

## The Influence of Application Education for Sustainable Development (ESD) Material in Civic Education on Improving Students' Civic Disposition

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**Abstract**— The concept and paradigm of sustainable development (*sustainable development*) then began to get attention by all groups, both at the national and global levels. Citizenship Education has a full contribution as a way of sustainable development by involving the participation of citizens in it. To this end, civic education must functionally convey fresh (*knowledge civic knowledge*), develop existing talents and convey useful skills (*civic skills*). This study aims to determine the effect of implementing *Education for Sustainable Development* materials in Civic Education teaching materials on improving students' civic disposition. This research approach uses a quantitative approach with a quasi-experimental method. The findings of this study are: 1) There is a significant difference in the increase in civic disposition between the control class of 0.637 and the experimental class of 2.635; 2) There is a positive and significant influence between the application of the Education for Sustainable Development material by 48.6% on the improvement of students' civic disposition, and 3) There is a positive student response to the Education for Sustainable Development material in Civic Education learning.

**Keywords**— materials *Education for Sustainable Development*, Teaching materials, Civics, Civic disposition.

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### A. INTRODUCTION

Education in this case is often associated with the transmission of knowledge and the development of social behavior and skills as an effort to humanize humans. Education is also a transmission of values, both within the same generation as well as between generations and across generations. Various policies in the field of education have a major impact on character development. Therefore, education policy should seek to promote through education for the development of the character of citizens.

The essence of education is also seen as a cultural behavior and an activity between generations. This means that

educational activities involve young and old generations, in order to encourage young people to become intelligent and cultured citizens (Dimiyati, 1989). This reflects that in developing the character of citizens, there is a need for sustainability as a link between the previous generation to the next to drive a moral vision in building cultural diversity that binds universal development goals.

On this basis, the concept and paradigm of sustainable development (*sustainable development*) then began to receive attention by all groups, both at the national and global levels. These concepts and paradigms try to accommodate various development paradigms, both those originating from supporters of the economic

growth paradigm, as well as from groups supporting the environmental and socio-cultural paradigms (Tjokrowinoto, 2002, p. 11).

This movement is supported by the Ministry of Education and Culture in the 2010-2014 Strategic Plan that: Education must foster an understanding of the importance of ecosystem sustainability and balance, namely the understanding that humans are part of the ecosystem. Education must provide an understanding of cultural values, social responsibility and the natural / natural environment to give students an idea that they are part of a social system that must synergize with other humans and part of a natural system that must synergize with nature and all its contents (Ministry of Education and Culture, 2013, p. 7)

Even though the National Education Development Strategic Plan (2010-2014) does not explicitly state a commitment to ESD, basically Indonesian national education is dedicated to all aspects of national development, especially human resource development in accordance with development demands. in the context of globalization. Therefore, the development and implementation of the ESD concept in Indonesia, both at the policy level and in its implementation in the field, needs the attention of all educational circles. This interest is not solely driven by the political commitment of the Government, but is also part of the efforts to resolve various problems of sustainable development facing our nation.

Citizenship Education has a full contribution as a way of sustainable development by involving the participation of citizens in it. This is supported by the views of Walson-Jack (1999) in research by Olibie and Akudolu (2013), noting that: "*a world class citizenship education is essential to combating the fear, the ignorance, the prejudice, and apathy that undermine freedom today in form of ethnicity., religious, racial and economic depressions*". So, it can be defined that civic education in world class is very important to combat fear, ignorance, prejudice, and apathy that weaken today's freedom in the

form of ethnic, religious, racial and economic depression.

For this purpose, civic education must functionally convey fresh (*knowledge civic knowledge*), develop existing talents and convey useful skills (*civic skills*), so that it can help students develop a type of quality of life that involves respect not only for humans but also for the resources, fauna and flora on this planet (*civic disposition*) which are incorporated into the citizenship competencies of the whole citizen.

Citizenship education in the instrumental aspect is an educational programmatic tool that is deliberately built and developed to describe the essential aspects of Civics, including curriculum, teaching materials, teachers, media, learning resources, assessment tools, learning spaces and the environment. Some of these learning components are interrelated and cannot be separated. The components that are less touched by the teacher are the organization of the learning materials needed to meet the needs of the quality of learning in the classroom. Learning materials (*instructional materials*) are the necessary ingredients for the formation of knowledge, skills, and attitudes that must be controlled by the student in order to meet the standards of competence specified (Komalasari, 2010, p. 23)

Referring to Regulation No. 19 of 2005 Article 20 On the National Education Standards which was updated in Government Regulation Number 32 of 2013 concerning National Education Standards, suggests that teachers are expected to develop learning materials. Likewise, as stated in the Teacher and Lecturer Law Number 14 of 2005 that teachers have competencies, one of which is professional competence in developing learning materials that are handled creatively and utilizing information and communication to communicate and develop themselves.

