objective	Tradition
National and General History	Instill an understanding of the development of society from the past to the present, foster a sense of nationality and love for the motherland and a sense of pride as Indonesian citizens, and broaden the horizons of community relations between nations in the world	Citizenship transmission
Economics	Provide knowledge of simple concepts, theories, and apply them to solve the economic problems people face critically and objectively	Social studies taught as social science
Sociology	Provides the ability to critically understand various problems that arise in daily life along with changes in society and culture, instill awareness of the need for community provisions, and be able to state themselves in various socio-cultural situations according to their state, role, number, and social values in society	Social studies taught as social science
Geography	Provides the ability and rational attitude that is responsible for dealing with natural phenomena and life on earth and the problems that arise due to interaction between humans and their environment	Social studies taught as social science
Economics (Social Program)	Provides stock to students familiar with several simple economic concepts and theories to explain facts, events, and economic problems encountered	Social studies taught as social science
State Administration	Improves the ability for students to understand the administration of the state according to the state institutional system, the judicial system, the government system, the Republic of Indonesia, and other countries	Social studies taught as social science
Cultural History	Implants understanding of the interconnectedness of the cultural development of society in the past, present, and future for students to be aware of and appreciate the results and cultural values of the past and present	Social studies taught as social science
Anthropology	Provides knowledge about the process of cultural occurrence, its use and manifestation in daily life; instill awareness of the need to respect the cultural values of a nation, especially the nation itself; and ultimately it is also intended to instill awareness about the role of culture in the development of society and the impact of cultural change on people's lives	Social studies taught as social science

Source: Ministry of Education and Culture/MOEC (1993, pp. 29–33).

Ministry of Education and Culture/MOEC], 1975, 1975a, 1975b, 1975c, 1976). Such SSE concepts were maintained in the 1984 curriculum.

In 1994, the curriculum subject of Pancasila moral education changed its name to "Pancasila Education and Citizenship (PPKn)/Pancasila and Civic Education (PCE)". Conceptually, these subjects are still in the field of SSE, specifically embracing the tradition of citizenship transmission with the main content of Pancasila values (*Panca* (Sanskrit) means five, *Sila* (Sanskrit) means principle. Pancasila means the five guiding principles of our nation's life (of Indonesia) that are organized using a spiral of concept development approach (Taba, 1967) and an expanding environment approach by Paul R. Hanna (Stallones, 2002), with a starting point at each of the precepts of Pancasila.

In the 1994 curriculum, PPKn became a special social subject to be followed by all elementary school, junior high school, and senior high school students. There were three forms of SSE subjects: (1) integrated SSE in elementary schools Grade 3 through Grade 6; (2) confined SSE in junior high schools to include material on geography, history, and cooperative economics; (3) a separate SSE in high school similar to the social studies tradition taught as social science (Barr et al., 1977), consisting of subjects in national history and general history, economics, geography in Grades 1 and 2; sociology in Grade 2, cultural history in Grade 3; language program; economics, sociology, state administration, and anthropology in Grade 3. Social programs have varied objectives. Based on its purpose, each social subject has varied objectives, but its essence leads to two traditions of social studies, which are briefly illustrated in Table 7.3.

From 1994 to 2013, there were different curriculum changes, but PPKn remained a compulsory social subject followed by all elementary, junior high, and senior high school students. The SSE subjects are still in three forms: (1) integrated SSE in elementary schools; (2) confined SSE in junior high schools; (3) separate SSE in high school. Thus, the development of SSE ideology embodied in the school curriculum of Indonesia until the 2000s is underpinned by two concepts: firstly, SSE taught in the tradition of citizenship transmission in the form of PPKn subjects; secondly, SSE taught in the tradition of social studies taught as a social science in the form of integrated SSE in primary schools, SSE is confined in junior high school shovels, and SSE is separate in senior high schools.

Pancasila and civic education: SSE in the tradition of citizenship transmission in Indonesia

Pancasila is Indonesia's state philosophy and as such needs to be implemented and enforced by all Indonesian citizens. Pancasila is a guide for the community, nation, and state life in the context of global dynamics (Tjalla, 2019, p. 6). Based on this ideology, in the 1994 curriculum, PPKn/PCE subjects were integrated. In the previous period, the terms were used interchangeably, for example in the PPSP IKIP Bandung Curriculum (1972–1973), the term "national citizenship education/social studies" was used. In the 1975 and 1984 curriculum, the term "Pancasila moral education". PCE was SSE taught in the tradition of citizenship

transmission in Indonesian schools. These subjects are mandatory for all elementary, junior high, and senior high school students.

According to the 1994 curriculum, PCE was defined as,

> subjects used as a vehicle to develop and preserve noble and moral values that are rooted in the culture of the Indonesian people. These noble and moral values are expected to be realized in the form of daily student behavior, both as individuals and as members of society and creatures created by God Almighty.
>
> (Depdikbud/MOEC, 1993)

From this understanding, it can be seen that PCE belonged to the social studies tradition of citizenship transmission with values and morals derived from Indonesian culture as its content. Moreover, examining closely the purpose of PCE, which is to instill attitudes and behaviors in daily life and provide the ability to attend further education, a concept of articulation (Tyler, 1979) emerges. Articulation, in this context, means that materials taught at lower levels are progressively developed in higher levels.

