

## Promoting civic engagement among students in the preservation of local culture during a time of disruption

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### Abstract

Citizenship education aims to cultivate intelligent and responsible citizens. One essential characteristic of a responsible citizen is their active engagement in civic duties, as demonstrated through their attitudes and behavior. This study examines the level of civic engagement among high school students in preserving local culture during the era of disruption. The research adopts a quantitative descriptive approach and collects data from high school students in Cianjur Regency, Indonesia, using a survey questionnaire. The findings reveal that: (1) the level of civic attitude among students in cultural preservation is sufficient, with a score of 55.12%; and (2) the level of civic behavior, specifically real action taken to preserve local culture, is very low, with a score of 9.22%. This suggests that student involvement in cultural preservation needs to be further developed to safeguard local culture. Therefore, future researchers are advised to devise a Citizenship education learning model that can foster civic engagement among high school students in preserving local culture.

**Keywords:** citizenship education; civic engagement; preservation of local culture

### Introduction

The rapid flow of globalization has led to the younger generation being westernized, hedonistic, consumeristic, and apathetic towards their communities. Moreover, the fast-paced development of technology and information has brought significant changes to the social



structure of Indonesian society. This trend is particularly evident among young people who are increasingly abandoning their cultural roots, as they perceive cultural values as outdated (Budiarto, 2020). Studies conducted by Suneki (2012) indicate that traditional arts are losing their appeal among the younger generation, who are more interested in western culture. This phenomenon reflects how the rapid flow of technology and information is gradually eroding the indigenous Indonesian traditional culture due to the lack of interest of young people in preserving their cultural heritage (Suneki, 2012).

The development of technology and information has blurred the boundaries between countries, leading to the erosion of local cultures (Giddens, 2013; Lewandowski, 2003). This trend indicates that local cultures, which are essential components of the community's identity, are slowly disappearing, as the younger generation perceives them as outdated. However, local cultures are a vital source of wisdom and social capital for the community (Bourdieu, 1986).

To maintain the existence of local cultures in the midst of globalization and disruption, it is necessary to involve citizens, especially the younger generation, in efforts to preserve local cultures. Young citizens can contribute to these efforts by promoting local culture, showing appreciation for it, and becoming agents for transmitting local culture to others. They can also incorporate local cultural values into their efforts to solve problems in their environment, thereby institutionalizing local cultural values in the community. The involvement of young citizens, particularly high school students, is critical in preserving local culture, as it serves as an anticipatory measure against the fading existence of local culture in the face of globalization.

To institutionalize local culture in the lives of the younger generation, it is crucial to promote concrete positive actions taken by citizens to preserve local culture. Civic engagement is a condition in which citizens actively participate in various aspects of life, driven by their loyalty to their community and their capabilities and capacities (Jacoby, 2009). Young citizens must be nurtured to have good citizen involvement so that they can contribute to the development of their community.

Maintaining civic engagement in the preservation of local culture in the midst of swift globalization and rapid developments in technology and information is a challenging task. Globalization has brought significant changes in technology and information development to the world, including Indonesia. The entry of the world into the era of the Fourth Industrial Revolution has led to a cultural shift in society, which has triggered cultural shock due to the community's unpreparedness to accept this change and its resulting loss of cultural values.

Involving students in their community can be pursued through Citizenship Education Learning, which is tasked with developing Indonesian character values and creating intelligent, good, characterful, and democratic individuals. One of the objectives of Citizenship Education is to develop the civilization of Pancasila, which can empower potential participants to become good citizens. Active involvement in the socio-cultural life of the community is an indicator of a good citizen.

To maintain the existence of local culture from one generation to the next, citizens, especially young citizens, such as students, must be involved in preserving local culture as a manifestation of good citizenship. This study aims to describe the civic engagement of students in efforts to preserve local culture.

### Method

A quantitative research method with a survey could be used to investigate the title "Promoting civic engagement among students in the preservation of local culture during a time of disruption". The survey would involve collecting data from a sample of high school students to determine the level of civic engagement in the preservation of local culture and the factors that promote or hinder such engagement during times of disruption.

The survey instrument could include closed-ended questions with a Likert scale to measure the students' attitudes towards civic engagement and preservation of local culture. It

could also include demographic questions to identify the characteristics of the sample population. The survey could be distributed online or in person, depending on the research context.