The selection of material in teaching materials to be presented is always based on analysis *scope* and *sequence*. *The scope* or scope of curriculum content is intended to express the breadth and depth of the material, while the *sequence* concerns the order of the curriculum content (Taba, 1962,

pp. 291-292). Determining the *scope* in teaching materials requires several criteria. Meanwhile, according to Nasution (1994, pp. 233-235), these criteria are as follows: 1) learning materials must be selected based on the objectives to be achieved; 2) learning materials are chosen because they are considered valuable as a legacy of past generations; 3) learning material because it is useful for mastering a scientific discipline; 4) the learning material is chosen because it is considered valuable for humans.

On the basis of these assumptions, it is felt that it can help students who not only develop knowledge and skills of citizenship, but what is more important is the character of citizenship (*civic disposition*) which is based on values, attitudes, and habits. This is an important reference for researchers to find out how the effect of implementing *Education Sustainable Development* material in Civic Education teaching materials towards the improvement of *civic disposition* students.

The problem in this research is formulated in general, "Is there a difference in the effect of the application of *Education for Sustainable Development* materials in Civic Education teaching materials on the development of *civic disposition* students?". From the formulation of the problem, the research questions are further detailed as follows:

1. Is there a significant difference in the increase in the national character of students between classes applying *Education for Sustainable Development* (experimental) material with classes that do not apply material *Education for Sustainable Development* in Civic Education (control) learning?
2. Is there a significant effect of the application of material *Education for Sustainable Development* of *civic disposition* students'?"
3. How do students respond to the application of materials *Education for Sustainable Development* in Civic Education learning?

## B. METHOD

This study used a quantitative approach and the method used in this study was a *quasi-experiment* or quasi-experimental. Quasi-experimental research is research that is intended to determine whether or not there is a result of "something" imposed on the research subject (Fraenkel & Norman E. Wallen, 1993, p. 271; Creswell, 2008, p. 313).

To carry out purely, the variables that may influence and influence the independent variables must be tightly controlled. Strict control is possible only in laboratory experiments. Considering that this research is not in laboratory conditions but in daily activities so that it is not possible to strictly control all independent and dependent variables, the form of this research is *quasi-experimental*. The experimental design that will be used is *Nonequivalent Control Group Design*, this design is almost the same as the *pretest-posttest control group design* or *control group*.

This quasi-experimental research on the application of materials *Education for Sustainable Development* was carried out at SMPN 5 Bandung Jalan Sumatera No. 40 Sumur Bandung District, Bandung City, West Java Province. Sampling in this study using purposive *sampling technique*. Sampling aims to be done by taking the subject not based on strata, random or regional but based on the existence of a specific goal. Taking Civic Education class at SMPN 5 Bandung consists of 2 classes, namely the control class and the experimental class.

Based on the table above, the samples of the study were two classes, namely class VII-G as many as 34 students and VII-I as many as 34 students, so that the total number of students was 68 students. Classification of SMPN 5 Bandung class uses criteria that indicate a balanced treatment of the student's condition. Even though this school has excellent classes, the researcher does not choose the superior class but chooses the middle class.

### C. RESULTS AND DISCUSSION

#### 1. The Difference in the Improvement of Civic Disposition Student's between the Experiment Class and the Control Class in Civic Education Learning

From the *n<sub>gain</sub>* test, the average score for the increase in civic disposition in the control class is 0.637, meaning that the score increase civic *disposition* in the control class is 0. 637.. While the average score obtained in the experimental class was 2,635, meaning that the increase in the civic *disposition* in the experimental class was 2,635. So, it can be seen from the normalized gain average value that there is a significant difference in value between the experimental class and the control class.

The following is a diagram of each difference in the average results of improvement in the control class and the experimental class on the indicators of public character development.

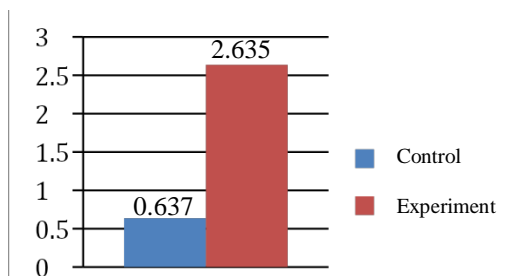


Figure 3. Differences in Average N\_Gain Score

Referring to the picture above, it is clear that there is a significant increase between the control class that does not use material *Education for Sustainable Development* and the experimental class that uses material *Education for Sustainable Development* in learning Civic Education in the classroom for indicators. enhancement of the national character of students. So, it can be concluded that the comparison of the average gain of normalization between the increase in citizenship character in the experimental class is stated that there is a greater increase in student nationality because it is included in the high category compared to the control class which is only included in the moderate category.