When Indonesia adopted the 2006 curriculum, the term PCE changed to civic education (CE). This did not last long, however, since the term CE was reverted to PCE when the 2013 curriculum came into effect. The 2013 curriculum placed several emphases: (1) placing PCE as an integral part of a group of subjects having a mission of strengthening nationality; (2) organizing competency standards, basic competencies, and indicators to strengthen the values and morals of Pancasila, the values and the 1945 Constitution/Indonesia Constitution, the values and spirit of unity in diversity, and the insights and commitments of the Unitary State of the Republic of Indonesia. Besides, the 2013 curriculum strengthens student development in the dimensions of "(1) civic knowledge, (2) civic disposition, (3) civic skill, (4) civic confidence, (5) civic commitment, and (6) civic competence" (Kemdikbud, 2013, 2018).

The PCE subjects are based on three missions: (1) the mission of conservation education, namely developing and preserving the noble values of Pancasila; (2) the mission of social and moral development, which is to develop and foster students who are aware of their rights and obligations, obey applicable regulations, and be virtuous; (3) the mission of socio-civic development, which is to foster students to understand and be aware of the relationships between family members, school, and community and in the life of the nation and state. From these three missions, it is clear PCE reflects the tradition of "citizenship transmission" which reflects a perennialist philosophy of education emphasizing education's role to preserve "accepted and tested values" and philosophy of education "essentialism" which emphasizes the development of "essential values" (Brameld, 1965).

In the praxis of learning, however, the mission of PCE was to provide values and moral education (Puskur, 1998), requiring a more teacher-centered learning process using the process of "inculcation" (CICED, 1999). Such conditions

indicate that PCE is conceptually not coherent, in the sense of not achieving the continuity and wholeness between the conception of the objectives with the instrumentation and pedagogical praxis. One reason is due to the dominance of the principles of "psychology faculty", which emphasizes the process of memorizing exercises to help mature the mind. This contrasts with the concept and principle of "field psychology", which emphasizes the process of insight. Field psychology gives birth to a more meaningful learning process such as the process of problem-solving and "inquiry" (Winataputra, 2001).

Based on this analysis and the development of PCE in Indonesia to date, it can be seen that there are fundamental paradigmatic weaknesses at both the conceptual and the practical level. The most prominent are weaknesses in the conceptualization of PCE, excessive emphasis on the behavioristic moral education process, inconsistency in elaborating dimensions of national education goals into the PCE curriculum, and isolation of the learning process of Pancasila moral values in the context of scientific and socio-cultural disciplines (Winataputra, 2001; Suryadi & Budimansyah, 2017).

The conditions of social and political life in Indonesia during the New Order (1966–1998) influenced the practice of PCE. This meant it was less reflective of democratic civil ideals due to state agents conducting excessive political indoctrination. After the fall of the authoritarian regime, when indoctrination was no longer allowed, there was a great hope that national life would become more democratic. In the "reform" era (post-1998), the new citizenship discourse put recognition of the rights of citizens as a central issue in a democratic pluralist society. In this context, the struggle and acquisition of civil rights, human rights, and social and political justice were believed to be more easily achieved (Kalidjernih, 2001). After two decades, however, it seems this hope has not been achieved except as related to freedom of expression, where the opportunities available are far more extensive compared to opportunities in the previous authoritarian regime (Kalidjernih, 2008). On the other hand, in the era of "democratic transition", the Indonesian people were confronted with various phenomena of public life that were genuinely concerning.

The turbulent situation after the reform can be explained sociologically because it has links with social structures and cultural systems that were built in the past. Trying to read the post-1998 reform situation, some fundamental sociological symptoms are the source of various shocks in Indonesian society nowadays. First, it is a sad fact after the fall of the "autocratic" power structure of the New Order regime, it turned out that it was not that democracy was gained. Rather, it was an oligarchy where power was concentrated in a small group of elites. At the same time, the majority of the people (demos) remained far from sources of power (authority, money, law, information, education, etc.). Although the oligarchy was hatched and raised by Suharto's New Order, it changed dramatically as the Suharto regime fell (Winters, 2013), and their control became stronger (Robinson & Hadiz, 2004).

It seems all symbols considered effective in mobilizing the people are used by these small groups to force their will in the post-reform era. All this happened

whether realized or not by the elites who were indeed suffering from "political myopia" (i.e., only oriented toward the election, not long-term goals). Thus, all the moral directions of the nation are practically controlled by small groups that tend to be partisan and primordial. Politics operates in the sense of the Machiavellian, for the accumulation of individual power resources such as wealth, position, and status is achieved through clever strategic decisions, including decisions made since planning political and economic alliances or embracing and winning votes in elections (Liddle, 2013). The results of decentralization in some areas have disappointed; corruption and money politics remain rampant, reforms in the regions are taking place, district governments remain infertile, and many other diseases abound.

These pathologies were born due to the fundamental interests of "predator" groups at the local level, which were not paralyzed at the collapse of the New Order (Hadiz, 2010). On the contrary, regime change in Jakarta created new pressures for local elites to utilize as much power as delegated to them to protect their own economic and political interests (Robinson & Hadiz, 2013).

As a result, decentralization did not produce the results promised by most of its supporters; some of which even revealed several empirical cases that could be explained by oligarchic-based theoretical analysis (Aspinal & Mietzner, 2010).

Second, the source of various shocks in post-reform Indonesian society is the result of the emergence of socio-cultural animosity. These symptoms appear and become increasingly post-collapse after the New Order regime. When the New Order regime was successfully overthrown, the pattern of conflict in Indonesia increased. It occurred not only between fanatics of the New Order and supporters of the Reformation, but expanded into conflicts between clans, religious believers, social classes, and so on. Its nature was not vertical, between the upper classes and lower classes, but more often horizontal, between the ordinary people, for the conflicts that occur are not corrective conflicts but destructive (not functional but dysfunctional), as if Indonesia as a nation is destroying itself (self-destroying nation).

