

Civics Education Learning Based on Local Cultural Values to Strengthen Students' Civic Disposition

Novitasari^{1*}, Mashud Syahroni¹, Sukron Mazid¹, Firda Aulia Izzati², Arum Nisma Wulanjani³

¹ Universitas Tidar, Indonesia

² UIN KH Abdurrahman Wahid, Indonesia

³ University of Sydney, Australia

 bbqenak@untidar.ac.id*

ABSTRACT

Students' civic disposition remains a challenge in Civics Education learning, particularly related to the implementation of contextual learning strategies which align with local culture. This study aimed to describe the process of integrating local cultural values into Civics Education subject and analyzed its impact on strengthening students' civic disposition. Using a mixed methods approach, quantitative methods were applied to measure the impact, while qualitative methods were used to explore the learning process. Value integration was carried out through individual portfolio assignments and group assignments analyzing character values in traditional games. The integrated character values included patriotism, law-abidingness, peace-loving, democratic, and creativity. The results showed that in the first class, there was an insignificant increase in civic disposition, while in the second class, there was a significant increase. These findings demonstrated that the integration of local cultural values can be effectively implemented in Civics Education learning, thus not only strengthening students' civic disposition but also fostering cultural awareness and strengthening national identity. This strategy has the potential to be an innovative alternative in developing Civics Education learning which is relevant to the Indonesian social and cultural context.

Keywords: Local Cultural Values, Civic Disposition, Local Culture Value

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INTRODUCTION

Civics education is a compulsory subject for students at universities because it supports the establishment of student character. This is regulated by the Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas) and Law Number 12 of 2012 concerning Higher Education (Kemendikbud, 2003). The Civics Education subject is an education that covers four things in general, namely Pancasila, the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945), the Unitary State of the Republic of Indonesia (NKRI), and Bhinneka Tunggal Ika whose goal is to shape students into citizens who are closely linked to a sense of nationalism and love for the homeland. Civics Education has standards which are used as a common reference in implementing lectures. However, character building requires learning that focuses on students' affectiveso so that it does not only improve civic knowledge (Komalasari, 2018).

Universitas Tidar (Untidar) issued a policy through the vice rector for academic affairs regarding the development of student character through the Civics subject in the 2024/2025 academic year which is aligned with local cultural values. This is in accordance with Untidar's vision and mission, namely to become a superior, innovative university, based on

entrepreneurship and culture. The 2025-2029 Strategic Plan states that cultural values are starting to be internalized in the academic world. Therefore, in learning the Civics subject, it is appropriate to assess not only students' cognitive learning outcomes but also their affective ones. Therefore, this study aims to describe the integration of local cultural values in Civics Education subject to strengthen students' civic disposition.

The learning based on the integration of local cultural values into Civics learning is an important strategy for strengthening students' civic character. Some values such as patriotism, law-abidingness, peace-loving, democratic, and creative values, inherent in local culture, have great potential to be internalized through contextual and applicable learning processes (Komalasari, 2011). However, at the college level, these integration efforts are still minimally implemented both systematically and measurably. Many Civics subjects emphasize cognitive aspects without utilizing cultural richness as a learning resource, resulting in suboptimal strengthening of students' civic dispositions (Mazid et al., 2024; Montessori et al., 2024; Sarkadi & Fadhillah, 2020). This situation indicates a gap between the potential of local culture as a learning medium and its practical implementation in lectures. Several previous studies relevant to the research to be conducted by the researcher are as follows.

Table 1. Several previous studies

No	Researcher	Research
1	Fadilah (2023)	This study had the same dependent variable as this current study, namely civic disposition, but used the independent variable in the form of Pancasila and Civics Education learning in general, with the results showing a positive and significant influence on students' civic disposition.
2	Septiana (2020)	This study had a similar method to the current study and emphasized the development of students as the younger generation to become good and intelligent citizens.
3	Raharja (2017)	This study focused the study on civics subject with a general scope of material and civic competencies.
4	Mazid (2025)	This study examined the philosophy of Tidar values as the basis of local wisdom to shape citizens' civic disposition, which differs from the focus of the current study which emphasizes the integration of local cultural values in the Civics Education course to strengthen students' civic disposition.

