Designing a Pattern of Citizen Literacy Components in Education

Seyed Ali Saadati[1], Dr. Mahboube Soleimanpour Omran[2*], Dr. Roya Afrasiabi[3]

1 PhD Student in Educational Management, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran

*2 Assistant Professor, Department of Educational sciences, Faculty of Humanities, Islamic Azad University, Bojnourd, Iran m.pouromran@gmail.com

3 Assistant Professor, Department of Educational sciences, Faculty of Humanities, Islamic Azad University, Bojnourd Iran

Abstract

This study aimed to define and validate the constituents of civic literacy to develop an effective model. This research is applied in that it has a descriptive survey as its primary research methodology. The stratified random sample technique of various education groups, principals, educators, and faculty members in the province of North Khorasan was chosen. The number of participants is 12652, and the sample size was determined using the 375 Cochran formula. The LISREL software employed the structural equation modeling approach and multiple regression analysis, correlation coefficient, and factor analysis in data analysis. AMOS16 and SPSS24 software were used for this. The results demonstrated that citizenship requirements, awareness, belonging, and involvement are components of civic literacy. The proposed model was accepted following review.

Keywords: Civic Literacy, Requirements of Citizenship, Awareness, Belonging, Participation

INTRODUCTION

Civic literacy, closely connected to citizenship education, is the capacity and personal understanding of the right and decision to rule the nation along with its actions and behavior in social and governmental life. However, civic education is frequently taught in official settings such as schools and universities. The goal of civic literacy is proper, similar to citizenship education. These two concerns cannot be separated since they have the same purpose: forming citizens. Civic literacy must be promoted among society, children, and the young. Civic literacy is an effort to overcome the difficulties that perpetually occur in the life of a community, nation, or state (Kemendikbud, 2016). Civic literacy is a crucial factor motivating society to do so before the digital age. To avoid the negative effects of the expansion of information and communication technology, such as counterfeiting, which is prevalent and difficult, the use of social media to incite (division), among other things, and even fake action using technical gadgets, this is done to maximize the beneficial effects of the growth of information and communication technology. Civic literacy is one of the tangible actions that may be created in the digital age to prevent negative effects on the millennial generation (Raharjo, 2018).

Efforts to strengthen civic literacy are primarily concentrated in the formal world through civic literacy in schools and universities but are uncommon in the informal sphere. Civic literacy requirements can be published through official or informal media. Citizens with a high level of civic literacy cannot effectively address undefined concerns, but they may still respond critically to phenomena or situations. Thus, the response to worries of separation, civil war, and others resulting from technology development might be enhanced civic literacy for every citizen

(Raharjo, 2018). Civic literacy plays a crucial role in developing decent youth and informed citizens. As one of the most crucial parts of the development of civilization in Indonesia, teaching teachers civic literacy contributes to the next generation's moral growth. Civic literacy needs education, innovation, and development and must address national personalities' digital skills, human literacy, and values. The notion of human literacy may be utilized as an alternate strategy for enhancing students' civic literacy education. Morality, the nation's defining characteristic, should be taught to pupils through integrated learning activities to cultivate outstanding citizens. Integrating national personality values into learning activities involves integrating excellent values and truth to establish, grow, and nurture students' personalities or personalities by national identity and strategy. It may be accomplished by applying value transparency approaches (Lowy, 2013).

Concerns over assisting students in assessing their thoughts and behaviors and increasing their knowledge of their values have made teachers aware that the traditional technique of moral education is currently ineffective. According to a case study, teachers in Romania could grasp and successfully implement the value clarification approach. They respect their curriculum and desire new knowledge and skills in ethical education. They are viewed as a viable resource for conducting initiatives to improve the effectiveness and ethics of education. Teachers and students agreed to establish a more conducive learning atmosphere and increase motivation. Most literate citizens are more likely to recognize political concerns, the most essential of which is how to create a positive policy; therefore, change is possible. However, most literate citizens are likely influenced by negative conflicts and division. Most citizens become more literate and accepting of others' political perspectives. Greater openness and tolerance for diverse political perspectives can make politics and opinions audible (Adeyemi, 2018). From the American Council on Education perspective, students have introduced civic literacy as a development skill, surrounded by questions of civic identity and civic action through education and practice. Some of the most challenging problems our students face. Civic literacy can identify general higher education to enhance the broader campus culture and the intelligence of our students with comprehensive higher education experience (American Council on Education, 2000).

Civic literacy is a combination of knowledge, skills, values , and motivation to participate in the civic life of our societies. To develop civic literacy, learners must develop their civic identities. In higher education, both are within the formal curriculum in a wide range of company experiences and other programs. This document emphasizes that critical thinking can effectively develop civic literacy, an important habit and problem-solving habit in student learning outcomes. It emphasizes that students need to learn about civic life, how to develop it, and that intention is to act, regardless of the field of research or practice. To this end, public education's responsibilities as college educators are to help students learn to integrate their knowledge and skills by engaging with and responding to civic, social, environmental, and economic challenges at the local and national levels. Moreover, it is universally recognized (Porteghal, 2014).

