

*Innovation Research on Civic Intelligence for Democratic Citizen to Address  
Twenty-First Century Challenges*

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**Abstract**

Civic education is a means of democratic education where democratic values are integrated into learning so that citizens have the competence to become democratic citizens. This research aims to reintroduce the concept of civic intelligence to expand the concept of citizen competence, which Douglas Schuler, Winataputra and Somantri previously initiated. Through a qualitative design, this research presents an analysis of indicators of civic intelligence so that it can effectively position them in achieving the goals of Civic Education in developing democratic citizens. This research used a non-probability and purposive sampling method, carried out through focus discussion groups with Civic Education Lectures higher education in Indonesia. This research was conducted by questioning the conception of civic intelligence to obtain a conceptual and operation framework. The research results show that 8 aspects of competence influence civic intelligence, classified into private and public intelligence. Public intelligence includes civic knowledge, the realization of civic character, civic skills, and the possession of civic commitment. Public intelligence includes civic determination and displaying civic skills, which emanate from and re-crystallize into civic virtue.

Keywords: Civic Intelligence, Civic Competences, Civic Education, Democratic Citizens

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## Introduction

The current condition of democracy in Indonesia refers to the 2021 Indonesian Democracy Index. According to The Economist Intelligence Unit (EIU, 2022), Indonesia is ranked 52nd out of 167 countries globally with a score of 6.71. This means that our country is still in the category of flawed democracy. As we know, the EIU democracy index is calculated based on five indicators: election administration and pluralism, government function, political participation, political culture and civil liberties. It was further explained that countries in this disabled group generally have a free and fair electoral system and respect basic civil liberties. However, they still have fundamental problems such as low press freedom, an anti-critical political culture, weak citizen political participation, and government performance, which could be more optimal. In line with that, based on data from the Central Statistics Agency for the last 3 years, namely 2018-2020, the Indonesian Democracy Index variable shows that political participation in decision-making and supervision shows the lowest figure compared to other variables, even from 2019 to 2020 it decreased from 56.72. % to 54.00%, this is much lower compared to the previous 2 years, namely 2018 at 54.28%. This shows that political participation in decision-making and supervision in Indonesia still needs to improve. This means that to become a full democracy, Indonesia must be able to further increase the participation of its citizens in public interests by growing citizen competence. Developing citizen competency is the responsibility of Citizenship Education, whether implemented at the school or university level.

The aim of learning Civic Education is to become smart and good citizens or intelligent citizens (Budimansyah, 2022). In achieving this, the competencies developed in Civic Education currently still refer to research conducted by the IEA on the implementation of Civic Education in 28 countries, generally concluding that the Civics component includes aspects of civic knowledge, civic engagement, and civic attitudes as well as concepts others (Torney-purta et al., 2001; Torney-Purta & Barber, 2005). The Civics material studied includes democracy, citizenship, national identity, international relations and social diversity/cohesion (Torney-purta et al., 2001). Then Patrick and Vontz (Arif, 2016) grouped the components of civic studies competency into four, namely (1) knowledge of citizenship and government in democracy (civic knowledge); (2) civic skills; (3) participatory civic skills of democratic citizens; and (4) the virtues and character of democratic citizens (civic disposition). The debate regarding citizen competence covers various aspects, with many experts advocating for EU institutionalized citizen competence (Chryssochoou, 2002), which is integrated into educational content (Poghosyan, 2019). The need for competence in Citizenship Education to teach citizens democratic values is also highly emphasized (Print & Lange, 2013). This perspective emphasizes the importance of citizen competence in fostering democratic and responsible citizens.