Another feature of the conflict that occurred in Indonesia is not only those that are open (manifest conflict) but even more dangerous is the hidden conflict (latent conflict) between various groups. Socio-cultural animosity is a socio-cultural hatred derived from differences in cultural characteristics and differences in a fate given by history, for there is an element of desire for revenge. This hidden conflict is latent because there are hate socialization mechanisms that take place in almost all socialization institutions in society (ranging from families, schools, villages, places of worship, media organizations, political organizations, etc.) (Budimansyah, 2011).

As seen at the process integration of the Indonesian nation, the problem lies in the lack of developing natural and participatory value agreements (normative integration) and relying more on the power approach (coercive integration). Based on this reality, the ideals of reform to build a new Indonesian society should be conducted by building on the results of an overhaul of the overall order of life in the past. The core of these ideals is that a democratic civil society has

an adaptive Indonesian character in the global era (Budimansyah, 2016, 2018). Therefore, PCE pedagogical instrumentation and praxis should produce meaningful, integrated, value-based, challenging, and activating learning processes (Budimansyah, Suharto, & Nurulpaik, 2019).

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14 Adaptive model of social studies learning and classroom culture in Indonesian schools

Dasim Budimansyah and Theodorus Pangalila

The psycho-pedagogic framework of social studies

The psycho-pedagogic framework of social studies is best reflected in the objectives formulated by the National Council for Social Studies (NCSS): "to help young people make decisions based on information and reasons for the public interest as culturally diverse and democratic citizens in an interdependent world". In more detail, social studies aim at "fostering civic competence including the knowledge, intellectual processes, and democratic character that students need to become active citizens and engage in public life" (NCSS, 2010, p. 1).

By making citizenship competencies a central goal, the intention is to emphasize the importance of educating students who are committed to democratic ideas and values. It is important to realize that citizenship competence depends on a commitment to democratic values and requires citizens to have the ability to: (1) use their knowledge of the community, nation, and the world; (2) applying the inquiry process, and (3) using the skills of collecting and analyzing data, collaborating, making decisions, and solving problems. Young people who are knowledgeable, skilled, and committed to democracy are needed to maintain and improve democratic ways of life, and participate as members of the global community (NCSS, 2010, p. 2).

In line with the views of the NCSS, Indonesia's *Curriculum 2013* formulated the main objective of social sciences (IPS)/social science education (SSE) subjects "to foster students into citizens who can make democratic and rational decisions which are acceptable to all groups who are in the community" (MOEC, 2013, p. 107). In more detail, the objectives of social studies subjects are: (a) Getting to know the concepts relating to people's lives and their environment; (b) Having the basic ability to think logically, critically, curiosity, inquiry, problem solving, and skills in social life; (c) Having commitment and awareness of social and human values; and (d) Having the ability to communicate, cooperate and compete in a pluralistic society at the local, national, and global levels (MOEC, 2014).

In addition to understanding the nature of social studies according to both the NCSS and the *2013 Curriculum* (MOEC, 2014), these subjects also have a very complex pedagogical framework. Teachers should teach students to master

thinking skills, such as describing, defining, classifying, generalizing, predicting, comparing, contrasting, and giving birth to new ideas. Furthermore, social studies should also teach academic skills, such as reading, studying, writing, speaking, listening, interpreting, outlining, making graphics, and taking notes. Other abilities that social studies students need to learn are research skills, such as formulating problems, proposing hypotheses, collecting data, analyzing data, testing hypotheses, and drawing conclusions. Finally, social studies should teach social skills, such as communicating, collaborating, contributing, understanding nonverbal signs, responding to problems, providing reinforcement to the strengths of others, empathizing, and showing effective leadership (Budimansyah, Suharto, & Nurulpaik, 2019b).

Responding to the "big idea" to implement a social studies psycho-pedagogical framework, the *2013 Curriculum* launched a new approach to bring change in social studies into integrated, reflective, and problem-oriented learning. This refers to scientific approach. This approach adapts scientific steps in science and the learning process in combination with a scientific process. The learning process consists of five main learning experiences, namely observing, asking questions, gathering information, processing information, and communicating (MOEC, 2014, p. 10). A more detailed explanation of the scientific approach is shown in Table 14.1.

The social studies psycho-pedagogical framework, as outlined earlier, needs a more operational form for the purpose of influencing classroom culture in Indonesia. For this purpose, in the following section, a methodological operational framework for social studies will be presented which includes a synopsis of the model, developed value competencies, and syntactical models.

Table 14.1 Learning Process Based on a Scientific Approach

Basic learning experience	Learning activity	Competency learning activities developed
Observing	• reading • listening • seeing • seeing without the aid of a tool • seeing with the help of a tool	• train sincerity • practice accuracy • improve the ability to find information
Asking	• asking questions to find out some information • asking questions to get additional information	• develop curiosity • develop creativity • develop critical thinking skills
Collecting information	• increasing knowledge from resource persons (individuals or groups) • increasing knowledge from print and electronic media	• develop learning habits • develop lifelong learning skills

(*Continued*)

(Continued)

Basic learning experience	Learning activity	Competency learning activities developed
Processing information	• processing qualitative data • processing quantitative data	• develop an honest attitude • practice accuracy • train discipline • get used to obeying the rules • train the ability to work hard • practice the ability to apply procedures • practice the ability to think inductively and deductively in making conclusions
Communicating	• conveying the results of observations • conveying conclusions based on the results of the analysis verbally • conveying conclusions based on the results of the analysis in writing • conveying conclusions based on the results of the analysis using information and communication technology	• develop an honest attitude • practice accuracy • develop tolerance • develop the ability to think systematically • practice the ability to express opinions briefly and clearly • practice good and correct language skills

Source: Ministry of Education and Culture/MOEC (2014, p. 10; Suryadi, Rosjidi, & Budimansyah, 2017, p, 266).