A 2015 study of civic literacy in Canada revealed that just 60% of Canadians were actively engaged in citizenship problems, compared to 90% in 1984. (investing in Canada was inappropriate). Men are more likely to have political skills, as they can identify current women politicians who are more likely to put practical knowledge into practice (Stolle & Gidengil, 2010).

The highest civic literacy awareness level in Belarus is 88% correct. In Ukraine, 83%, while in Moldova, only 65% of respondents considered this true. When choosing the wrong answer, respondents usually picked up civic literacy (7% in Ukraine, 12% in Moldova, and 9% in Belarus). In comparison, criminal law was picked up by a few respondents (1% in Ukraine, 5% in Moldova). Some individuals think no document confers citizenship rights (3% in Ukraine and 8% in Moldova) (Putnam, 2016). The Fundamental Reform Document with the objective of infrastructural change in education The reason why the education system is not based on the philosophy of Islamic education is to accomplish goals such as teaching citizens according to the

Islamic-Iranian standard system in 2011 by the Supreme Council of the Cultural Revolution And was notified to education for implementation. Based on the Islamic-Iranian standard system, the Fundamental Reform of the Islamic Republic of Iran has attempted to draw inspiration from the upstream documents and use their fundamental values.

Furthermore, the vision document and education goals on the horizon of 2025 should be clarified while adhering to the views of Ayatollah Khomeini and the views of the Supreme Leader (The Fundamental Reform, 2011: 5). They are educating citizens who, by understanding social and political concepts and respecting the law and thinking in them, acquire the competence to face social and political developments with responsibility and wisdom and defend national dignity and authority by observing national unity and understanding. With a spirit of responsibility and excellence in communication skills, they want to participate effectively in family and social life locally and globally by observing the principles derived from the standard Islamic system (The Fundamental Reform of Iran, 2011: 18). The problem of civic literacy has been explored and deemed significant in the present study. Both formal and informal educators get civic literacy training, which prepares them to participate in social, economic, political, and cultural life. Students familiarize themselves with democratic citizenship by gaining a more profound knowledge and comprehension of politics and a higher level of faith in institutions and the political system that governs society. To establish a religious democracy in the Islamic Republic of Iran, concrete plans for a democratic citizen are required. Therefore, creating a democratic citizen must be addressed, and educators must be exposed to all available information (Sheikhzadeh et al., 2015). In Iranian society, which is formed of several ethnic groups and religious and ethnic minorities, studying the concept of citizenship and its education is of particular scientific, social, and political significance and necessity. Educating citizens to recognize and respect the equal rights of all their fellow countrymen is essential. Introducing the next generation to civic literacy also provides an appropriate

setting for training a "good citizen," ensuring order and security in society and boosting civic involvement, respect, and respect for other citizens' rights.

This study was carried out in education to create a model of civic literacy educational components.

Research Methods

This study is applied in terms of its type of purpose since social norms and requirements conduct it. In terms of time, the present study is cross-sectional and based on the nature, aims, and questions investigated in this dissertation; the research methodology is descriptive (survey) that is integrated or mixed (qualitative and quantitative) in three steps:

In the first step, dimensions and components of civic literacy are gathered through an in-depth analysis of sources (including scientific publications and relevant articles) and conversations with experts. In the second step, the basic dimensions, components, and indicators identified in the qualitative stage will be subjected to the statistical community's evaluation. Their value will be assessed by factor loading. In this phase, the researcher will employ a questionnaire designed by the researcher. Consequently, descriptive survey research was utilized in the second step. The third step is to create an appropriate model to offer a conceptual framework using the collected data. In the qualitative phase of this investigation, 30 persons were selected as a statistical sample using a planned technique with the saturation law in mind. In the first step of the quantitative phase, 1,2652 participants from various education groups, principals, education instructors, and faculty members in the province of North Khorasan were selected using stratified random selection. Cochran's formula of 375 individuals determined the sample size. In the qualitative stage, the research tool was discovered and constructed by researching the theoretical underpinnings, interviewing university professors and experts, and obtaining the final opinion and dimensions of the advisers. After determining the dimensions, components, and indicators, a teaching questionnaire was created, the results were compiled based on experts' opinions, and changes and corrections were made as appropriate. Through these questionnaires, the components and indicators were evaluated,

updated, and eventually accepted for use as a data collecting tool in the quantitative portion of the study. With the approval of advisers, consultants, and several specialists and professionals in the industry, the face validity of the tool is completed. The content validity of the instrument is established using confirmatory factor analysis. In addition, structural validity was established by testing or confirmatory factor analysis. Reliability, the dependability of the tool, will be determined for a group of 40 individuals using Cronbach's

alpha coefficient. Its statistical significance has been validated if the resulting value is more than 0.70.

Findings

To summarize the data, comparable and repeated themes derived from interview transcripts and civic literacy components connected to the study issue were integrated, their frequencies were calculated, and the key themes were determined using the exploratory, inductive technique. This step is displayed in Table 1.