Although the integration of local cultural values has been widely recommended in character education literature (Komalasari, 2018; Latipa et al., 2022; Mazid et al., 2025; Sarkadi & Fadhillah, 2020) as an effective strategy for strengthening civic values, its implementation in Civics Education subject at universities remains minimal, unsystematic, and its impact is rarely measured quantitatively. Most previous studies have not examined in depth learning strategies which significantly shape civic dispositions, and have not optimized the use of concrete cultural media such as traditional games, which actually have high potential to instill the values of patriotism, law-abidingness, peace-loving, democratic, and creative contextually.

This study addresses the following research questions: (1) How are local cultural values integrated into Civics Education learning? (2) What is their impact on students' civic disposition? Currently, strengthening students' civic disposition has relied more on general concepts of citizenship, without linking them contextually to local wisdom. This current situation indicates a research gap which can be filled by developing a structured learning model based on the integration of local cultural values in Civics Education, accompanied by a validated civic disposition measurement instrument. The novelty of this research lies in the application of Lickona's character education theory combined with local cultural values in Civics Education at universities.

This approach offers innovation through the integration of moral knowing, moral feeling, and moral action based on local cultural practices, therefore it can form a democratic, civilized citizenship character, while also rooted in local identity. This model results in strengthening

civic disposition that is more contextual, applicable, and relevant to multicultural challenges in Indonesia. Therefore, this study aims not only to describe how to integrate local values into Civic Education courses but also to test the effectiveness of integrating local cultural values in strengthening students' civic disposition.

METHOD

This study employed a sequential explanatory mixed-method design, where quantitative data were collected after qualitative exploration to validate findings on civic disposition improvement. This study adopted a mixed-method approach combining qualitative and quantitative techniques. Findings from the qualitative phase were used to interpret and contextualize the quantitative results. The research subjects were determined using a purposive sampling technique that applies certain criteria and considerations to obtain the required information.

Place and Time

This research was conducted at Universitas Tidar, involving students studying Civics Education in the even semester of the 2024/2025 academic year. The sample consisted of 49 students in Indonesian Language and Literature Education (PBSI K3) and 42 students in Biology Education (PBIO K3). Students in these two classes had good average pretest scores compared to other classes. The study was conducted from January to July 2025.

Data Collection Techniques and Instruments

Data collection in this study adopted observation, interviews, documentation, and questionnaires. Observation was used to monitor classroom interactions, interviews were conducted with lecturers and selected students to explore perceptions of local value integration, and peer assessment questionnaires measured civic disposition. The questionnaire used was a Peer Assessment (PTS) instrument distributed online via Google Forms. The indicators in the peer assessment instrument consisted of patriotism, law-abidingness, peace-lovingness, democracy, and creativity.

Data Analysis

Data analysis utilized Miles & Huberman model for qualitative data. Several steps in the model are data reduction, data presentation, and drawing conclusions/data verification. Qualitative data analysis was used to describe the process of integrating cultural-based learning in Civics Education. Besides, qualitative findings were used to explain students' behavioral changes and contextual factors influencing the observed civic disposition improvement. For quantitative data, data were analyzed using SPSS 25.0 software.

Hypothesis testing was carried out to determine whether the research hypothesis was accepted or rejected. H0 is there is no significant difference between students' character scores before and after being given treatment. H1 is there is a significant difference in students' civic disposition scores before and after the integration of local cultural values.

