

## **New Perspectives On Civic Education In Historical Dimensions: Learn From The Rise Of Japan**

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### *Abstract*

This research article contains a review of the results of a literature review that focuses on efforts to rebuild civic education from post-conflict conditions in Japan. The implementation of civics learning in Japan is an interesting study to explore and take good things to build the quality of civic education in Indonesia. Citizenship education needs to be explored and continuously developed to be relevant to the demands and developments of the times. Building the mental aspect and building the nation's love for its country needs to be done by implementing quality Citizenship Education learning. This research article was compiled using a phenomenological qualitative data approach. This article contains data on the findings of the study in a series of words that can describe data based on facts. The type of qualitative data used in this article is a phenomenological descriptive data type. The results obtained from the results of the study carried out are manifested in the following discussion. (1) The history of the development of Citizenship Education in Japan, (2) The learning approach of Citizenship Education in Japan, (3) Analysis of the learning of Citizenship Education in Japan. The results revealed in this article contribute to the design of learning in civic education in Indonesia. The articles made will also contribute to the all-round insight of improving the nation's mentality in facing various global challenges.

**Keywords:** Citizenship Education, Japan, Learning, Morals.

## **INTRODUCTION**

Education is one of the important means for the state to change civilization. Every country is racing against time to produce the expected generation, through improving the quality of education. Each country prepares their generation with

education that is in accordance with the goals set in each country. Education carried out in each country has a different background, orientation, and principles. The pattern of education that appears dominant in each country can be influenced by various factors, ranging

from the state's understanding of ideology, politics, economy, social, culture, defense and security, as well as other factors that influence the orientation of education in a country. Every country in the world organizes various subjects that can support the understanding of each generation. One of the subjects held by many countries in the world is Citizenship Education.

Citizenship Education is a progressive discipline. Citizenship Education can develop in line with the changing times. Each country holds Citizenship Education as an effort to provide understanding and prepare its citizens in line with the expectations of each implementing country. Each country organizes Citizenship Education with its own uniqueness. The learning system and approach may also be different. In relation to the Civic Education learning approach carried out in each country, it can be analyzed using the curriculum framework of David Kerr (1999), that the implementation of education can be seen as leading to a maximum or a minimum. One of the characteristics, the implementation of learning with maximum characteristics, tends to direct students to active and participatory learning activities, not only in the context of the classroom but allows them to interact with the environment outside the school to build knowledge and learning experiences. In contrast, learning with minimal characteristics, oriented to student knowledge, learning concepts and theories in the context of the classroom.

Implementation of Citizenship Education that emphasizes maximum or

minimum characteristics, learning that emphasizes cognitive or practical orientation, can basically be determined using the right learning approach. Referring to the view of Sanjaya (2012) explains that the learning approach is the starting point or point of view used by teachers in education towards the learning process that takes place in schools. The learning approach is one element of education that is very interesting to study from a country. A different point of view Each country has its own orientation and approach to civic education. Each country has characteristics that are interesting to study. One of the interesting countries for an in-depth review of its Citizenship Education is Japan. There is a logical reason why Japan is an interesting country to study, namely Japan is a country that has an inspiring history of educational development, because it rose from adversity after World War II. Referring to Pitri's opinion (2013: 97), that education in Japan underwent major changes along with educational reform after World War II. These changes can be observed from the prevailing education system and the different content of subjects during World War II. The education system in Japan is not much different from the education system in Indonesia, namely 6 years for elementary school level, 3 years for junior high school level, 3 years for high school level, and 4 years for university level. In general, in Japan, there are three semesters where one semester starts in April-July, the second semester starts in

September-December, and the third semester starts in January-March.

Kazuko Otsu (1998), argues that since the Meiji era and after World War II, education in Japan has been carried out in a centralized and planned manner, and the principle of organized education has shifted from military to democratic. In the 19th century, education in Japan was extended to the general public through the temple-run school system. The curriculum consists of literacy in Japanese, simple mathematics and moral foundations (Mason & Caiger, 1997).