Table 1 - Description of the organizing themes of the components of civic literacy

Organizer	Basic themes	Indicator			
Citizenship requirements	Community tolerance	Mean	Standard deviation	Skewness	Elongation
		3.52	0.24	-0.511	0.188
	Sense of citizenship responsibility	3.42	0.46	-0.385	-0.366
	Critical thinking in society	3.35	0.23	-0.493	-0.660
	Eelective activities	3.64	0.27	-0.069	-0.744
	Equality	3.41	0.19	-0.148	-0.672
	Obedience to law and social norms	3.10	0.27	-0.308	-0.468
	Social Identity	3.12	0.33	-0.770	1.499
	Democratic values	3.26	0.43	-0.547	0.827
Awareness	Citizenship Awareness	3.38	0.40	-0.511	0.188
	Global Awareness	3.19	0.38	-0.148	-0.672
	Self Assessment	3.48	0.45	-0.385	-0.366
	Literacy based on new technologies	3.94	0.26	-0.493	-0.660
	Multicultural literacy	3.44	0.37	-0.060	-0.744
	Increase knowledge	3.26	0.26	-0.148	-0.672
Belonging	Sense of belonging to the community	3.37	0.40	-0.308	-0.468
	Interest in your growth and development	3.33	0.29	-0.770	1.499
	Promoting a	3.46	0.33	-0.547	0.827

	sense of nationalism				
	Community Friendship	3.22	0.51	-0.511	0.188
	Loyalty to the community	3.38	0.32	-0.385	-0.366
Participation	Political participation	3.09	0.29	-0.493	-0.660
	Human rights problems	3.47	0.33	-0.060	-0.744
	Social cooperation	3.50	0.27	-0.148	-0.672
	Knowledge-based collaboration	3.18	0.21	-0.547	0.827

The values in the preceding table indicate that the notion of civic literacy components was above average in terms of the mean of all core themes. Furthermore, the value of the Standard deviation index associated with each of these themes reflects the smallest dispersion of data associated with these topics relative to the mean index. In addition, the negative value of the skewness index for these themes suggests that scores associated with these themes tend to be higher than the mean. In contrast, the constant value of the elongation index reflects the distribution of data associated with these themes in the study sample.

Table 2 - Description of the organizing themes of the components of civic literacy

Organizer	Basic themes	Indicator			
Components of civic literacy		Mean	Standard deviation	Skewness	Elongation
	Citizenship requirements	3.52	0.24	-0.511	0.188
	Awareness	3.42	0.46	-0.385	-0.366
	Belonging	3.35	0.23	-0.493	-0.660
	Participation	3.64	0.27	-0.060	-0.744

The values in the preceding table indicate that the average of all organizing themes, the notion of civic literacy components, was more than the average of 3. In other words, it is projected that the proportion of each organizing theme in the statistical sample of the study is higher than average. The value of the standard deviation index associated with each of these themes reflects the smallest dispersion of data from the mean index associated with these topics. In addition, the negative value of the skewness index shows that the scores associated with these themes tend to be higher than the average. In contrast, the constant value of the elongation index reflects the distribution of the data associated with these themes throughout the statistical sample.

Components of Civic Literacy - Citizenship Requirements

The theme of organizing citizenship requirements has been evaluated using the following indicators.

Table 3 - Indicators related to assessing the content of citizenship requirements

Theme Organizer	Reagent	
Citizenship Requirements	V-1	Community tolerance
	V-2	
	V-3	Sense of citizenship responsibility
	V-4	Critical thinking in society

V-5	Elective activities
V-6	Equality
V-7	Obedience to law and social norms
V-8	Social Identity