The results of increasing differences in control and experimental class differences

in improving the citizenship character of students are confirmed by how the application of the material is held in the Civic Education class which has demonstrated: 1) Driving Value; it is important that shared norms, values and principles underpin sustainable development and must be as explicit as possible so that they can be measured, tested, debated and applied; 2) Critical Thinking and Problem Solving; lead to trust and confidence to overcome dilemmas and confusion and challenges in sustainable development; 3) Multi-Methods; poetry, drama, debate, experience and so on, are the different pedagogies that model the process in ESD. Teaching that only transfers knowledge should be replaced by an approach of teachers and students working together to seek knowledge and play an important role in building the environment in their educational institutions; 4) Participatory Decision Making; students participate in decisions about how they should learn; 5) Applicable ; the learning experience offers an integrated day-to-day personal and professional life; 6) Locally Relevant; examines problems and issues both locally and globally using the language used by students. The concepts of sustainable development must be carefully expressed in other languages because in fact each language and culture express things differently, and each language has creative ways of expressing the concept (Balitbang Depdiknas, 2009, p. 8)

Based on the above assumptions, the writer can see that: First, learning materials play an important role in helping students achieve certain competencies, especially the competence of students' citizenship character. Learning materials are materials needed for the formation of knowledge, skills, and attitudes that must be mastered by students in order to meet the specified competencies (Komalasari, 2010, p.33). The selection of learning materials is based on analysis *scope* and *sequence*. *Scope* is the breadth and depth of learning materials, while *sequence* concerns the sequence of learning materials. Among the *scope* of learning materials are the suitability of the material with the objectives, the

development of scientific disciplines, the transfer of culture, and most importantly, it is valuable for students.

Second, conceptually sustainable development education (*Education for Sustainable Development*) is an inseparable part of the overall education process (Winataputra and Budimansyah, 2007, p. 168). This can be seen from the goals of education as stated in article 3 of Law Number 20 of 2003, namely to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Through civic education, it is able to develop fresh (*knowledge civic knowledge*) for students, develop existing talents and convey useful skills (*civic skills*), so that it can help students develop a type of quality of life that involves respect not only for humans but also for the resources, fauna and flora that exist on this planet (*civic disposition*) which are incorporated into the citizenship competences of the whole citizen.

Third, citizenship / citizen character experiences formation and development, because Civic Education learning activities using ESD materials are poured by paying attention to knowledge, skills, and attitudes / values. In line with the statement explained that character consists of three interrelated behavioral displays, namely (1) knowing the meaning of kindness, (2) wanting to do good, and (3) actually having good behavior (Lickona, 1991, p. 51). These three substances will give birth to individual moral maturity which can be called a good personal quality. Therefore, character contains virtue values (knowing the value of virtue, wanting to do good, and actually having a good life) which are embedded in oneself and embodied in behavior (Budimansyah, 2010, p. 23). So, it can be understood that character is related to attitudes, behavior, motivation and skills, so that people with good attitudes and in accordance with morals have good characters.

Fourth, Civic Education learning using *Education for Sustainable*

*Development* should improve student learning methods that were traditional, didactic, and monotonous to be intelligent and creative, able to recognize themselves, and develop their character and personality independently. That is, strengthening Civic Education, the latest paradigm in the 2013 curriculum, which is expected to be an educational vehicle in developing students to become human beings who have a sense of nationality and love for the country who are imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of Bhinneka Tunggal. Ika and the commitment of the Unitary State of the Republic of Indonesia. Therefore, the development of citizenship insights, skills, and attitudes is integrated in a complex learning system, whether organizing materials, methods, media, resources and evaluation are carried out effectively.

Fifth, the application of material is *Education for Sustainable Development* able to improve the citizenship character of students, because the sustainability values developed in the material are values that reflect the existence / position of humans in life as God's creatures, individual beings, social beings, creatures that fill the universe, and citizen beings bound by their country. When these values are reflected through learning materials in Civic Education teaching materials, students will learn about their lives and play a positive role in their lives practically, so as to give meaning to God, themselves, other humans, nature, and their country.