A methodological operational framework for social studies

The operational methodological framework for social studies refers to the scientific approach that uses a pedagogical model of problem-solving and projects (Dewey, 1933), inquiry-oriented citizenship transmission (Barr, Barth, & Shermis, 1978), and social involvement (Newmann, Bertocci, & Landness, 1977). The model, known as Project Citizen, is facilitative, empirical, and simulative. First, learning activities students are invited to identify problems that occur in their environment to practice their sensitivity to the problems that occur. Next, students discuss in small groups to choose the issues they consider important and related to the topic they are studying. After some problems have been collected, the class conducts a consultation to determine one problem for the class study material. The selected problem becomes a class assignment to solve using scientific methods. Data and information to deal with the problem were collected by the research team from various sources. The results are presented in a class portfolio, which consists of a viewing and documentation section. The portfolio is presented in a hearing forum before a jury. At the end of the teacher's learning with students, they reflect on their learning experiences (Budimansyah, Suharto, & Nurulpaik, 2019a).

The steps of the Project Citizen model in generic social studies learning are presented in Table 14.2.

The original model as a source of adaptation

The original model that was used as a source of adaptation to make social studies an integrated, reflective, and problem-oriented learning process was the "We the People . . . Project Citizen" Program. This program was designed to develop students' interests and abilities to participate logically and responsibly in local and national government. The development of the "We the People . . . Project Citizen" Program began in 1995–1996, involving 460 teachers in 45 states in the United States that included 1,000 classes with 28,000 students (Vontz, Metcalf, & Patrick, 2000).

This learning package, because of its generic and universal nature, has been adopted in various countries outside the United States, such as Bosnia Herzegovina, Brazil, Croatia, Czech Republic, Dominican Republic, Hungary, Israel, Kazakhstan, Latvia, Lithuania, Mexico, Northern Ireland and the Republic of Ireland, Poland, Romania, Russia, and Slovakia. These countries adopts a model developed by the Center for Civic Education (CCE) by translated into their respective national languages with an adaptation of some of its contents according to the context of each country. As reported by each member of the country delegation in the Summer International Seminar on Civic Education Program in Palermo, Italy, 17–22 June 1999, the package turned out to be applicable and received wide acceptance from the schools and governments of each country, and each of these countries has now entered a stage of wider dissemination. This phenomenon can be understood because indeed the generic nature of "We the People . . . Project Citizen" makes it easy and flexible to implement.

In Indonesia, the "We the People . . . Project Citizen" model has been adapted and tested by the Center for Indonesian Civic Education (CICED) in collaboration with the Regional Office of the Ministry of Education and Culture of West Java province and the Curriculum Center of the Ministry of Education and Culture. The trial was conducted at six public junior high schools in Bandung, Lembang, and Sumedang, West Java province, which lasted for one quarter from August to November 2000. The implementation of the National Directorate General of Primary and Secondary Education through the education project was then initiated as *Citizenship and Characteristics* in 70 junior high schools and 30 high schools in 15 provinces in 2001–2002.

Furthermore, through a collaboration program between the Ministry of Education and Culture with the Center for Civic Education Indonesia (CCEI), it was tested on 250 junior high schools in 12 provinces in 2002. Over the next four years (2003–2006), pioneering activities reached 64 districts/cities with coverage of 512 SD/elementary school, 512 SMP/junior high school, and 512 SMA/senior high school. Thus, in six years, (2001–2006) pilot studies have reached 1,786 schools (elementary, junior high, and senior high school) (Winataputra & Budimansyah, 2012). Since the 2013 Curriculum of the Indonesian University of

Table 14.2 Steps in Learning Social Studies Using the Project Citizen Model

Main Learning	Activities Learning Steps	Learning Activities
Introduction	Opening lessons and technical explanation of learning projects	• Teachers offer greetings and invite students to pray together. • Submission of introductory learning project material to provide an initial overview of what students will learn • Explanation of the differences between public policies and community solutions
Core activity	**Step 1**: Students identify public policy problems in their community	The class is facilitated to be able to identify various public policy problems that exist in the local community through observation, interviews, and documentation studies conducted in groups.
	Step 2: Students select a problem for class study	Classes are facilitated to study various problems that have been identified and then choose the one problem that is most feasible to solve.
	Step 3: Students gather information on the problem	Classes are facilitated to gather information from various sources of information that are relevant and available to solve problems, such as libraries, mass media, experts, government officials, non-governmental organizations, community leaders, and ordinary members of the public.
	Step 4: Student develops a class portfolio, which includes: • A problem explanation • Alternative policies • A public policy • An action plan	The class develops a portfolio of group work results in the context of problem-solving and presents it as a whole in the form of an exhibition panel that can be seen together, which illustrates the interrelations between problems, alternative policies, support for alternative policies, and action plans for implementing policies.
	Step 5: Students present their portfolio to decision-makers and interested parties.	In this step, the entire portfolio that has been developed is then presented and exhibited to policymakers and interested parties.
	Step 6: Students reflect on their experience	In the final step, students return to class to reflect or settle and reflect on the learning outcomes achieved through all project activities.
Closing	Closing the lesson	• Teachers and students together conclude the core of the learning process that has taken place. • Teachers provide reinforcement and appreciation for student performance. • Teachers can provide enrichment. • Teachers and students greet each other closing remarks.