The thematic factor model for organizing citizenship requirements was devised as a first-order factor model. Estimates for this model, including general fit indices and main parameters (reagent operating loads), are provided below:
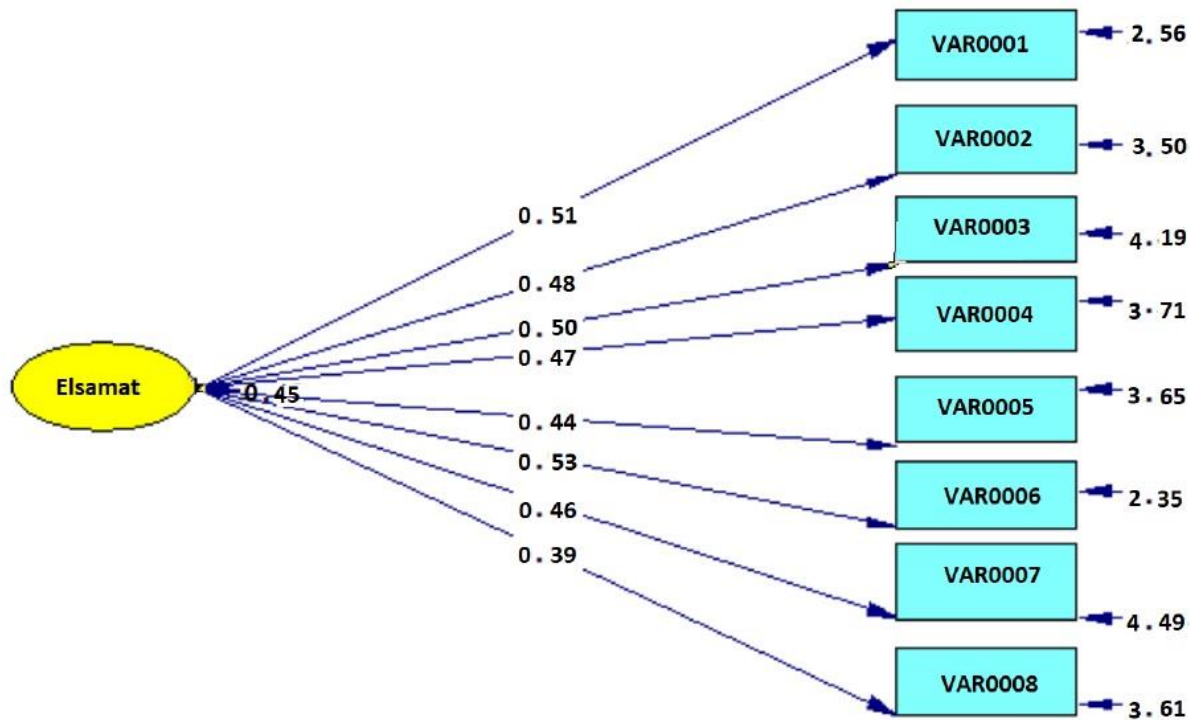

Fig 1- The first-order factor model of citizenship requirements

Table 4 - Evaluation indicators of the factor model of citizenship requirements

Indicator	Degrees of freedom	Relative chi-square	Adaptive Fit Index	Parsimonious normed-fit index	Mean squared error	Normed fit index
Amount	374	2.49	0.88	0.59	0.08	0.89

The totality of the factor model's evaluation indicators shows that the data are consistent with the model. In other words, all indicators are within the desirable range, indicating that the factor model of citizenship requirements is desirable.

Table 5 - Amounts of factor loads on the theme of citizenship requirements

Reagent	Factor load	Critical value	Significance level
V-1	2.56	0.51	0.001
V-2	3.50	0.48	0.001
V-3	4.19	0.50	0.001
V-4	3.71	0.47	0.001

V-5	3.65	0.44	0.001
V-6	2.35	0.53	0.001
V-7	4.49	0.46	0.001
V-8	3.61	0.39	0.001

The estimated values in the table above suggest that the factor loads associated with all citizenship requirements indicators fit. In other words, the correlation between the substance of citizenship requirements and this theme's indicators is moderate to high; therefore, the assessment tool has factor validity.

Components of Civic Literacy – Awareness

The theme of awareness organizing has been evaluated based on the following indicators' themes:

Table 6 - Reagents related to measuring the content of awareness

Theme Organizer	Reagent	
Awareness	V-9	Citizenship awareness
	V-10	Global awareness
	V-11	Self-assessment
	V-12	Literacy based on new technologies
	V-13	Multicultural literacy
	V-14	Increase knowledge

The factor model of the organizing knowledge theme was created as a first-order factor model. Estimates associated with this model, including general fit indices and main parameters (factor loads of chemicals), are provided below:
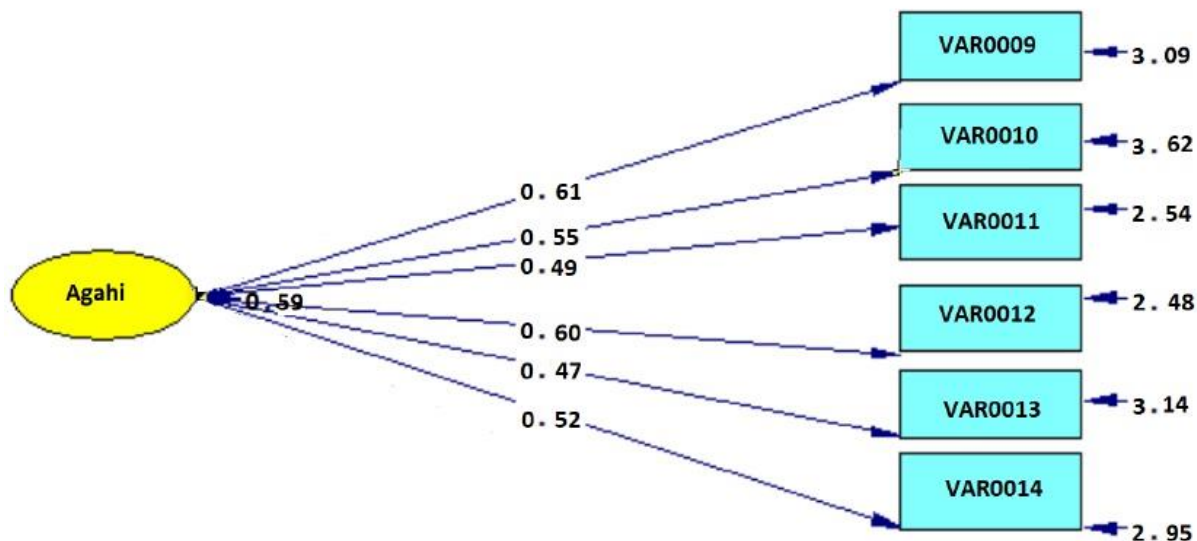