In connection with the emphasis on education that was carried out after

## **METHOD**

The type of research used in this scientific paper is descriptive qualitative research, because it describes the object under study (people, institutions or others) based on facts. According to Denzin and Lincoln (Moleong, 2006) states that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. The research in this scientific paper was conducted in Sukoharjo Regency, Central Java Province, in collaboration with literacy studies on best practice learning Pancasila and Citizenship Education. Meanwhile, the research time in this scientific paper was carried out for eight months, from February 2021 to April 2021. The sampling technique used in this study was snowball sampling.

According to Sugiyono (2010) Snowball sampling is a technique for determining samples that are initially small

World War II, Japan focused on moral education, one of them. This, greatly contributed and influenced aspects of education in Japan, until the emergence of civic education as moral education.

This article will review how Japan rose through quality civic education. Furthermore, the readers of the article can adopt the values that are considered relevant to the development of civic education in accordance with the ideology developed in each country.

in number, then enlarge. In accordance with the form of qualitative research and also the type of data source used, the data collection instruments that will be used in this study include: interviews (interviews), observations (observations), and document analysis.

The validity of the data in this study was carried out using data triangulation. According to H.B Sutopo (2002) argues that triangulation of data, is that the same or similar data will be more stable, the truth can be extracted from several different data sources. In addition to using data triangulation, in determining the validity of the data in this study, review informants were also used. The data analysis used in this study refers to the opinion of H.B Sutopo (2002). H.B Sutopo (2002) argues that "in the process of data analysis there are 4 components that must be understood by every qualitative researcher. The four components include: (1) data collection, (2) data reduction, (3) data presentation, (4)

drawing conclusions or verification. Analysis of the data in this study in detail can be observed in the following chart.

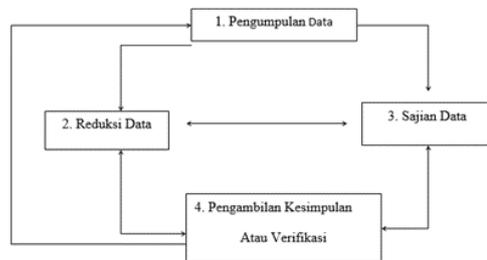


Figure 2. Interactive Analysis Model Miles and Hubberman (1992).

## RESULT

Citizenship education in Japan after World War II became a point of revival for moral improvement and the spirit of nationalism for Japanese society. The methods, strategies, and all the efforts made were aimed at resurrecting the Japanese people from the adversity caused by the war. Judging from the strategies, methods, ideal learning approaches adopted by the Japanese state, it can be presented in the data findings as follows.

The learning approach is one of the important elements that must be applied to achieve the desired learning outcomes. Referring to the view of Sri Anitah (2009) explains that the approach is the perspective used by educators on something that is being learned. If it is associated with the learning context, it can be said that the learning approach is a perspective on the implementation of the learning carried out. Suwangsih (2006) provides a definition of the learning approach, Suwangsih states that the learning approach is a concept applied by teachers or education actors in conveying

or discussing learning topics as an effort to achieve the expected learning objectives. In line with this statement, Suyono and Haryanto (2014) reveal that the learning approach is a set of assumptions related to learning. While the learning approach is more specific, namely how students build their knowledge through learning activities. There are many types of learning approaches that have developed, but what I will use as an analytical knife in this position paper is the constructivist approach. Brooks and Brooks further explain that the constructivist approach is an approach in teaching and learning that leads to the activity of finding a concept that is born from the initiative of students (Nanang and Cucu, 2012). The constructivism approach as an approach in the teaching and learning process has the following characteristics.

- a. The learning process is student-centered. In this case, students are given great opportunities to be active and participate in building their own knowledge.
- b. The learning process is a process that is interrelated between new knowledge and old knowledge possessed by students.
- c. Appreciate the various views that develop in learning activities.
- d. Students are directed to find, analyze, and synthesize various information found.
- e. Use of problem-based learning.

To find out the dominant activities in the constructivist and traditional approaches, Brooks argues about classroom activities that lead to the constructivist and traditional approaches

(Nanang and Cucu, 2012), in Table 1 below.