Source: CCE, 2007, p. 20; Budimansyah, 2009, p. 69; Green, Medina-Jerez, & Bryant, 2016, p. 122.

Education has continued to develop the Project Citizen model within the framework of strengthening character education in schools through the support of applied research funding from the Ministry of Research, Technology, and Higher Education. In the four years (2015–2019) it has been implemented in six provinces (West Java, Lampung, Riau Islands, East Kalimantan, North Sulawesi, and Maluku), Project Citizen has been practiced in 240 SD, 168 SMP, and 120 SMA (Budimansyah et al., 2019b).

The effectiveness of this program has been reported (Tolo, 1988):

1   In its most ideal form, social studies (including civic education) seeks to involve students in their community activities by teaching the skills needed to participate effectively.
2   In a constitutional democratic system, the participation of these citizens is very important.
3   Effective social studies (including civic education) that teach citizens how to participate and contribute to changes in society are critical to the continued commitment of citizen participation.
4   Adolescence is a crucial moment in developing the roles and responsibilities of citizens. It is at this age that students discover their identity and role in the surrounding community and society in the overall sense.
5   Some effort has been made to develop citizenship at this age.

This program is also proven to have an impact not only on students who become more sensitive and responsive to public policy issues but also the results of student learning projects are adopted by the local government as part of public policy in their area. As reported in the International Project Citizen showcase in Washington DC in 2007, of the 31 participating countries, there were eight finalists whose project results were adopted into public policy in their respective countries (see Table 14.3).

The results of the project of high school students from the city of Brčko, Bosnia and Herzegovina, for example, encouraged the mayor to issue an inclusive school policy, namely students with special needs to learn in mainstream schools. The results of a student project from Colombia that proposed to the local government to establish a city constitution was adopted by the mayor to ensure safe and peaceful social relations. Students from the Indian city of Delhi managed to convince the local government to restore several mistreated monuments. Projects undertaken by high school students from Kota Gede Yogyakarta inspired the Indonesian government to reduce taxes on home-based small businesses to only 0.5 percent.

Middle school students from Jordan successfully pressured Al Karak's city education office to improve its oversight function to eliminate violence in schools. The most spectacular is the result of the project of Russian students who were worried about the rise of gambling by teenagers (teen gambling) in the city of Samara due to the construction of a casino in the city.

As a result of the project by the high school students President Vladimir Putin responded by closing the casino in Samara. The same thing happened with the results of the project of students from the small town of Ross Bethio, Senegal,

Table 14.3 International Project Citizen Showcase Delegation and Respective Project
Goals

Number	Delegation		Participant	Project Goal
	City	Country		
1.	Brčko	Bosnia and Herzegovina	Middle school students	Integrate special needs kids in schools
2.	Alejandria	Colombia	Middle school students	Establish a town constitution
3.	Delhi	India	Middle school students	Restoration of monuments
4.	Yogyakarta	Indonesia	Middle school students	Repeal taxation of silversmiths
5.	Al Karak	Jordan	Middle school students	Eliminate school violence
6.	Samara	Russia	Middle school students	Eliminate teen gambling
7.	Ross Bethio	Senegal	Middle school students	Safe drinking water
8.	Vancouver, Washington	United States	Middle school students	Healthy food in schools

Source: CCE, 2016.

who reported that the area was experiencing a clean water crisis. In the following year, the local government built a water purification vehicle for community needs. Finally, high school students from the city of Vancouver, Washington, in the United States, found a lot of food in school canteens were in the form of junk food and if consumed in excess can cause obesity. The results of the students' project in the city of Vancouver came to the attention of the school board who urged schools to serve healthy food in the school canteen (Budimansyah, 2010).

Project Citizen's basic profile for social studies learning

Project Citizen is a generic model that can be completed with relevant content in each country. As a model, the topic of public policy is generic, which applies to any country. The mission of this model is to educate young citizens to be able to analyze various dimensions of public policy, then in their capacity as young citizens try to provide input on public policy in their environment. The expected outcome of this learning process is the quality of intelligent, creative, participatory, prospective, and responsible citizens (Winataputra & Budimansyah, 2012).

The focus of attention of Project Citizen is the development of civic knowledge, civic dispositions, civic skills, civic confidence, civic commitment, and civic competence will lead to the development of well-informed, reasoned, and responsible decision-making (Winataputra & Budimansyah, 2012) (see Figure 14.1).