RESULT AND DISCUSSION

3.1 Implementation of Local Cultural Values in Civics Learning

The values derived from local culture that will be integrated into Civics subject include: patriotism, law-abidingness, peace-lovingness, democracy, and creativity. These values also align with the implementation of the Impact College initiative of the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek). Furthermore, these values are also part of civic disposition. Civic disposition refers to the attitudes, values, and habits that a person needs to possess to become a good citizen with character (Branson, 1999; Mulyono, 2017). The values of patriotism and law-abidingness are integrated through individual assignments. The values of peace-lovingness, democracy, and creativity are integrated through group assignments. Individual assignments take the form of portfolio assignments completed within a specific timeframe. Each student creates a portfolio describing behaviors that align with or deviate from these values over a specific period. The following is an example of a portfolio assignment completed by a student. Students wrote about behaviors they engaged in that align with the values of patriotism and law-abidingness. In addition to describing the behavior,

students also recorded the time and included photo documentation. The assignment was submitted as a soft file via Google Drive.

No	Hari/Tanggal	Karakter Cinta Tanah Air/Taat Hukum/Peleati Sosial	Deskripsi	Dokumentasi
1.	Jum'at, 09 Mei 2025	Karakter cinta tanah air	Dalam bentuk cinta tanah, saya membekukannya dengan menggunakan produk buatan lokal yaitu botol/banbler made in Indonesia. Dengan menggunakan produk buatan dalam negeri, kita mendukung perekonomian nasional dan menjaga kelestarian ekonomi bangsa. Selain itu, memvinita produk lokal juga dapat membantu mengurangi dampak negatif terhadap lingkungan karena proses produksi lokal biasanya lebih ramah lingkungan.	
2.	Jum'at, 09 Mei 2025	Karakter taat hukum	Dalam memerciskan karakter taat hukum, saya membekukannya dengan menaati peraturan lalu lintas saat berkendara motor yaitu selalu menggunakan helm saat berkendara menuju kampus Uinidar. Penerapan aturan wajib pakai helm juga bertujuan untuk meningkatkan keselamatan hukum Masyarakat dalam berkendara.	

Figure 1. Researcher Documentation (One of the students' portfolio assignments) (2025).

The group assignment involved analyzing the values of peace, democracy, and creativity inherent in traditional games. Traditional games are an integral part of local culture (Sari & Kurniawan, 2024). According to Koentjoroningrat, traditional games are a universal element of culture, particularly in the arts and recreation, as they express a culture that embodies the unique values, norms, and symbols of local communities (Prasetya & Sarmini, 2022). Each group consisted of five randomly selected students. Before completing the group assignment, each student assessed each member of their group. This assessment consisted of peer feedback and was used to measure students' civic disposition. The questionnaire was completed online via Google Form. The group assignment was then completed. The assignment was written in a Power Point presentation accompanied by an explanation of how to play the traditional game, the character values it embodied, and supporting illustrations or documentation. The assignment was then presented to the class in turn, followed by a large group discussion. At the end of the lesson, conclusions were drawn together by the lecturer and students, as well as reflection. After the entire series of activities is completed, the students will continue with a re-evaluation of each member of their respective groups.



Picture 2. Researcher Documentation (One of the group assignments for character value analysis)

3.2 The Effect of Integration on Civic Disposition

Local cultural values integrated into Civics subject include: patriotism, law-abidingness, peace-loving, democratic, and creativity. The effect of value integration was measured using pre- and post-course questionnaires administered online via Google Forms. Prior to hypothesis testing, the data were tested for normality to determine their distribution.

a. Normality Test

Normality test was conducted using kolmogorov smirnov test. If the significance value is greater than 0.05, the data can be considered to have a normal distribution, allowing for hypothesis testing using parametric tests. However, if the significance value is less than 0.05, the data are not normally distributed.

Table 2. Result of Normality Test

Data	Significance Value	
	PBIO K3	PBSI K3
Pretest	0,000	0,020
Posttest	0,002	0,000

Source: Processed Data (2025)

Based on the normality test results in Table 2, the PBIO K3 data for both the pretest and posttest have a significance value of less than 0.05, indicating that the data are not normally distributed. Similarly, the PBSI K3 data had a significance value of less than 0.05 in both the pretest and posttest, indicating that they are not normally distributed.

b. Hypothesis Testing

The PBIO K3 and PBSI K3 data are not normally distributed, so the Wilcoxon test was used to test the hypothesis.