**Table 1 Class Differences with Traditional and Constructivist Approaches**

<b>Traditional Approaches</b>	<b>Constructivist Approaches</b>
The curriculum formulation is applied as a reference that must be followed in the learning process.	Accommodating problems or phenomena that occur in everyday life as a reference and can encourage students' curiosity.
The activities of the teaching-learning process are highly dependent on handbooks.	Teaching and learning activities are directed at finding and using raw data from observations.
The teacher is positioned as an information center who knows various things.	Teachers are positioned as moderators and facilitators in learning.
Assessment is carried out through the use of separate learning outcomes tests from the learning process.	Assessment is carried out on the learning process through observation of the work process of students and a collection of student activities carried out during the learning process.
Learners do a lot of activities individually in completing various tasks.	Learners do a lot of activities in groups and collaborate to complete learning.

In line with the principle of constructivism, according to David Kerr (1999) the use of a learning approach has many influences on teaching and learning activities for Citizenship Education. In

addition, there are three components that influence the use of approaches in learning, including: culture, content, and climate. Culture has a big influence on the learning approach used. The Japanese culture of unyielding, enthusiastic, and working together is a culture that needs to be imitated.

In addition to the use of a learning approach, the success of civic education also needs to consider the method used. Abdurrahman (2008) argues that the learning method is a pattern carried out by educators or teachers by utilizing the basic principles of education, as well as techniques and resources that are related to each other so that each student experiences a meaningful learning process. Referring to Pupuh's view (2007) identifies several characteristics of a good method to use, including:

- a. Flexibility, in this case the method chosen is a flexible method according to the characteristics of students and the material being taught.
- b. Functional, in this case the method used can unite theory with practice so that it can provide practical abilities to students.
- c. The method used does not reduce the subject matter given, but the method used allows for the development of the material.
- d. The method used can provide flexibility to students in their opinion.
- e. The chosen method allows the teacher to get the right position in learning.

Some of the things above are ideals which then have a lot of relevance to the spirit of teaching citizenship education in Japan. There are several discussions that

have relevance to learning applied in Japan. The discussion section will describe the use of methods and teaching of civic education in Japan.

## **DISCUSSION**

### **1. History of the Development of Citizenship Education in Japan**

Japan is one of the countries in Asia that is known to be advanced in many fields. Kazuko Otsu stated that Japan has an area of 378,000 square kilometers and accommodates 128 million people including foreigners living in Japan. In addition to the administrative data on the area and population density, Pitri (2013) explains that the country of Japan is located between the Sea of Japan and the China Sea in the west, there is the Sea of Okhots in the north of Japan, and is bordered by the Pacific Ocean in the east and south. Japan has a land area of about 337,748 square kilometers with the majority of land in the form of mountains. Japan is a country with several active mountains in it and there is Mount Fuji as an icon of Japan and is the highest mountain in the country.

Japan is a strong country, which it has earned through a long struggle. Not only in the economic sector, but in fact Japan experienced an extraordinary turning point in the education sector. Japan is a country with a long educational history. Almost every government has certain characteristics related to the implementation of education. Japan has undergone several regulatory

changes relating to the implementation of formal education.

In 1968, during the Meiji Era, civic education in Japan became a vehicle for nationalism and patriotism education (Ian Davies et al, 2010). Entering the Taisho Liberal period (1912-1926), Citizenship Education in Japan was heavily influenced by the French and German Citizenship Education models. During the Taisho Liberal Period, an experiment was also conducted on the implementation of Moral Education through Citizenship Education (McCullough, 2008). During those times, civics education or other subjects did not run constantly because there were still shocks caused by the world war that occurred at that time.

After the end of World War II Japan began to reorganize the educational foundation for their generation. There is a significant difference between education before and after World War II. For example, in the era before World War II the number of universities in Japan was very few and only limited to the elite. But after 1960, many Japanese people continued their education to college, so from time to time college was considered as something commonplace. With regard to civic education in Japan after World War II, it can be described in four periods (Ikeno).