Fig 2 - The first-order factor model of the theme of consciousness

Table 7 - Evaluation indicators of factor awareness model

Indicator	Degrees of freedom	Relative chi-square	Adaptive Fit Index	Parsimonious normed-fit index	Mean squared error	Normed fit index
Amount	374	3.16	0.86	0.61	0.07	0.92

All indicators are aware of the required scope and point to the acceptability of the content factor model, according to the indicators for assessing the totality of the factor model, which generally indicate that the data fit the model.

Table 8 - The values of the factor loads of the theme of awareness

Reagent	Factor load	Critical value	Significance level
V-9	3.09	0.61	0.001
V-10	3.62	0.55	0.001
V-11	2.54	0.49	0.001
V-12	2.48	0.60	0.001
V-13	3.14	0.47	0.001
V-14	2.95	0.52	0.001

The estimated values in the table above indicate the factor loads associated with all indicators connected to awareness fit. In other words, the correlation between the theme of awareness and the indicators is considered moderate to high; hence, the measurement tool has factor validity.

Components of Civic Literacy – Belonging

The organizer of the belonging theme has been evaluated using the following reagents' themes:

Table 9 - Reagents related to theme belonging

Organizer	Reagent	
Belonging	V-15	Sense of belonging to the community
	V-16	Interest in your growth and development
	V-17	Promoting a sense of nationalism
	V-18	Community Friendship
	V-19	Loyalty to the community

The organizer of awareness built its theme factor model as a first-order factor model. Estimates associated with this model, including general fit indices and main parameters (reagent factor loads), are provided below:
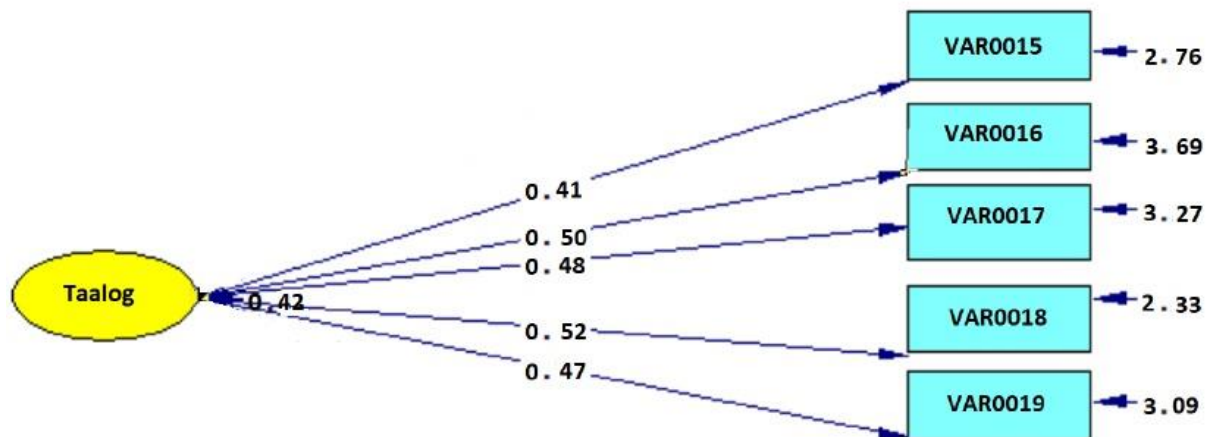

Fig 3 - The first-order factor model of the belonging theme

Table 10 - Indicators of evaluation of the belonging factor model

Indicator	Degrees of	Relative chi-	Adaptive fit	Parsimonious normed-	Mean square	Normed fit

	freedom	square	index	fit index	d error	index
Amount	374	3.87	0.77	0.59	0.09	0.83

The totality of the factor model's evaluation indicators reveals that the data are consistent with the model. In other words, all indicators fall within the desirable range, demonstrating the desirability of the content factor model.

Table 11 - Amounts of factor loads belonging to factor load

Reagent	Factor load	Critical value	Significance level
V-15	2.76	0.41	0.001
V-16	3.69	0.50	0.001
V-17	3.27	0.48	0.001
V-18	2.33	0.52	0.001
V-19	3.09	0.47	0.001

The estimated values in the table above show the factor loads associated with all indicators connected to awareness fit. In other words, the estimated correlation between the topic of awareness and its indicators is moderate to high, and as a consequence, the assessment tool has factor validity.