Table 3. Result of Descriptive Analysis PBSI K3

Data	Average	Deviation Standart
Pretest	4,53	0,379
Posttest	4,58	0,449

Source: Processed Data (2025)

Table 4. Result of Descriptive Analysis PBIO K3

Data	Average	Deviation Standart
Pretest	4,13	0,332
Posttest	4,25	0,558

Source: Processed Data (2025)

On table 3, related to the descriptive analysis of the PBIO K3 data, shows that the average pretest score was 4.53 with a standard deviation of 0.379. The PBIO K3 posttest results showed an average score of 4.58 with a standard deviation of 0.449. Meanwhile, Table 4, showing the PBSI K3 data, shows an average pretest score of 4.13 with a standard deviation of 0.332. The PBSI K3 posttest results showed an average score of 4.25 with a standard deviation of 0.558.

The hypotheses used in this study are:

H0: There is no difference in average scores between the pretest and posttest.

H1: There is a difference in average scores between the pretest and posttest.

The testing criteria used are: H0 is rejected if the test significance value is <0.05 and H1 is accepted if the test significance value is >0.05 .

Table 5. PBIO K3 Hypothesis Test Results

Data	Sig	Information
Pretest	0,403	No Difference
Posttest		

Source: Processed data (2025)

Table 6. PBSI K3 Hypothesis Test Results

Data	Sig	Information
Pretest	0,011	There is a difference
Posttest		

Source: Processed data (2025)

Based on table 5, it is known that the results of the PBIO K3 hypothesis test show a significance value of $0.403 > 0.005$, therefore it can be stated that H_0 is accepted, meaning there is no significant difference between the average values of the pretest and posttest. Meanwhile, in the PBSI K3 data contained in table 6, it is known that the significance value is $0.011 < 0.05$ thus it is stated that H_0 is rejected, meaning there is a significant difference between the average values between the pretest and posttest.

DISCUSSION

The descriptions and photo documentation demonstrate that students understand the meaning of patriotism and law-abidingness and demonstrate their ability to implement these values. The character value of patriotism is reflected in the act of purchasing and using domestically produced, refillable water bottles, thus avoiding waste accumulation (Aryani et al., 2022). This aligns with Ki Hajar Dewantara's definition of patriotism. A person with patriotism is someone whose soul is ingrained with a sense of belonging and is motivated to make sacrifices for the advancement of the nation (Dewantara, 2009). Furthermore, law-abiding behavior is illustrated by obeying traffic regulations while driving and using standard equipment. This is in accordance with the definition of law-abiding, namely a behavior and attitude that has compliance with the regulations and laws that exist in society, the state, or certain institutions and its implementation is carried out freely, consciously, and responsibly (Kemdikbudristek, 2023).

One of the traditional games analyzed by students is congklak. Students were able to demonstrate that peace, democracy, and creativity are presented in congklak. Players in congklak demonstrate peace because they are able to accept defeat gracefully. Peace is a socio-emotional competency of someone who can integrate moral intelligence, emotional regulation, and social justice to create a culture of non-violence (Lickona, 2021). Democratic values are reflected when players have equal opportunities to participate and take turns according to pre-agreed rules (Darmawan, 2020). Players are able to respect each other's rights. Democracy is an attitude and behavior demonstrated by someone who shows respect for equality, actively participates, and has freedom of expression in the decision-making process in accordance with the values contained in Pancasila and the principles of inclusive education governance (Kemdikbudristek, 2022). Creative values are demonstrated when each player is able to design a game strategy. Creativity is a person's ability to think and act in an original way, possessing innovation, and productivity in producing solutions or works that have value in academic and non-academic contexts (Kemdikbudristek, 2022).