- a. The period from 1945 to 1947 is seen as the period of determining principles and policies after World War II.

- b. Entering the period from 1947 to 1955, the implementation of education was experience-oriented.
- c. The period from 1955 to 1989 education that took place in Japan was knowledge oriented.
- d. The period from 1989 to the present is ability-oriented.

Each period in the description above has its own orientation in its implementation. The first period was a period of transition and restructuring of various policies, including policies in the field of education after World War II. In 1947 the Japanese government passed the Education Law which stated that education aims to develop one's personality as a whole, trying to develop everyone, creating citizens who love truth and justice, respect individual values, appreciate hard work, have a sense of responsibility, and building a peaceful society (Parmenter et al, 2008: 206). In this period, the Japanese government determined attitudes and principles amidst the influence of internationalization, globalization, and liberalism (Parmenter, 2006). The second period, the education held was experience-oriented. Samsuri, Deny, and Dikdik (2012) further explained that Citizenship Education at that time was applied integratively into social studies (Udin and Dasim, 2012).

In the third period, Citizenship Education in Japan focused on intellectual development through social studies academic activities. In this third period, the ministry of

education in Japan made a policy on separating moral education (*dotoku*) from the realm of social studies, so that social studies in this third period consisted of geography, history, politics, economics and society subjects. Some of these subjects are intended to provide awareness and knowledge as part of Japanese citizens (Udin and Dasim, 2012). Entering the fourth period, Citizenship Education in Japan is oriented to the ability of students, in this period students are given encouragement to develop their knowledge through the implementation of Citizenship Education. Students are given the opportunity to develop themselves through a series of activities using the method they want, learn to solve problems from the phenomena they observe (contextual), and deepen their knowledge about life in Japan. The fourth period, focuses on efforts to prepare the Japanese generation to become an active and participatory generation in everyday life.

## **2. Learning Approach to Citizenship Education in Japan**

Learning and teaching approaches are two interrelated things, because both will synergize in the form of learning implementation. The learning and pursuit approach is closely related to class culture, namely how subjects or subject matter are delivered to students. Each country has a class culture that may differ from country to country. Japan is a country that has different class culture

dynamics in each period. Each period has its own orientation or focus, when one period is oriented to the development of knowledge while the other period is oriented to abilities or skills, it will certainly affect the class culture. Therefore, in this description, it will be explained the class culture (learning and teaching approach) carried out by the Japanese state in implementing Citizenship Education subjects.

In the period 1947 to 1955 Citizenship Education in Japan was experience-oriented. During that period, in the Civic Education teacher class and students learn by considering the social life that exists in their environment, with an emphasis on experiences that enable them to take to solve existing social problems. In these learning activities, students are indirectly encouraged to develop into Japanese citizens who are active and participatory in solving various existing problems. Therefore, it can be seen that the learning approach taken in this period is student center or focuses on students. Students do not only receive one-way information from the teacher, but are also involved in observing and providing solutions to social phenomena that occur. Kazuko Otsu (1998) explains that when social studies were implemented as a main subject in 1948, the Japanese Ministry of Education explained that social studies not only stimulated the population to participate in government policies, but every citizen learned about the state of their society

and to develop their attitudes and skills in participating in various community activities so as to achieve a democratic society. Based on Kazuko Otsu's opinion, it further emphasizes that the learning approach taken in Japan is student center.

Samsuri, Deny, and Dikdik explained that in the period 1947 to 1955, the implementation of Civic Education learning was included in social studies and was carried out through yubin gokko (playing the post) and yamabiko-gakko (echo school) (Udin and Dasim, 2012). The classroom culture built in the teacher's yubin gokko encourages student learning activities through postal activities in learning. In postal activities, basically, teachers can integrate fun learning activities (joyful learning) with the material being taught. Meanwhile, in yamabiko-gakko the teacher encourages students to investigate a phenomenon in accordance with the material being taught, then students analyze the phenomenon, including providing alternative solutions if there are problems. In the period 1955 to 1989 the orientation of Citizenship education in Japan shifted from experience-oriented to knowledge-oriented. In this period, the implementation of Citizenship Education in Japan is directed at forming citizens who have knowledge of the culture developed in Japan as well as other matters related to efforts to encourage knowledge and understanding, thinking skills,

interests, and attitudes of Japanese citizens.