## **2. Significant influence the implementation material of *Education for Sustainable Development* against *civic disposition* of students**

Based on hypothesis testing, the effect of applying the material *Education for Sustainable Development* has a magnitude relationship and influence on the nature of citizenship (*civic disposition*) students. The magnitude of the relationship between the application of the material *Education for Sustainable Development* (X) with the increase in the *civic disposition of students* (Y) is 0.696 with a value of 0.000. Because the sig. (2-tailed) = 0.000 <  $\alpha$  = 0.05; then the

research hypothesis is accepted: that is, there is a significant relationship between the application of the material *Education for Sustainable Development* and the increase in civic disposition students. If interpreted, the closeness of the relationship is included in the medium category between 0.60-0.80

In addition, to find out the amount of influence or contribution of the application of material *Education for Sustainable Development* to the improvement of civic disposition, students can contribute or influence as much as  $(r)^2 = 0.696^a = 48.6\%$  towards the improvement of civic disposition students. Other factors besides the application of materials *Education for Sustainable Development* that affect civic disposition by  $(100-48.6) \%$  or 51.4%, for example, the role of teachers, student traits, habits, environment (family, community, school).), and others.

Based on empirical findings that show a positive and significant influence between the application of material *Education for Sustainable Development* on the improvement of civic disposition students', the following information is obtained. First, with regard to the increase in the civic disposition of students who are influenced by the variables above, each student in learning Civic Education indirectly gets a good character education as a whole (holistically) which is carried out using the material *Education for Sustainable Development*. This material is able to construct students' point of view, way of thinking and behaving with all learning activities. This is in line with the fact that a person's character, character, character or personality is formed from the internalization of various virtues that are believed and used as a basis for point of view, thinking, attitude, and action (Kementrian Nasional Pendidikan, 2010, p. 6).

Second, with regard to the content of *Education for Sustainable Development* material which inserts global materials and is integrated using an approach combining the concepts of existing materials as a whole into whole (teaching materials holistic) in the Civics learning process which is carried out starting from materials, models, media,

learning resources and learning evaluation. This serves as the development of the orientation of Civics material that is based on contemporary Civics study materials, where there is always a need for innovative and creative development in terms of learning materials and methods (Widodo, 2010).

Third, the indicators needed to improve the civic disposition are private and public characters. The results showed that the public character of students in learning Civic Education by applying ESD material was higher than that of the private character. These two characters are needed so that students can participate effectively in sustainable development activities and create citizens who understand the awareness of future citizens.

### **3. Student responses to the application of material *Education for Sustainable Development* in Civic Education learning.**

Based on the results of the percentage data, the researcher obtained a positive response or response from students in the control class and experimental class to the material *Education for Sustainable Development* in Civic Education learning which was explored into two aspects of material needs, namely the need for material content and the need for presenting material in a manner. contextual.

The description of students' perceptions of the application of ESD material in Civic Education teaching materials according to content needs includes the needs of the fact material content, concept material, principal material, procedure material, and attitude or value material. In addition to the aspect of material content needs, the next aspect of integrating ESD material is the contextual presentation of the material. The basis for the need for material content is based on the explanation put forward by Prastowo (2011, p. 43) emphasizing that the material is the content of teaching materials which contains three kinds of content, namely knowledge (facts, concepts, principles, and procedures), skills, and attitudes (values). This is done to meet the competence of students in learning Civic

Education related to cognitive, affective, and psychomotor assessments of students.

The competencies referred to here are knowledge, skills, attitudes and values that are manifested in habits of thinking and acting. Competence can be identified by a number of learning outcomes and indicators that can be measured and observed. Competence can be achieved through learning experiences that are linked to study materials and contextual learning materials. In addition, the application of ESD material with the aspect of presenting the material in a contextual manner rests on the strategy of delivering learning material carried out by the teacher according to Bloom (1968) including: 1) Simultaneous delivery sequence strategy; 2) Successive delivery sequence strategy; 2) Strategies for conveying facts; 3) Concept delivery strategy; 4) Strategies for delivering principle learning materials; 5) Strategies for delivering procedures, and 6) Strategies for teaching / delivering material aspects of attitude (affective). The six strategies are very supportive in achieving an effective and fun learning process.

#### D. CONCLUSION

Based on a number of research findings generated and referring to the proposed research hypothesis, the conclusions of this study generally indicate that the application of the material *Education for Sustainable Development* has a significant effect on increasing the civic disposition of junior high school students. The application of material *Education for Sustainable Development* pays attention to knowledge (facts, concepts, principles, and procedures), skills, and attitudes (values).

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