The difference in hypothesis test results between PBIO K3 and PBSI K3 can be explained through the theoretical framework of civic disposition, which includes the dimensions of moral knowing, moral feeling, and moral behavior (Lickona, 1991). In PBIO K3, a significance value of $0.403 > 0.05$ indicates that the learning intervention did not have a significant effect on these three dimensions. This is likely due to the lack of relevance perceived by students between the material on local cultural values and the discipline they are studying (biology), resulting in a slow process of internalization of values. In contrast, PBSI K3 obtained a significance value of $0.011 < 0.05$, indicating a significant increase in civic disposition. PBSI students have a greater closeness to the cultural and linguistic context, so the integration of local cultural values feels relevant, gives rise to emotional involvement (moral feeling), and encourages real behavior (moral behavior) (Lickona, 1991).

The difference demonstrates the importance of adaptive, participatory, and contextual learning strategies, such as in-depth discussions, literary analysis, or the study of values in traditional games, which have proven effective in PBSI K3. This aligns with the theory of

contextual teaching and learning, which emphasizes that understanding and internalization of values will be stronger if linked to students' real-life experiences (Komalasari, 2011). Therefore, integrating local cultural values into Civics Education subject can be an important strategy for strengthening students' civic character (Astriya, 2023; Hemafitria & Octavia, 2021). This is especially true if implemented systematically, linking the material to students' academic backgrounds and interests, and providing space for participatory and reflective learning experiences to optimally develop civic dispositions.

The theory of integrating local cultural values in Civics Education is rooted in the contextual teaching and learning (CTL) approach, which emphasizes the relationship between teaching materials and students' experiences and environments, as well as the theory of character education, which views moral and social values as the core of civic learning (Komalasari, 2011). In this perspective, local culture is positioned as a source of authentic and relevant values for fostering civic disposition, namely the tendency of individuals to think, behave, and act according to the principles of good citizenship. John Dewey's thinking about education as a social process based on experience supports this integration, as local culture provides a concrete context for students to practice the values of democracy, responsibility, and tolerance (Dewey, 1986; Oldham et al., 2025). By referring to this framework, the integration of local cultural values not only substantially enriches Civics Education material but also strengthens the internalization of values through participatory, reflective, and experience-based learning.

The theory of character education proposed by Thomas Lickona emphasizes that character development, including civic disposition, must encompass three main components: moral knowing, moral feeling, and moral behavior (Lickona, 1991). Moral knowing relates to students' understanding of civic values and local culture, such as patriotism, law-abidingness, democracy, and peace (Mazid et al., 2024). Moral feeling encompasses emotional attachment, pride, and commitment to these values, thus encouraging students to embrace them as a guideline for their lives (Komalasari & Rahmat, 2019). Moral behavior is concrete behavior that reflects these values in daily actions, such as actively participating in social activities or maintaining harmony within the campus environment (Latipa et al., 2022). In the context of integrating local cultural values into Civics Education subject, these three components work synergistically: learning provides knowledge of values, fosters a sense of belonging to the nation's culture, and provides practical experiences that enable students to embody these values in positive civic behavior (Afan et al., 2024).

The results of this study indicate that the integration of local cultural values into Civics subject can improve students' civic disposition, although the level of improvement varies across classes. In some classes, the increase in civic disposition was insignificant, while in others it was significant. This variation opens up opportunities to identify moderating factors such as teaching methods, student characteristics, and group dynamics. The implication of these findings is the need for a structured, measurable, and replicable Civics learning model based on local cultural values, equipped with validated civic disposition measurement instruments. Thus, civics education in higher education can be an effective vehicle for developing a young generation with both cultural awareness and a strong civic commitment.

CONCLUSION

Data in both classes show that there is an increase in posttest scores, thus indicating that there is an increase in the integrated character values. However, the increase in the first class, namely PBIO K3, is not significant, while in the second class, namely PBSI K3, there is a significant increase. Thus, integrating local cultural values into Civics Education enhances students' civic disposition by fostering contextual understanding, moral engagement, and participatory learning. The character values developed include: love of the homeland, law-abiding, peace-loving, democratic, and creative. These findings imply that universities should systematically embed local cultural values into general education courses to strengthen national identity and civic engagement. This study was limited to two classes within one university,

therefore, future research should include larger samples and diverse disciplines to generalize findings.

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