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Call for Book Chapter
GENERAL PROFILE OF THE INDONESIAN CIVIC EDUCATION
(A Comprehensive Frame of Colaborative Analysis from Multidimensional Perspectives)

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INTRODUCTION

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The idea of Civic Education for the 21st century was innitiated by the CICED *Conference On Civic Education through The International Conference on Democratic Citizen in Civil Society: Building Rational for te 21st Century Civic Education* in 1999. (Djahiri and Winataputra,1989). Since then the Curriculum and Teaching Civic Educatioon have been gradually adopted the new vision and and developed within the framework of the national sistem of educationn, with its most recent progress is the birth of a the 2003 civic Education as a part of the 2003 national curriculum (Winataputra, 2015).

The Conference concluded two signifant ideals:
> " 1.3. *Derived from the ideals and values pronounced right by the Indonesian constitution,and currently actualized along the ways of reformation movements,and then inevitably challenged by globalization trends, the ten pilars of of Indonesian constitutional democracy: Belief in One God, Human Rights, People Souvereignty, People Intelligence, Separation of State Power, Local Aoutonomy, Rule of Law, Independent Court, People Prosperity and Social Justice need revitalizing.*
> 1.4.*Civic Education as both intelectual and educational endeavors are accepted as the main vehicle as well as the essence of education for democracy"*

Specific point for civic education was emphasized as follows.
> *"2.1.Education for democracy currently has been accepted as a primary fundamental rationale for public education in Indonesia. Such educational endeavour should be basically aimed at developing civic intelegence in spiritual, rational, emotionaland social dimensions in individual citizens as both social actors and leaders in society today and tomorow.*
> 2.2.*It is expected that it will fruitfully produce Indonesisian smart and and good citizen s who can consistently perpetuate timely develop the good citizens who can consistently and timely develop the ideals and values of democracy, and effectively deal with and manage constantly emerging crises for the betterment of Indonesian society as integral part of peaceful welfare global society."*

After a long journey of its academic and pedagogic efforts within group or inter group in our community of scholars it is time to look back the implementation of the general civic education community in various frame of civic education adapted

to Indonesia to get all things better adapted in this new era which has indicated so much progress in comunity living (Winataputra, 2015)

The whole chapters are developed as **A comprehensive evaluation on the progress of Indonesian CIVIC EDUCATION using the idea of a modified Daniel Stufflebeam** in the following way.

GENERAL FRAMEWOR USING A CIPPO MODEL

Considering the complexity as well as coverage of the Indonesian sistem of education so far the *Context-Input-Process-Output* model (CIPPO-model) would intentionally be applied in the following ways.

- *Section One: Analyzing the Context (C)*
  1. Policies related to national background of civic education in Indonesian context
  2. Contextual forces and challenge of civic education at national as well as gobal level

- *Section Two: Analyzing the Input (I)*
  1. National imperatives derived from related constitutional resources
  2. Various reserach evidences about civic education done by staf as well as doctorate candidate in civic education at the Posstgraduate study level
  3. Various researcn evidences from free resersers

- *Section Three: Analyzing the Process (P)*
  1. Instrumentation and Praxis of teaching civic education at all school levels primary to secondary levels elementary secondary, and high shool such as bachelor and mater thesis researches;
  2. Instrumentation and Praxis of teaching civic education at higher education;
  3. Instrumentation and Praxis of teaching religious education and ethics at school levels and nonformal educational setting;
  4. Instrumentation and Praxis of teaching religious education and ethic through multimedia

- *Section Four: Analyzing the Product (P)*
  1. Cognitive learning (critical thinking, creativity, making decision,)
  2. Affective learning (empathy,tolerance,)
  3. Skill learning (empathy, cooperative learning, spirit building)

- *Section Five: Analyzing the Output (O)*
  1. Academic frame for civic education
  2. Psikopedagogical frame of civic education

3. Sociocuctural frame of civic education
4. Programatic frame of civic education

GENERAL CONSIDERATION

Analyzing the Context (C)