The survey data could be analyzed using statistical techniques such as descriptive statistics, correlation analysis, and regression analysis. These techniques could help identify the factors that are associated with higher levels of civic engagement in the preservation of local culture during times of disruption. The findings could be used to develop strategies and interventions to promote civic engagement among students and enhance their participation in the preservation of local culture.

$$P = \frac{f}{N} \times 100 \%$$

- P = Percentage
- f = Respondent's answer
- N = Number of samples
- 100 = constant

Each respondent's answer to each question item was tabulated and then the percentage of each respondent's answer was calculated. Then the score obtained is interpreted based on the interpretation table below:

Table 1  
*Interpretation of Score Data*

Interval	Interpretasi
0%-25%	Very Low
26% - 50%	Low
51% - 75%	Middle
76% - 100%	High

## Result and Discussion

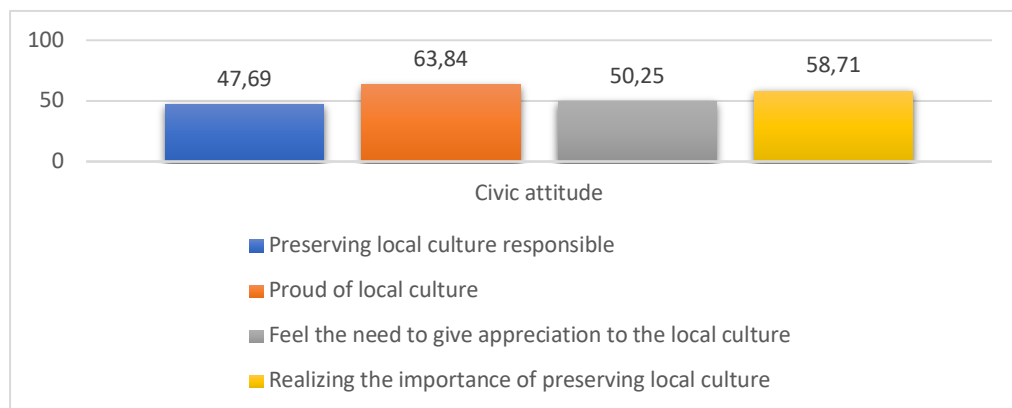
Based on Graph 1, data were obtained regarding the civic attitude of students towards preserving local culture. The graph illustrates several indicators of students' civic attitude towards local culture preservation, including a sense of responsibility for preserving local culture, feeling proud of local culture, the need to appreciate local culture, and awareness of the importance of preserving local culture. The data reveal that students' civic attitude towards preserving local culture, as indicated by their sense of responsibility, falls under the low category. Conversely, the students' sense of pride in local culture is categorized as sufficient. Moreover, the data show that students' need to give appreciation and their realization of the importance of preserving local culture both fall under the sufficient category.

Based on graph 2, it can be obtained an overview of the civic behavior of students to preserve culture. The research used several indicators related to civic behavior of students in cultural preservation efforts, including involvement in concrete actions to preserve local culture, actively contributing to various forms as efforts to preserve local culture, and involving oneself as a volunteer in efforts to preserve local culture. The civic behavior of students shown in involving students in real actions in efforts to preserve local culture is in the very low category. Civic behavior of students shown through active contribution of students in various forms as an effort to preserve local culture is still in the low category. And the civic behavior of students in cultural preservation efforts shown by students through their involvement as volunteers in efforts to preserve local culture is in a very low category. From the description of

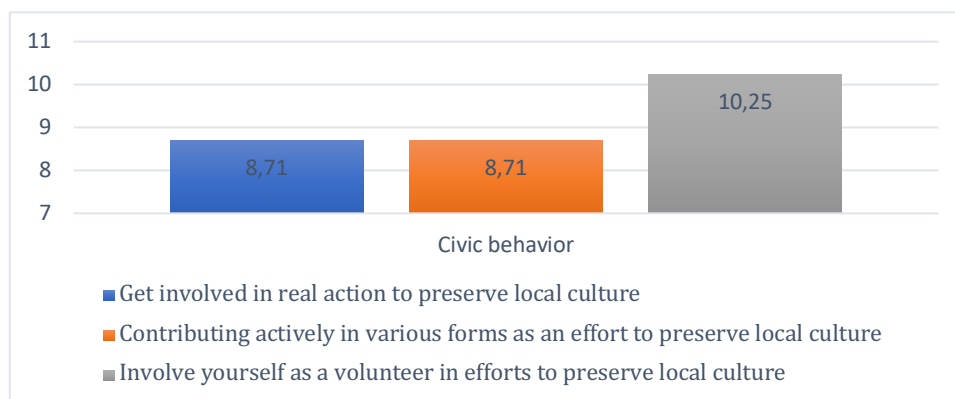
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the three indicators used in this study, it can be concluded that the civic behavior of students in cultural preservation efforts is still very low.