This research aims to reintroduce the concept of civic intelligence, which Douglas Schuler, (Schuler, 2001), popularized as a new perspective on citizen competence, to expand the scope of this competence so that it does not only focus on private competencies but also touches on areas of personal competence. Civic intelligence is a person's ability to understand, communicate and act to overcome common challenges efficiently and equally. Civic Intelligence refers to the human ability to use information and communication to engage in collective problem-solving. Civic intelligence is a prerequisite for building civic virtue with a substantial democratic system that contains a wider and healthier climate of freedom. In the realm of democracy with public civility, attitudes and behavior are developed that are capable of appreciating, respecting and caring about other people, obeying the social order with other

people and in public life, namely in society and as a nation-state (Budimansyah, 2022). Citizens must have intelligence for active and productive involvement in the public sector. Not only personal intelligence is private, but especially civic intelligence is public. Civic intelligence can be developed through creating (1) a climate of free speech, (2) gathering, associating and organizing, and (3) developing oneself. This is relevant for countries that adhere to a democratic system.

Various studies have tried to develop a framework for thinking and indicators of civic intelligence. Hidayah et al., (2020), introducing the concept of civic intelligence as a manifestation of collective intelligence that can serve the needs of researchers and practitioners who work at the intersection of society and technology. Civic Intelligence has four dimensions, namely (1) civic intelligence, (2) civic knowledge, (3) civic character and (4) civic skills. There are two concepts between civic intelligence and citizen intelligence, where civic intelligence is definitively explained by the phrase "citizen intelligence," and "civic intelligence" is defined as civic knowledge as part of civic intelligence. This opinion has the potential for conceptual ambiguity, so its validity must be confirmed again.

Meanwhile, Puspitasari et al., (2022) explains that Civic Intelligence includes intellectual, emotional, moral and spiritual intelligence within the framework of citizen competence. From the three studies above, confusion and instability in the conceptualization of civic intelligence will result in operational crises. In contrast, Skarzauskiene, 2018 uses a collective intelligence potential index to evaluate the potential of the Civic Tech platform, while Schuler, (2014) proposes a framework with five capacities: knowledge, attitudes, organizational capital, relational capital and social capital, and financial resources and materials. This framework is discussed further in the context of Computer-Supported Cooperative Work (CSCW) (Schuler, 2012)(Schuler, 2012). Therefore, this research seeks to build a systemic conceptual framework that can be consistently accepted and used universally as a conceptual and operational framework.

Civic knowledge is a competency related to knowledge about the rights and responsibilities of citizens, human rights, democratic principles and norms in society. Civic knowledge includes material such as 1) Politics and law: knowledge about the government system, government institutions, and applicable laws. 2) National identity: knowledge of the nation's history and culture. 3) Rights and responsibilities of citizens: knowledge of the rights and obligations of citizens in national and state life. 3) Human rights: knowledge of basic human rights guaranteed by the constitution. 4) Rule of law: knowledge of applicable law and an independent and objective judiciary. This civic knowledge is needed to form intelligent, democratic and noble citizens. Civic Education has three main functions: developing citizen intelligence, fostering citizen responsibility, and encouraging citizen participation. Thus, civic knowledge is important in forming good citizens who play an active role in national and state life.

## **Result and Discussion**

Based on previous opinions Somantri & Winataputra, (2017), the Pancasila Education course develops a psycho-pedagogical/andragogical mission to develop citizen competence in the philosophical/ideological dimensions of Pancasila; on the other hand, the Civic Education course carries a psychological-pedagogical mission to develop civic intelligence as a provision to harmonize obligations and rights in Indonesian democratic life, which originates from the fourth principle of Pancasila. Thus, the two courses are substantive and

pedagogical/andragogical and must complement and strengthen each other (Winataputra, 2001).

Civic Education is designed, implemented and evaluated in the context of developing civic intelligence, which is psychosocially reflected in the mastery of civic knowledge, the realization of civic attitudes/character (civic disposition), civic skills, possessing civic commitment, civic confidence, and civic competence emanate from and crystallize into civic virtues/civility. Overall, this ability is a provision for every citizen to carry out civic participation (civic responsibility) consciously. The ontological, epistemological and axiological context of citizenship education as a scientific discipline and educational program must be understood fundamentally and expanded professionally. Through this theoretical reflection, we will then explain the various competencies needed so that the democratic values of citizens can be realized.