Components of Civic Literacy – Participation

The organizer of the participation theme has been evaluated using the following reagents' themes:

Table 12 - Introductions related to measuring the content of participation

Organizer	Reagent	
Participation	V-20	Political participation
	V-21	Human rights problems
	V-22	Social cooperation
	V-23	Knowledge-based collaboration

The awareness model for arranging the awareness theme was devised as a first-order factor model. Estimates associated with this model, including general fit indices and main parameters (reagent factor loads), are provided below:
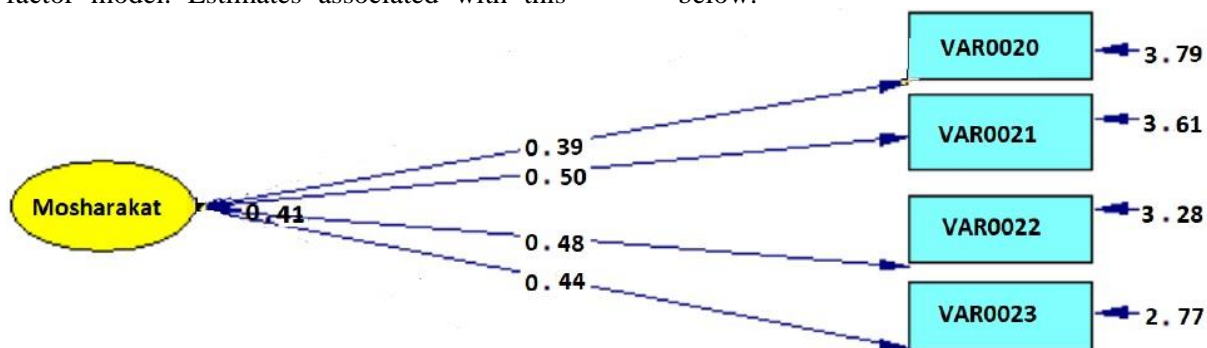

Fig 4 - The first-order factor model of the participation theme

Table 13 - Indicators of evaluation of the participation factor model

Indicator	Degrees of freedom	Relative chi-square	Adaptive fit index	Parsimonious normed-fit index	Mean squared error	Normed fit index
Amount	374	3.19	0.84	0.60	0.07	0.74

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The totality of the factor model's evaluation indicators reveals that the data are consistent with the model. In other words, all indicators fall within the desirable range and imply that the content factor model is desirable.

Table 13 - Amounts of factor loads participation in factor load

Reagent	Factor load	Critical value	Significance level
V-20	0.39	3.79	0.001
V-21	0.50	3.61	0.001
V-22	0.48	3.28	0.001
V-23	0.44	3.77	0.001

The evaluation indicators for the factor model's totality demonstrate that the model fits. In other words, the correlation between the awareness theme and its indicators is moderate to high, indicating that the assessment tool has factor validity.

Components of the civic literacy factor model were constructed as a second-order factor model. Estimates associated with this model, including general fit indices and main parameters (factor loads of pervasive and structuring themes), are provided below.
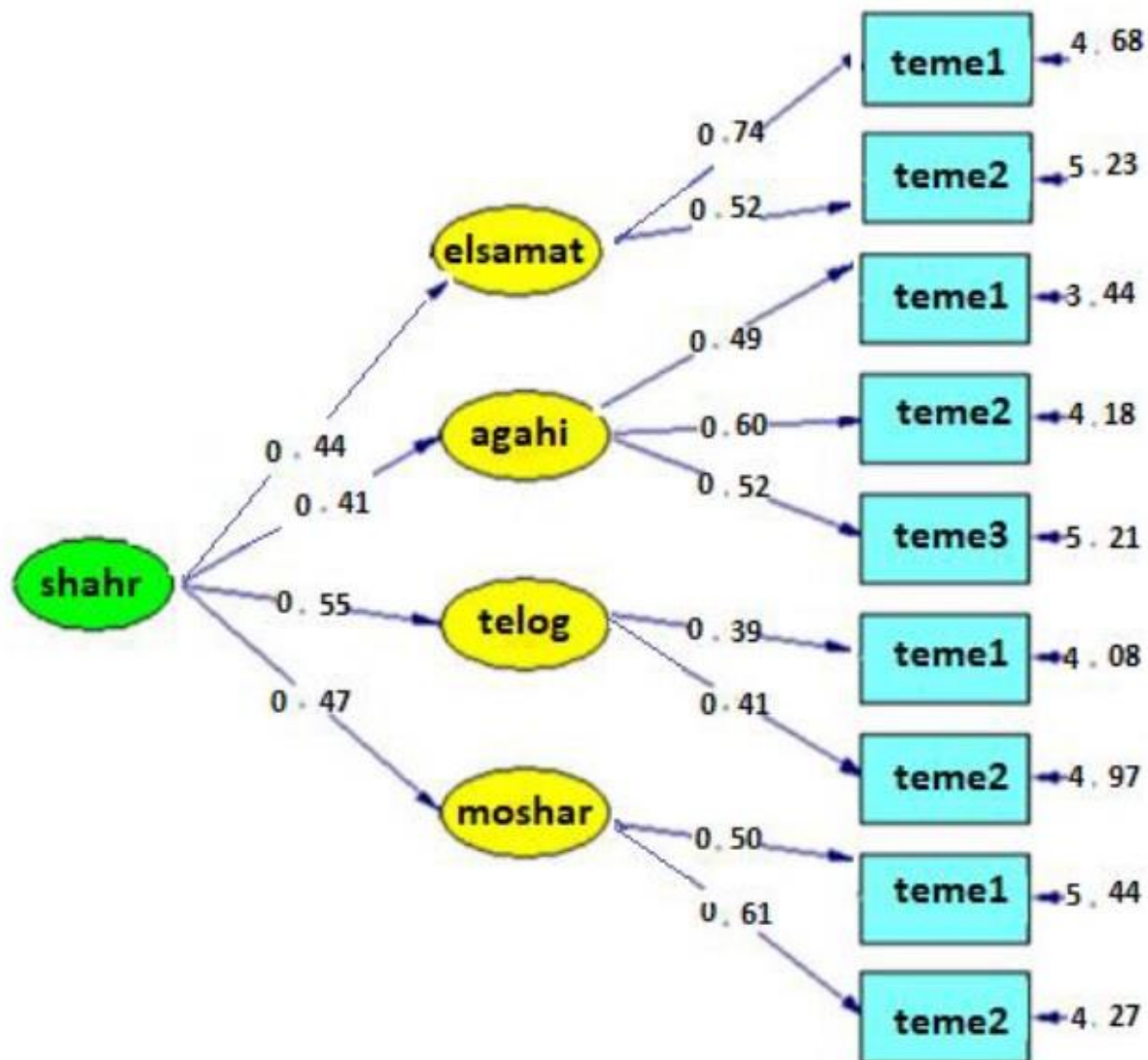
Fig 4 - Second-order factor model of civic literacy components