Graph 1  
*Civic attitude of students in cultural preservation*

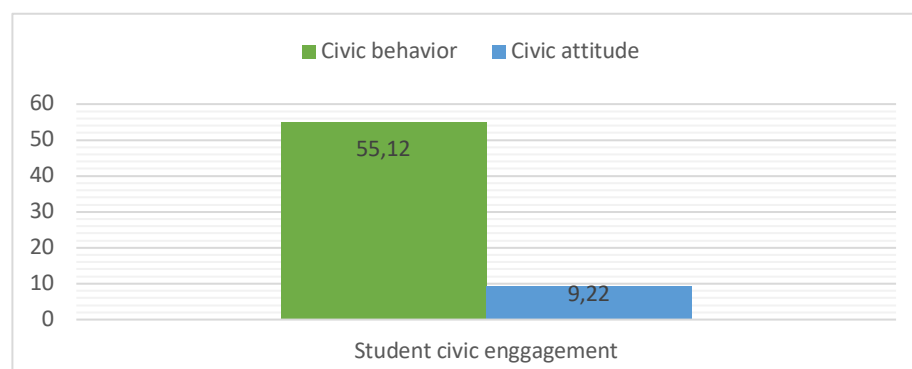


Graph 2  
*Civic behavior of students in cultural preservation*



From graph 3 it shows the condition of students' civic engagement in cultural preservation with the two indicators used, namely civic behavior and civic attitude. Civic engagement of students in cultural preservation as shown in the form of civic behavior is in the Middle category. Meanwhile, the civic engagement of students in cultural preservation is shown in the form of civic attitude, which is quite concerning, which is in the very low category. Based on the description of the two indicators of student civic engagement in cultural preservation, it can be concluded that student civic engagement still really needs special handling so that student civic engagement in cultural preservation can experience an increase.

Graph 3  
*Student Civic Engagement in Cultural Preservation*



The existence of local culture amid globalization and the era of disruption is increasingly encountering formidable obstacles (Suneki, 2012). Globalization has brought very rapid developments in human life, especially in the fields of technology and information (Robinson, 2011). The rapid development of technology and information is increasingly bringing the lives of Indonesian people towards entering a disruptive era. The era of disruption is an era where changes are increasingly massive in society so that these changes have the potential to eliminate or change the existing and institutionalized order of life in society (Erfiana & Ariyanto, 2020).

Globalization has brought about a new era in society, known as the era of disruption, which poses various challenges to communities. It is essential for communities to adapt to the changes brought about by globalization and the disruptive era. The most significant challenge faced by society is the need to preserve local culture in the face of rapid technological and information developments that bring foreign cultures that may not align with existing local cultures (Flew, 2020).

To address this challenge, it is crucial for communities to be ready to selectively adopt foreign cultures. Additionally, concrete actions are required from citizens to preserve local cultures and compete with foreign cultures to ensure their sustainability and institutionalization in society. The preservation of local culture is critical as culture serves a vital function in maintaining the sustainability of society (Triyanto, 2014).

Culture is a common property that comprises patterns and symbols passed down from generation to generation within a society, which embodies attitudes and guidelines for life (Davis, 2020; Kroeber & Kluckhohn, 1952). Culture is defined as a pattern of reference institutionalized within society that functions as a guide for behavior (Fong et al., 2016; Morris et al., 2015; Vitasurya, 2016). Essentially, culture comprises three layers: the outer layer, which encompasses the concrete manifestations of culture; the middle layer, which consists of the norms and values institutionalized within society; and the inner layer, which comprises the core ideas and concepts that differentiate a culture from others (Bolinger & Burch, 2020; Spradley & Phillips, 1972; Sun et al., 2022).

Indonesia is a country known for its pluralism, which consists of various cultures that rapidly shape the nation's development. Sundanese culture is one of the many cultures in Indonesia that has flourished. Sundanese culture represents a concrete manifestation of taste and intention, both abstract and material, from a group of people who identify themselves as Sundanese (Rosidi, 2010). This culture contains a plethora of local wisdom. The terms used to refer to local wisdom vary across different languages. At least three foreign terms are commonly used to describe local wisdom: Indigenous wisdom or local policies (Abas et al., 2022; Blesia & Ratang, 2016), local knowledge (Maryani & Yani, 2016), and local genius or local intelligence (Fajarini, 2014).