Full learning outcomes using Project Citizen are recorded in the portfolio, which is a systematically compiled visual display, that illustrates the thinking process that is supported by all relevant data, which fully depicts the integrated learning

Well-informed, reasoned, and
responsible decision-making

Civic
Knowledge

Civic
Competence

Civic Confidence

Civic Skills

Civic
Disposition

Civic Commitment
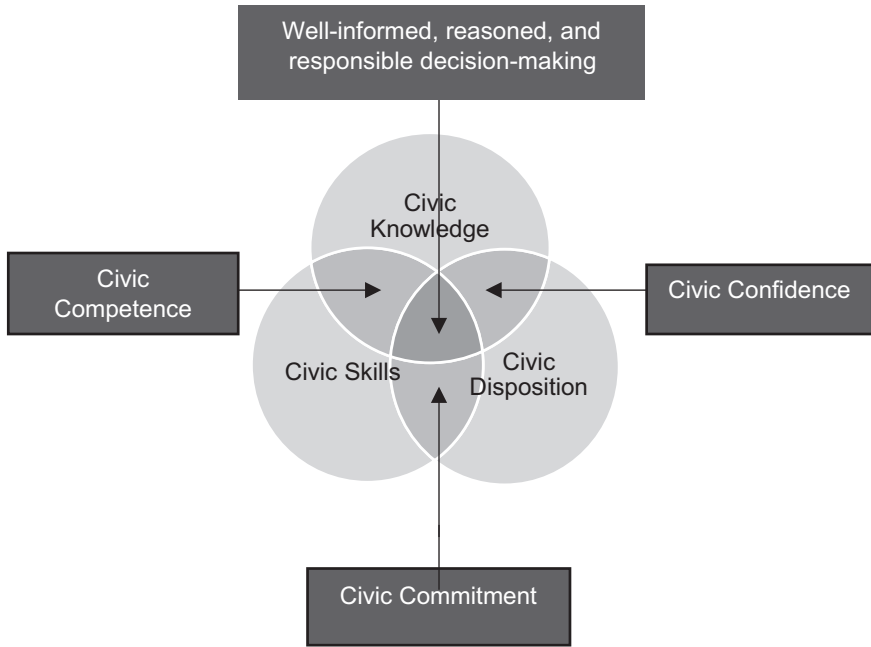
Figure 14.1 Project citizen develops the ability to make insightful, reasoned, and
responsible decisions

Source: Winataputra & Budimansyah, 2012, p. 34.

experienced by students in the classroom as a unit. The portfolio is divided into
two parts, namely "display portfolio" and "documentation portfolio".

The display portfolio (see Figure 14.2) is in the form of a quadruple panel that
sequentially presents (1) A summary of the issues examined; (2) Various alterna-
tive policies to solve the problem; (3) Proposed policies to solve problems; and
(4) A developed action plan. Documentation portfolios are packaged in Folder or
similarly compiled systematically following the order of display portfolios.

Portfolios display and documentation are then presented in a "public hear-
ing" simulation presents local officials related to the problem of the portfolio.
The hearing can be held in each class or a "Showcase" together in an event, for
example at report card distribution (see Figure 14.3).

After the hearing, the teacher facilitates the "reflection" activity which aims
to individually and jointly ponder and settle the impact of the long journey of
the learning process for the personal development of students as citizens. Invite
them to answer the question "What have I learned most and best?" What should
I do as a citizen then? Likewise, questions for teachers, for example: "What have
I contributed to the development of Indonesian characters in students as young
citizens?" (Winataputra & Budimansyah, 2012, p?).
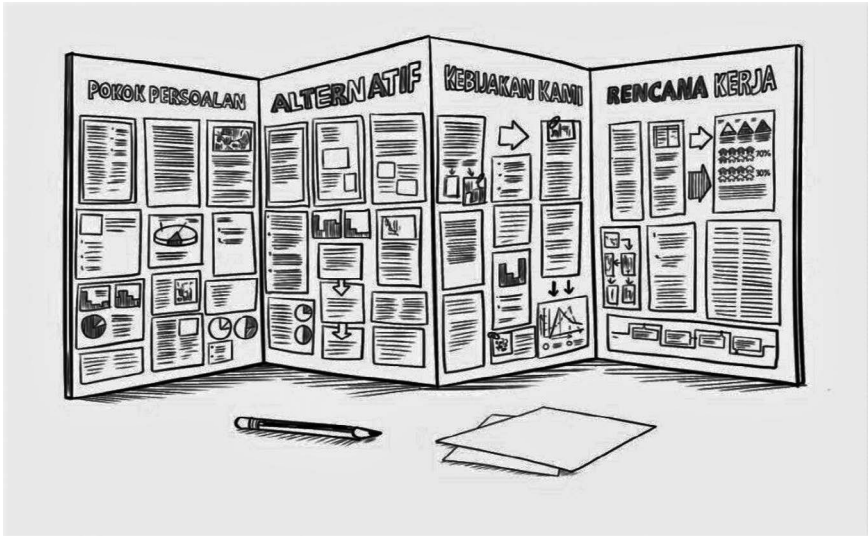
Figure 14.2 Examples of display portfolios and documentation
Source: Budimansyah, Suharto, Nurulpaik, Hood, & Said, 2018, p. 42.
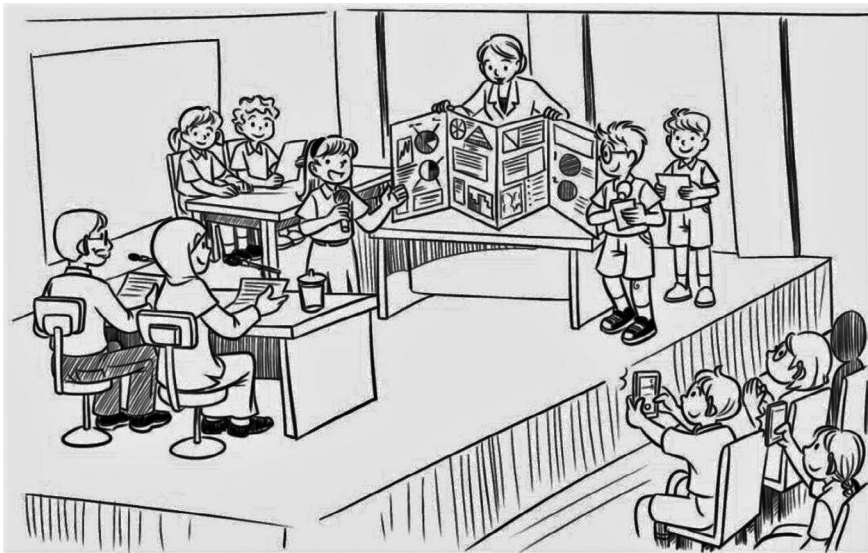
Figure 14.3 Showcasing class portfolios
Source: Budimansyah et al., 2018, p. 50.