Table 15 - Evaluation indicators of the factor model of civic literacy components

Indicator	Degrees of freedom	Relative chi-square	Adaptive fit index	Parsimonious normed-fit index	Mean squared error	Normed fit index
Amount	371	3.44	0.81	0.63	0.09	0.91

The general evaluation indicators of the factor model are that the data are compatible with the model. In other words, all indicators in the desirability range suggest the desirability of the component factor model of civic literacy.

Table 16 - Factor load values of civic literacy components

Comprehensive themes	Factor load	Critical value	Significance level	Organizer themes	Factor load	Critical value	Significance level
Citizenship requirements	0.44	5.39	0.001	Theme 1	0.74	4.68	0.001
				Theme 2	0.52	5.23	0.001
Awareness	0.41	4.68	0.001	Theme 1	0.49	3.44	0.001
				Theme 2	0.60	4.18	0.001
				Theme 3	0.52	5.21	0.001
Belonging	0.55	4.95	0.001	Theme 1	0.39	4.08	0.001
				Theme 2	0.41	4.47	0.001
Participation	0.47	5.32	0.001	Theme 1	0.50	5.44	0.001
				Theme 2	0.61	4.27	0.001

The estimated values in the preceding table show that the factor loads associated with the aspects and themes of the organizers of the civic literacy components fit. In other words, the link between civic literacy components and the organizer's dimensions and concepts is highly approximated, and the resulting measuring tool has factor validity.

Components of civic literacy and the final model

The concept of a safe school is assessed through the following aspects and basic themes:

Table 17 - Aspects and basic themes of civic literacy

Concept	Basic themes
Components of civic literacy	Citizenship requirements
	Awareness
	Belonging
	Participation

Components of the civic literacy factor model were constructed as a second-order factor model. The estimates associated with this model, including general fit indices and main parameters, are provided below.
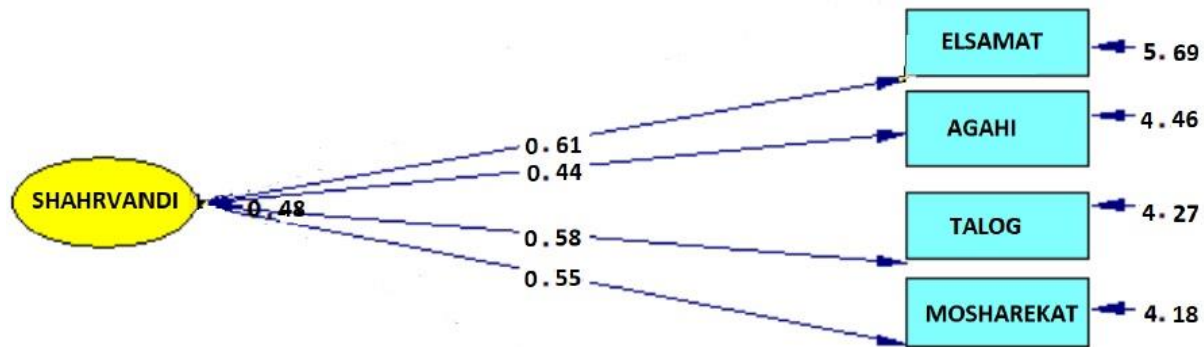