Civic Dispositions are personality characteristics needed by citizens to support effective political participation, the functioning of a healthy political system, the development of dignity and self-respect, and the public interest (Mulyono, 2017). Civic Disposition includes several aspects, such as 1) Politeness, respect, and human interaction. 2) Individual responsibility: maintaining public interests and participating in social life. 3) Self-discipline: controlling oneself and behaving by social norms. 4) Civic-mindedness: thinking and behaving in a way that maintains the public interest. 5) Open-mindedness: thinking and behaving in a way that maintains the public interest and participates in social life. 6) Compromise. 7) Compassion. 8) Generosity. 9) Loyalty to the nation and its principles. Democratic values can be implemented in civic character, such as: 1) Expressing one's opinion, thinking and behaving in a way that maintains the public interest. 2) Presenting important information to the general public: behaving in a way that maintains the public interest and participates in social life. 3) Critically assess other people's opinions: think and behave in a way that maintains the public interest. 4) Identify, describe, explain, analyze, evaluate, think and behave while maintaining the public interest.

Civic Skills are a set of abilities citizens need to participate actively in national and state life (Murdiono, 2018). These skills include intellectual skills and participation skills. Intellectual skills include the ability to think, communicate and organize, while participation skills include the ability to participate in public policy, make decisions and manage conflict. Indicators of intellectual skills include several aspects, such as 1) Critical and analytical thinking abilities; 2) Effective communication skills; 3) Ability to organize and manage conflict; 4) Ability to solve social problems; 5) Ability to make decisions based on correct information. Meanwhile, Participation Skills indicators include 1) the Ability to participate in public policy; 2) the ability to make political decisions; 3) the ability to influence the running of government; 4) the ability to form coalitions and manage conflict; 5) the ability to manage finances and resources.

Civic confidence is an individual's strong awareness and commitment to their country and society. This includes awareness of the rights and obligations as citizens and the values and principles on which the state is based. Indicators of citizenship steadfastness: 1) Awareness of Rights and Obligations: Individuals are aware of their rights and obligations as citizens and understand and respect other rights and obligations. 2) Commitment to the State and Society: Individuals strongly commit to their state and society and actively participate in decision-making and community development. 3) Respect for Values and Principles: Individuals highly respect the values and principles on which the country is based and strive to develop

and maintain these values and principles. 4) Teamwork Skills: Individuals have teamwork skills that enable them to work together with the rest of society in developing society.

Civic competence is a person's ability to play an active and responsible role in building, maintaining and strengthening national identity and national unity (Torney-Purta & Barber, 2005). Indicators of civic skills 1) Understanding Pancasila Ideology: The ability to understand and appreciate the basic values of Pancasila as a state ideology. 2) Critical Thinking Ability: Critical thinking ability allows someone to understand and solve societal problems. 3) Scientific Thinking Skills: Scientific thinking skills enable someone to understand and solve societal problems. 4) Collaboration Skills: Collaboration skills enable working with others in a developing society. 5) Social Skills: Social abilities enable a person to interact with others in society effectively. 6) Strategic Thinking Skills: Strategic thinking skills enable someone to understand and solve societal problems. 7) Creative Thinking Skills: Creative thinking skills enable someone to understand and solve societal problems. 8) Innovative Thinking Skills: Innovative thinking skills enable someone to understand and solve societal problems.

Civic Commitment is an individual's commitment to actively participate in the life of the nation and state and defend democratic values and the public interest (Cohen-Vogel, 2019; Dalton, 1996; Putman, 2000). Citizenship commitment includes several aspects, such as: 1) Active involvement: actively participating in community activities and civil society organizations. 2) Openness: thinking and behaving in a way that maintains public interests and participates in social life; 3) Order: behaving in a way that maintains the public interest and participates in social life. 4) Information openness: sharing important information with the general public. 5) Involvement in decisions: participating in decision-making that has an impact on people's lives.