Steps for learning in Project Citizen

Step 1: identify the problem

After the teacher opens the lesson followed by an explanation of the differences between public policy and community solutions, the first step of Project Citizen can begin (CCE, 2010b, 2010a; Budimansyah, Suharto, Nurulpaik, Hood, & Said, 2018; Budimansyah et al., 2019a). First of all, teachers can present several examples of public policy problems that exist in the community in a list. Then, there is a class discussion to share information about the problems found in the community. To do this activity, all class members should:

1 Read and discuss the problems that exist in society which can be seen in the list of sample problems.
2 Create groups of two to three students. Each group will discuss just one problem that is different from each other. Then each group must answer the questions provided in the Problem Identification and Analysis Form (Appendix 1).
3 Discuss the answers of each group with all class members.
4 Save the results of the answers to be used in developing the class portfolio later.

The next step, they give homework to students so they can understand the problem more deeply, assignments in addition to learning more problems that exist in the community. Homework is in the form of three tasks which will be explained next. Students can also learn what public policies have been made to deal with these problems. Use the format provided to record all information collected. Keep all information that has been obtained as material documentation. That information documentation will be useful as material for making class portfolios. The homework assignments include:

(a) Interview task. Each student selects one problem that they have learned as included in the list of problem examples. They can also choose other problems outside the list of problem examples. Students are assigned to discuss their chosen problems with their families, friends, neighbors, or anyone who is able to discuss. Record what they already know about the problem and how they feel in dealing with the problem. Use the Interview Form (Appendix 2).
(b) Tasks using printed media. Students are given the task of reading a newspaper or other printed media that discusses the problem being studied. Look for information about the policies made by the government in dealing with the problem. Bring the articles they found to school. Distribute the contents to the teacher and other students. Use the Printed Source Form (Appendix 3).
(c) Tasks of using radio/TV/internet. Students are also asked to watch TV, listen to the radio, or browse the internet to get information about the

problem they are studying, as well as what policies are made to deal with it. Bring the information they get to school and share it with the teacher and classmates. Use the Radio/Television Observation Form (Appendix 4).

The purpose of this stage is to share information that is already known by students, by their peers, and by others related to problems in society. Therefore, the class will get enough information that can be used to choose the right problem, from several existing problems, as a class study object.

Step 2: select problems for class study material

The class should discuss all the information that has been obtained regarding the list of problems found in the community. If students already have enough information, use it to choose the problem that you want to be used as a class study object. The purpose of this stage is for the class to choose one problem as a class study object. Therefore, the class has one problem which is a common choice to be used as a class study object. Decisions can be taken through class deliberations. If the deliberation method fails to reach an agreement, the decision can be taken by a majority vote (CCE, 2010b, 2010a; Budimansyah et al., 2019a).

Step 3: gather data and information

If you have determined the problem that will be used as a class study object, then students must be able to decide places or sources of information to obtain data and information. In that search, later they will find that one source of information may be better than another. The aim of this stage is for the class to obtain accurate and comprehensive data and information to understand the problems that are being studied by the class (CCE, 2010b, 2010a; Budimansyah et al., 2019a).

Step 4: develop a class portfolio

To enter this stage, the research team must have completed its research. In this stage, start developing class portfolios. Classes will be divided into four groups. Each group will be responsible for developing a part of the class portfolio. Contents included in the portfolio should include documentation that has been collected during the research phase. This documentation must include contents or works of art written originally by students. The purpose of this stage is that students can arrange class portfolios, both the portfolios section of the shows and the documentation section based on data and information obtained from research activities (CCE, 2010b, 2010a; Budimansyah et al., 2019a).

Portfolio group tasks

The following are the tasks that must be carried out by each portfolio group. Each group should choose the contents collected by the research team, especially

contents that greatly assist the research team in completing their tasks (CCE, 2010b, 2010a; Budimansyah et al., 2019a).

(a) Portfolio group one: Explain the problem. This group is responsible for explaining the choice of problems that have been studied. This group should also explain several things which include the reasons why the chosen problem is important, why certain governing bodies or certain levels of government should deal with the problem.
(b) Portfolio group two: Assess suggested alternative policies for solving problems. This group is responsible for explaining existing policies and/or explaining alternative policies made to solve problems.
(c) Portfolio group three: Develop class public policy. This group is responsible for developing and explaining appropriately a particular policy that is agreed upon and supported by the whole class to solve the problem.
(d) Portfolio group four: Develop an action plan. This group is responsible for developing an action plan that shows how citizens can influence the government to accept policies supported by the class.

Step 5: present the portfolio (showcase)

If the class portfolio is complete, students can present their work before an audience. The showcase can be held before two to three judges representing the school and community. With this activity, students will be equipped with learning experiences on how to present ideas and thoughts to others, and how to convince them of the steps the students have chosen.

The four basic objectives of portfolio presentation activities include the following.