Local wisdom is formed through a long process and crystallizes in the form of customary laws, beliefs, and culture, and it is trusted and believed by the community to be used as a reference in everyday life. Therefore, local wisdom can be interpreted as a norm that is practiced in society. Geertz (1973) argues that local wisdom is an essential part of society and fundamental to human dignity in society (Vitasurya, 2016).

Citizens' involvement is essential for any country. The state needs citizens' involvement to address social phenomena that occur in society. Adler & Goggins (2005) define civic engagement as a form of service to society or its community, a behavior that is carried out together, a way to develop political behavior, and a means of bringing about social change. Citizen involvement can be defined as a form of community service in which people voluntarily surrender themselves to participate in their local community for the purpose of strengthening it (Adler & Goggin, 2005).

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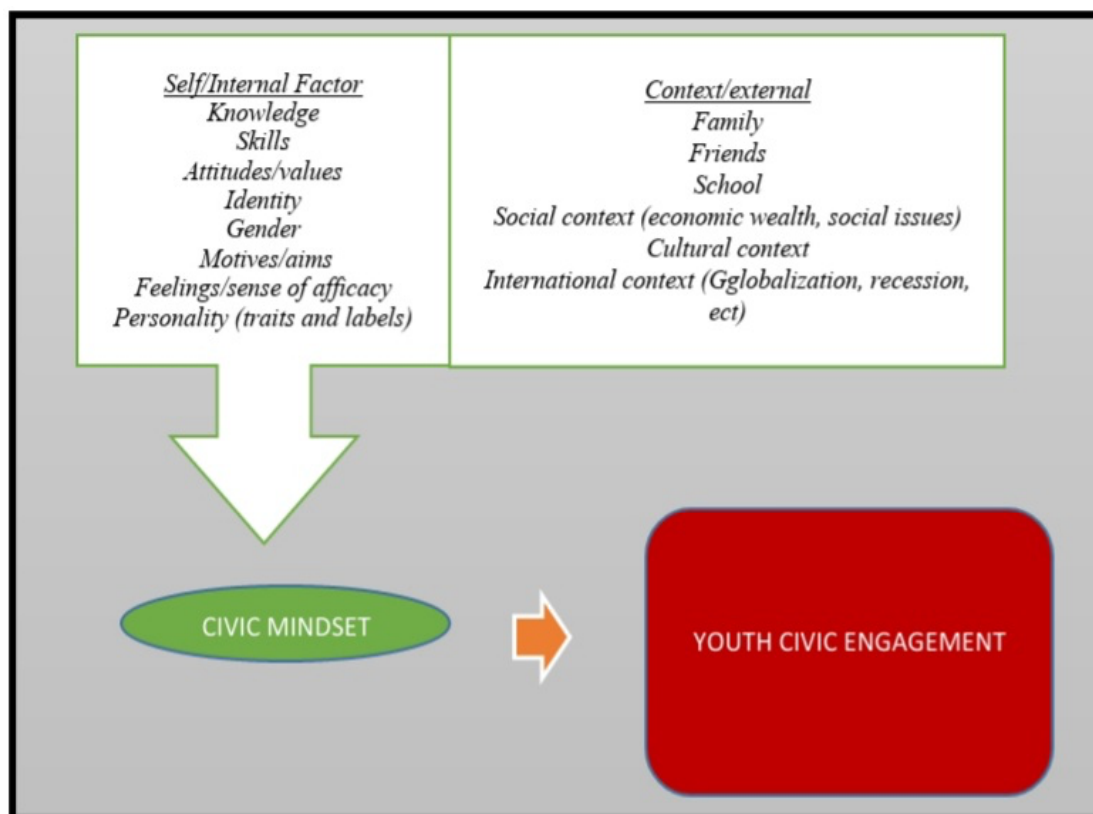
To foster positive youth development, it is important to consider contextual factors that influence youth attitudes and engagement (Broom, 2017; Cargo et al., 2003).. Civic engagement or citizen involvement refers to the process where individuals are trusted to create positive changes for their community, and this requires knowledge, skills, and values (Doolittle & Faul, 2013; Gusmadi, 2018).

Citizen involvement can also be seen as collective action where citizens work together to improve society as a whole (Adler & Goggin, 2005) Civic engagement can also be defined as active citizenship, where active citizens are naturally engaged in their communities (Adler & Goggin, 2005; Crick & Lockyer, 2010). Citizen involvement can be a positive form of participation voluntarily carried out to improve the quality of life in the community (Jacoby, 2009). Citizens' involvement can lead to social change, and this is referred to as social capital in society (Adler & Goggin, 2005; Putnam, 2000).