Since the implementation of the national system of education along the line of the history of the Republic of Indonesia in 1945 there has beeen a national Policies related to national background of civic for education in Indonesian context (Winataputra, 2015, Somantri and Winataputra, 2017). At the same time contextual forces and challenge of civic education at national as well as concerrn of citizenship education at gobal level has significantly emerged around the world with varied emphases, (Kennedy, 2007) For Indonesia to be noted that civic education is philosophically tied up with the state philosopphy *Pancasila* as the fundamental sources of ideas and instruments

Analyzing the Input (I)

The first input at the conceptual level are derived as values characterizes national goodness derived from related constitutional documents.To mension some are belief, human rights, nationalism, unity in diversity, sense of belongingness to the nation,
      Various research evidences about civic education done by stafs as well as doctorate candidates in civic education at the Posstgraduate study level (Sapriya, 2005, Winataputra, 2015). Sumantri and Winataputra (2017) reemphasize all the inputs of the development of civic education along the line of the whole year development of civic education in Indonesia

Analyzing the Process (P)

Instrumentation and Praxis of teaching civic education at all school levels primary, secondary ,and high schools (SD/SMP/SMA/SMK) has done a lot such as thesis researches. Most of those researes varied in focus and analysis but generally those sumarizes that in general civic education at all levels basically indicate strong emphasis on low levels of cognitive processes i.e. recall, memorization and practical skills rather than higher cognitive process i.e critical thinking, problem solving, and creativity. It is also to be the case in highr education. To do so academic and profesional collaboration among us the community of civic education about civic eduation is strongly needed in order to develop knowledge in civic education for Indonesia now and the future.
      At the higher education level there have been results of research on the effects of blended learning in the Pancasila Education and Citizenship

Education lectures on online knowledge sharing characters (Budimansyah, 2019). These findings indicate how the use of IT in Citizenship Education course is very important and needs to be developed.

Unfortunately there has been not sufficient information yet about the instrumentation and praxis of teaching religious education and ethics at school levels as well as for nonformal educational settings;

Analyzing the Product (P)

There has been no solid research yet about the general product of education including cognitive learning i.e critical thinking, creativity, and decision making skill are still doubtfull. There are a number of studies at the school level that have provided preliminary reports on the impact of using Project Citizen on student character development (Budimansyah, 2018, 2019). It is also to be the same for cooperative learning, spirit and team building. For sure all those things further query are neded when they have already been fully active as a member of society. To do so colleagues all institutional of the Association througout Indonesia are warmly invited.

Analyzing the Output (**O**)

The output of the evaluation as awhole is intended for reframing civic education, from various sides such as sikopedagogical, sociocultural frame as well as programatik purposes suc as as an input for the government or other parties concerned with the area of civic education. It is also to be the case for cooperative learning, spirit and team building. For sure all those things of further query are neded when they have already been fully active as a leader of society. To do so colleagues and leaders in all institutional of the Association througout Indonesia are strongly invited.

Editors

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Writing Guidelines

1. The chapter title is written using capital letters font 14 and under the title written the name of the author and the name of the university / institution.
2. The chapter is written using good and formal Indonesian. Note: selected chapter books will be requested to be written in English for international publications.
3. Chapter will be between 5-6000 words each.
4. Chapter will commence with an abstract of between 150-200 words and 4-5 keywords.
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7. The *Style Guide* of the American Psychological Association (6th Edition) will be used for all references. An abbreviated online version can be found here:
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8. Where figures, diagrams and pictures are included from copyrighted publications it is the responsibility of the author to obtain such clearance. A template for a generic letter seeking copy right clearance is attached (See Appendix). Copyright clearance permissions should be attached to your submitted chapter.
9. Timeline and review process for chapters and sections:

Registration and submission of abstract and keywords	End of June 2020
Payment due date	End of July 2020
First draft chapters	End of August 2020
Review of submitted chapters	Finalised by the end of September 2020
Revisions based on feedback	End of October 2020
Final changes, if any, requested and returned	Early of November 2020
Submission of completed text to publisher	End of November 2020

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