Fig 5 - Components of civic literacy and the final model

Table 18 - Indicators of factor model evaluation of civic literacy components

Indicator	Degrees of freedom	Relative chi-square	Adaptive fit index	Parsimonious normed-fit index	Mean squared error	Normed fit index
Amount	325	3.25	0.90	0.72	0.08	0.88

The evaluation indicators for the factor model's totality demonstrate that the model fits. In other words, all indicators are in the desired range and indicate the desirability of the excellent model of civic literacy components.

Table 19 - Factor load values of civic literacy components

Comprehensive themes	Factor load	Critical value	Significance level	Organizer themes	Factor load	Critical value	Significance level
Civic literacy	0.61	5.25	0.001	Citizenship requirements	0.61	5.69	0.001
				Awareness	0.44	4.46	0.001
				Belonging	0.58	4.27	0.001
				Participation	0.55	4.18	0.001

The estimated values in the preceding table show that the factor loads associated with the dimensions and themes of the organizers of the civic literacy components are in excellent condition. In other words, the correlation between civic literacy components and the organizer's dimensions and concepts is highly approximated, and the resulting measuring tool has factor validity.

Conclusion and Discussion

The totality of the factor model's evaluation indicators reveals that the model is valid. In other words, all indicators are within the desirable range and demonstrate the desirability of the components of the exemplary model of civic

literacy. According to the estimated values in the table, the factor loads associated with the dimensions and themes of the organizers of the civic literacy components are in excellent shape. In other words, the correlation between civic literacy components and the organizer's dimensions and concepts is highly approximated, and the resulting measuring tool has factor validity.

The findings of this study are consistent with those of the following studies: Jamali Tazeh Kand et al. (2013) entitled The study of the position of citizenship education components in the content of high school social science curriculum; Research by Riskah et al. (2019) entitled Strengthening civic literacy in maintaining student learning in the industry; Dewi et al. (2019) entitled The concept of human literacy as a strategy of civic literacy to strengthen the personality of students in the present age and Navarro & Fernandez (2015) entitled Citizenship education in European curricula and research.

Consequently, civic literacy plays a crucial role in developing decent youth and smart citizens (smart and good citizenship). Teaching instructors how to teach civic literacy, which helps the younger generation's moral upbringing, is one of the essential parts of the development of civilization in Indonesia. Civic literacy demands innovation and development education, and any growth of learning and innovation must control the digital skills of human literacy, which must consider the individual's national personality values. One alternate approach to teaching civic literacy to pupils is to use the idea of human literacy. Morality, the worth of a nation's personality, should be taught to pupils through integrated learning activities to produce outstanding citizens. Integrating national personality values into learning activities entails integrating, combining, and employing good values and truth to create, develop, and nurture students' personalities or personalities by national identity and strategy. It can be accomplished by implementing value transparency methods(Lowy, 2013).

Teachers are aware that the conventional approach to moral education is now ineffective due to concerns about assisting students in evaluating their thoughts, feelings, and behaviors and increasing their awareness of their values. According to a case study, teachers in Romania could understand the value clarification approach and effectively implement it in the classroom. They respect their curriculum and desire new knowledge and skills in ethical education. They are a viable resource for building more effective ethical education programs. Teachers and students agreed to establish a more conducive learning atmosphere and increase motivation. More knowledgeable individuals are more likely to discern political concerns, the most essential of which is knowing how to create a constructive policy, and therefore change will occur. Negative conflicts and divides are more or less likely to influence literate persons. Citizens are more literate and accepting of others' political perspectives, and more openness and variations in political acceptability and performances can result in expressing politics and beliefs (Adeyemi, 2018).

The education system allows students to examine diverse values and ideas from various viewpoints. Citizens must be educated in the field of citizenship to be aware of and appreciate their position and participate actively in the national interest. It is a compelling reason why the education system must educate people in this area. Citizenship is not something that occurs after graduation; instead, it is learned and practiced in everyday behaviors and interactions. The greatest place to exercise school citizenship is in the classroom. In other words, the education system is mainly responsible for fostering and enhancing citizenship values and abilities (Fathi and Saadatmand, 2015: 18). According to the findings, it is suggested:

- An education staff training course on civic literacy should be organized.

Utilize administrative and management personnel with the necessary civic knowledge.

- Given the significance of civic literature expertise, personnel should be encouraged to continue their education.

- Due to the significance of political activities in civic literacy, workers' participation in elections and other political activities should be regulated.

- Due to the significance of new technologies in civic literature, the essential facilities for developing new technologies have been established. Act in the field of education.

- Given the importance of individuals critiquing the performance of public officials in civic literacy, the field of criticism inside the organization should be made available.

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