Social capital and cultural capital are crucial to understanding the social structure and functioning of a society, and cannot be achieved solely through economic capital (Bourdieu, 1986). Citizen involvement is an essential element for the functioning of democracy, and democracy cannot survive without the participation of good citizens. Civic education is necessary to provide citizens with knowledge and skills that promote good citizen involvement (Maiello et al., 2003).

The involvement of young citizens in their community is influenced by their civic mindset, which is shaped by both internal and external factors. Internal factors include knowledge, skills, attitudes/values, identity, gender, motives/goals, feelings, and personality. External factors include family, friends, school, social context, cultural context, and international context (Broom, 2017). Therefore, it is important to create an environment that nurtures positive civic attitudes and behavior in young citizens.

Figure 1  
*The process of forming youth civic engagement*



Sources: Broom (2017).

Based on the given figure, it is evident that developing a civic mindset is crucial for engaging young citizens. To cultivate this mindset, they must pay attention to various factors.

Consequently, promoting citizen involvement characterized by local Indonesian wisdom values amidst the rapid changes brought about by globalization's technological and informational developments is a formidable task. The swift flow of technological and informational developments across the globe has led to cultural shifts worldwide, including in Indonesia. The entry of the industrial revolution 4.0, an outcome of globalization, has caused significant cultural changes in Indonesian society.

These cultural changes have resulted in cultural shock as the community struggles to accept and adapt to the shifting values. Consequently, local culture, which was previously the identity of Indonesian people, has become eroded. The position of local culture, which serves as social capital in society, is gradually losing significance. Therefore, it is essential to reinforce local cultural values, which contain local wisdom, so that they can continue to thrive and become the identity of the Indonesian nation, particularly among young people. The inculcation of these values among young people during an increasingly globalized society should be optimized to ensure that these values are internalized and realized in their civic attitudes and behavior.

Citizen involvement, characterized by Indonesian wisdom values, is manifested in civic attitudes and behavior. This research highlights the importance of citizen involvement in preserving local culture, which serves as the foundation for society's behavior and the identity of Indonesian citizens amidst the swift currents of globalization and disruption. Encouraging culture-based citizen involvement is a form of social and cultural capital that can be harnessed as economic capital in building a better society (Bourdieu, 1986; Karliani et al., 2019).

To face the challenges brought by globalization and its impact on local culture in Indonesia, it is important to involve citizens, particularly the younger generation, in preserving local culture. However, the current level of involvement among high school students in Cianjur Regency is still not sufficient. Although over 50% of high school students in the district have a civic attitude towards cultural preservation, the actual behavior in preserving local culture is only at 9.22%. Therefore, there is a need for guidance on developing student involvement in cultural preservation, which can be achieved through the Citizenship Education learning process.

Citizenship Education aims to form responsible citizens who are aware of their rights and obligations, and can participate in preserving local culture as well as in global citizenship. The learning process of Citizenship Education should be designed to contribute to developing student involvement as citizens. One way to do this is to integrate life values originating from local wisdom values contained in the Cianjur Cultural Pillars into Civics Learning.

To support the transformation of culture-based wisdom values, a learning model is needed in Civics learning. The learning model should be used as a tool to transform local wisdom values into the world of education. This approach can foster awareness and understanding of the involvement of citizens, as well as encourage them to consciously and voluntarily engage in concrete actions to preserve local culture.

In conclusion, the involvement of citizens, especially the younger generation, is crucial in preserving local culture in Indonesia. Citizenship Education and Civics Learning can be used as effective tools to develop student involvement in cultural preservation efforts. By integrating local wisdom values into the learning process, students can learn to become responsible citizens who are aware of their role in preserving local culture and contributing to the nation's development.

## **Conclusion**

From the findings of this study, it can be concluded that the condition of civic behavior of high school students towards the preservation of local culture is in the middle category. This can be interpreted that high school students have a good awareness of the importance of

preserving existing local culture. However, this has not been accompanied by the level of student involvement in real action to preserve local culture. The level of involvement of high school students in the form of civic behavior or concrete actions to preserve local culture is in the very low category. This needs to be addressed further so that students' understanding of the importance of preserving local culture which is embodied in the civic attitude of students can be directly related to student involvement in real action (civic behavior) to preserve local culture. Therefore, it is necessary to carry out further research on the development of a learning model that can develop student involvement in local cultural preservation actions.

This study provides an overview of students' involvement in the preservation of local culture which is reflected in the civic behavior and civic attitude of students in the context of preserving local culture. The condition of civic engagement of students in efforts to preserve local culture is still very low so it still needs to be developed further. A learning model is needed in the Civics learning process that can develop student civic engagement.

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