Entering the period from 1989 to the present, Japan is more focused on providing active and participatory education. The class culture developed is to make students aware of what it takes to be good citizens. In the implementation of learning in the period 1989 to the present, Japan tends to use a student-centered approach or student-centered approach. This statement is evidenced by various classroom activities, where the teacher gives students the flexibility to identify themselves, learn from problems, recognize the problem, assess the problem, and solve problems from existing phenomena. During this period, Citizenship Education in Japan took the initiative to form citizens who were willing and able to be involved in various things. In this period Otsu (1998) explained that Citizenship Education was applied under the name civics (citizenship) for the upper-level class, and social studies for the middle-level class.

The implementation of education in Japan in line with the times tends to emphasize on students (student center). This statement can be proven in various aspects related to the implementation of education in Japan. For example, in terms of the day of education in Japan, it is five days, with the aim of providing opportunities for students to interact and participate in the environment in which they live (Pitri, 2013). In addition, the

educational methods applied in the classroom mostly use contextual learning. Ian Davies (2010) explains that the implementation of Citizenship Education in Japan is carried out in various ways, one of which is that students are encouraged to carry out learning with the following procedure.

- a. Defining the problem (generally a problem that is being discussed in public).
- b. Collect the necessary supporting data.
- c. Identify the data that has been collected to support the statements that will be made regarding the problems found.
- d. Explain the ideas thought related to the problem and the data found.
- e. Make conclusions or final decisions regarding the problems and data found.

Based on one of the procedures in the Civic Education learning method in Japan, it can be analyzed that students are so dominant in carrying out learning and building their own knowledge through a series of activities. Students are given the opportunity to broaden their horizons about various citizenship issues and appear to position themselves as contributing citizens. Students try to develop themselves through the implementation of Citizenship Education through activities in the classroom and outside the classroom (community).

The implementation of Civic Education learning both from class culture and

activities outside the classroom as described in some of the descriptions above can be said to be oriented towards a student-centered (student-centered) approach. Based on the learning activities carried out in Japan also lead to constructivist classes when viewed from the theory expressed by Nanang and Cucu (2012). The following is the suitability of learning in Japan with the constructivist class:

**Table 2 Suitability of Learning in Japan and Constructivist Class Theory**

Constructivist Class	Information
Accommodating problems or phenomena that occur in everyday life as a reference and can encourage students' curiosity.	The implementation of education in Japan is more dominant in directing students to learn actively, participatively, and collaboratively. Especially in the period 1989 until now students are directed to find, study, and provide solutions to the phenomena that occur.
Teaching and learning activities are directed at finding and using raw data from observations.	Several descriptions explain that there are several opportunities for students in Japan to visit a place, conduct interviews, and explore information related to the subject being studied.
Teachers are positioned as moderators and facilitators in learning.	Teachers in Japan carry out learning by providing encouragement in the form of activities that allow the development of students' knowledge. So it can be seen that the teacher's role is not so dominant in teaching and learning activities.

Assessment is carried out on the learning process through observation of the work process of students and a collection of student activities carried out during the learning process. Various learning activities organized by Japan related to Citizenship Education subjects allow teachers to evaluate holistically starting from classroom activities, and outside the classroom, from aspects of knowledge to skills.

**3. Analysis of Citizenship Education Learning in Japan**

Learning Citizenship Education in Japan has a different tendency in each period. After World War II, the implementation of Citizenship Education can be seen to tend to the maximum or minimum level. Based on the Civic Education learning framework according to David Kerr (1999) there are maximum and minimum concepts in the application of Citizenship Education, the concept is characterized by the following characteristics:

(Source: David Kerr, 1999).