1   Provide information to the audience about the importance of the problem identified for the community.
2   Explain and provide an assessment of alternative policies to the audience, with the aim that they can understand the benefits and disadvantages of each of the alternative policies.
3   Discuss with the audience that the policy choice that has been chosen is the "best" policy to deal with the problem. Students should be able to "make a rational argument" to support their thinking. This discussion also aims to convince the audience that according to class thought and support, the policy chosen has not conflicted with the constitution.
4   Demonstrate how the class can gain support from the community, legislative and executive bodies, and other government/private institutions over class choice policies.

Each of these goals represents the four groups that are responsible for each part of the presentation and each part of the class portfolio documentation. During the presentation, each group will be responsible for achieving the right goals (CCE, 2010b, 2010a; Budimansyah et al., 2019a).

Step 6: reflect on the learning experience

Reflecting on the learning experience of everything is always a good thing. Reflection of this learning experience is one way to learn, to avoid making a mistake, and to improve the abilities that students already have.

To enter the reflection stage of learning experience, students must have completed a class portfolio. As an additional section, students can include this reflection section in the documentation portfolio. This reflection section should briefly describe the following (Winataputra & Budimansyah, 2012):

- What has a student and his classmate learned? How to do?
- What will students use if they later develop another portfolio? Does Students have to choose to use the same method or choose another way?

Reflection on this experience should be the result of cooperation between classmates as well as collaboration between them that has been done while making a class portfolio. Besides, students must also reflect on their learning experiences, both as a person and as a class member. Teachers and volunteers who have helped students develop portfolios will also help reflect on students' experiences while carrying out this portfolio activity. It would be better if the reflection part of this learning experience was made after the portfolio presentation in front of classmates or teachers, juries, government officials, and other community members (CCE, 2010b, 2010a; Budimansyah et al., 2019a).

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ATTACHMENTS

Appendix 1: Format of problem identification and problem analysis

PROBLEM IDENTIFICATION AND ANALYSIS FORM

Names of group members : . . . .

Date: . . . .

Problem . . . .

(1) Is the problem mentioned before as an issue considered important by the group itself as well as the community? Why?
(2) Which level of government agency is responsible for dealing with the problem?
(3) What kind of policy, if not yet existing, should be taken by the government in dealing with the problem?

    If indeed the policy dealing with the problem has been made, please answer the following questions:

    (a) What are the advantages and disadvantages of the policy?
    (b) Is there any possibility that the policy can be modified? How should it be done?
    (c) Does the policy need to be changed? Why?

(4) To get more information about this problem, what other sources can be used? What steps can each group member take?
(5) Are there other problems in the community that are considered important to be used as a class study object? What problem is it?

Source: CCE, 1996, p. 12.

Appendix 2: Format of interview

INTERVIEW FORM

Interviewer's name :   . . . .
Problem :   . . . .
Subject name :   . . . .

(1) (For example, community leaders, parents of students, government, entrepreneur, lecturers, etc.). Note: If the subject does not want to be written down their name, respect them. Interviewer needs to write down their job.

(2) Explain the problem being studied to the person being interviewed. Then ask the following questions. Record the answers given.

   (a) Do you consider this is an important issue? Why?
   (b) Do you think this problem is also important to other community members? Why?
   (c) What kind of polices need to be made in dealing with this problem?

(3) If indeed the policy dealing with the problem has been made, ask the following questions:

   (a) What are the benefits of the policy?
   (b) What are the disadvantages of the policy?
   (c) Is there any possibility that the policy can be modified? How should it be done?
   (d) Does the policy need to be changed? Why?
   (e) Are there differences of opinion in the community regarding the policy that has been made? What are those opinions?
   (f) Where can I get more information to understand this problem?

Source: CCE, 1996, p. 13.

Appendix 3: Format of information sources of printed media

PRINTED SOURCE FORM

Name of observer :   . . . .
Date :   . . . .
Problem :   . . . .
Name/Date of issue :   . . . .
Article/News Topic :   . . . .

(1) What steps are taken (written in the article/news) in dealing with the problem under investigation?
(2) What are the main steps written in the article/news?
(3) According to the article/news from the existing policy, which policy should be used dealing with the problem?
(4) If indeed the policy dealing with the problem has been made, please ask the following questions:

    (a) What are the advantages of the policy?
    (b) What are the disadvantages of the policy?
    (c) Is there any possibility that the policy can be modified? How should it be done?
    (d) Does the policy need to be changed? Why?

Source: CCE, 1996, p. 14.

Appendix 4: Format of radio/television/internet observation

RADIO/TELEVISION OBSERVATION FORM

Observer's name : . . . .
Radio/TV name : . . . .
Internet site : . . . .
Date : . . . .
Time : . . . .
Problem : . . . .

(1) Write the name of the source of information. (Information can be obtained from television or radio news programs, recordings of various events, documentation, talk shows, interactive dialogues, internet sites, or other programs related to the problem being investigated.)

(2) According to the source of information, is the problem under investigation considered as an important issue? Why?

(3) According to the source of the information, what kind of polices should be used in dealing with the problem?
      If indeed the policy dealing with the problem has been made, please answer the following questions based on the information obtained.

  (a) What are the advantages of the policy?
  (b) What are the disadvantages of the policy?
  (c) Is there any possibility that the policy can be modified? How should it be done?
  (d) Does the policy need to be changed? Why?
  (e) Are there differences of opinion in the community regarding the policy that has been made? What are those opinions?

Source: CCE, 1996, p. 15.

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