Civic virtues refer to the moral and ethical qualities required in the life of a democratic society. These qualities support shared prosperity and the safety of society as a whole (Syarif, 2019). Some civic virtues include integrity, honesty, responsibility, openness, active participation in democratic processes, and respect for the law and government institutions. Indicators of civic virtues can vary depending on a particular society's cultural, social and political context. However, some general indicators include 1) Democratic Participation: Level of participation in general elections, local elections, and other political processes. 2) Understanding of the Political System: Level of understanding of the structure and function of the political system, including the constitution and democratic principles. 3) Social Involvement: Participation in social and volunteer activities that support community interests. 4) Openness to Other Perspectives: The ability to understand and respect the views and experiences of others, as well as the ability to communicate in a way that builds dialogue and cooperation. 5) Public Ethics: Demonstrate integrity, honesty, and responsibility in societal actions and decisions. 6) Compliance with Law: Comply with the laws and regulations that apply in society. 7) Critical of Authority: The ability to question authority and criticize policies and actions that do not follow the principles of democracy and justice.

Civic responsibility is an individual's awareness and obligation to play an active role in society's social, political and economic life, as well as contributing to the formation of a just, democratic and sustainable society. Indicators of Civic Responsibility are as follows: 1) Fulfillment of Legal Obligations: Individuals comply with the laws and regulations that apply in society; 2) Political Participation: Involving oneself in the political process, such as voting in general elections, taking part in debates, or participating in political campaigns. 3) Social

Involvement: Taking part in social activities or organizations to improve community welfare. 4) Community Empowerment: Contribute to community development by participating in community development programs, volunteer activities, or providing advice and support. 5) Environmental Awareness: Demonstrate environmental concern and participate in environmental conservation efforts. 6) Critical of Social Justice: Recognizes and challenges societal inequalities and injustices and seeks to address these problems. 7) Educational Obligation: Understand the importance of education and support efforts to improve access and quality of education for all members of society.

Several concrete connections between civic intelligence and democratic values: 1) Civic knowledge about the political system, the rights and obligations of citizens, as well as democratic mechanisms, is the main foundation in understanding democratic values such as freedom of opinion, equal rights and justice. Individuals who are knowledgeable about good citizenship are more likely to be able to appreciate and practice these values in their interactions with society and government. 2) Citizenship Attitudes: good citizenship attitudes include active involvement in political and social life and reflect a deep appreciation for the basic values of democracy. By practicing these attitudes, individuals contribute positively to developing and maintaining a democratic and inclusive society. 3) Citizenship skills, such as the ability to argue rationally, participate in political processes, and cooperate in society, are essential in supporting democratic values. For example, the ability to dialogue effectively and manage conflict constructively is part of the citizenship skills that support democratic processes. 4) Civic Commitment: Commitment to actively participate in political and social processes manifests democratic values such as public participation and joint decision-making. Individuals with a strong commitment to citizenship tend to act according to democratic principles in their efforts to create positive change in society. 5) Citizenship Firmness includes mental attitudes such as the willingness to listen to other people's views, respect differences of opinion, and have a sense of responsibility towards society and the state. Democratic values such as pluralism, tolerance and equality are internalized through positive civic dispositions. 6) Civic Civility includes respect for individual freedom, equality before the law, and fair treatment for all citizens. These values are the foundation of a democratic system that respects human rights and guarantees protection against discrimination. 7) Civic Participation / Responsibility: A strong civic culture reflects how democratic values are reflected in social norms, institutions and daily practices in society. Societies that adhere to a culture of good citizenship tend to support active participation, justice and respect for human rights.

## **Conclusion**

The conceptual framework of civic intelligence extends the concept of civic competence. Civic Intelligence is about knowledge and skills but also attitudes, and values that encourage individuals to play an active role in community life. Through developing civic intelligence, society can build a strong foundation for sustainable and democratic citizenship, which contains the indicators and competencies needed so that Citizenship Education can carry out its function as democratic education for citizens. It is hoped that this research can provide a new perspective on developing democratic values so that, for further research, a standard instrument can be developed from this conceptual framework, which can ultimately be used operationally in measuring civic intelligence, especially in developing democratic citizens.

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