Based on the characteristics of maximum and minimum learning according to David Kerr above, some of these characteristics can be used as guidelines for analyzing the learning tendencies of Citizenship Education in Japan. To find out the trend of learning

(maximum and minimum) can be observed through several periods of application of Citizenship Education in Japan. Based on several references obtained, the dynamics of the Development of Citizenship Education in Japan can be divided into four periods (Ikeno), including:

- a. The period from 1945 to 1947 is seen as the period of determining principles and policies after World War II. This period is a period of Japanese awakening from the events of World War II. Japan prepares ammunition in various fields, determines the principles and policies to rise up. At the end of this period, precisely in 1947, the Japanese government passed the Education Law which stated that education was aimed at developing one's personality as a whole, trying to develop everyone, creating citizens who love truth and justice, respect individual values, appreciate work hard, have a sense of responsibility, and build a peaceful society (Parmenter et al, 2008). Based on the decisions or policies that existed in that period, it had an impact on improving the quality of civic education in the next period.
- b. Entering the period from 1947 to 1955, the implementation of education was experience-oriented. In this period, implemented learning tends to direct students to find or recognize the phenomena that occur, analyze these events, and are directed to provide solutions to these problems or phenomena. In this period, students not only receive one-

way information, but also explore information beyond the teacher's explanation. If analyzed using the framework of the implementation of Civic Education learning by David Kerr (1999), it can be concluded that the implementation of learning in this period leads to maximum characteristics.

Several considerations can be noted that the implementation in this period emphasizes the participation of students in recognizing, analyzing, and providing alternative solutions to the citizenship phenomenon.

- c. The period from 1955 to 1989 education that took place in Japan was knowledge oriented. In this period, precisely in 1970, the Japanese Ministry of Education provided a description of the core objectives of Citizenship Education, including: developing awareness and understanding of the principle of Japanese sovereignty, developing the concept of local society, where everyone is given the freedom to contribute to the life of society and the country. In addition, civic education is also aimed at respecting rights and responsibilities, as well as developing positive actions in order to maintain rights and obligations (Udin and Dasim, 2012). Based on several existing policies during this period, based on the characteristics of maximum and minimum citizenship education (David Kerr, 1999) it can be concluded that it leads to maximum characteristics. One of the considerations is to give each

individual the freedom to contribute in the life of society and the state.

- d. The period from 1989 to the present is ability-oriented. In this period, the implementation of learning is dominant in providing opportunities for students to build their knowledge through a series of activities. One of the objectives of implementing Citizenship Education is to form Japanese citizens who are able to build society. In this period, students are prepared to be actively involved in society by adhering to Japanese culture. Ian Davies (2013) explains that in this period Citizenship Education in Japan emphasized the importance of peace, high respect for culture and government, and in the context of learning, teachers gave more responsibility to students. Based on this explanation, it is clear that the education implemented is applicable to the community. So that the participation of students in learning citizenship in Japan can be said to lead to maximum characteristics based on the characteristics of maximum and minimum citizenship education (David Kerr, 1999).

## CONCLUSION

Based on several results of the analysis of the learning approach in Citizenship Education in Japan, it can be seen its relevance to the study of Citizenship Education from an International Perspective. Various findings from the analysis and literature can be used as knowledge about the organization of

learning in the study of Citizenship Education. Citizenship Education in Japan can also be a lesson for countries that pioneered the foundation or foundation of post-conflict civic education. Because Citizenship Education in Japan began to be intensively carried out after World War II was over.

Citizenship Education in Japan is dominated by student-oriented learning (student center) and tends to use a constructivist learning approach. Through the implementation of this learning, most of the learning activities are not only carried out in the classroom, but students are encouraged to get to know their environment, recognize problems that arise, and contribute to providing solutions to these problems. Approach and teaching The citizenship approach in Japan, can be a reference for other countries in an effort to create active, participatory, and contributive citizens to the country.

The implementation of civic education in Japan contributes to curriculum design in Indonesia, namely by strengthening the essence of adaptive learning, not just studying existing theories. Maximum learning design that prioritizes participation is expected to be able to contribute to maximum curriculum design.

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