

Citizenship campaigns as community civics to strengthen civic engagement

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Abstract

This research aims to reflect on citizenship campaigns as a means of community civics to strengthen civic engagement through qualitative and phenomenological approaches. Participant reflections emphasise how civic engagement manifests in civic activity and political voice through community civics, particularly concerning the socio-cultural dimensions of civic education, which align with the goals of fostering smart and good citizenship. Civic activity is associated with philanthropic movements, while political voice relates closely to political aspirations to influence policy. This reflection on citizenship campaigns serves as a channel for community civics, enhancing civic engagement through civic activity and political voice related to the public good and interest. Campaigns can act as tools for persuasion and the dissemination of ideas that promote the development of citizen attributes. Furthermore, this study enriches the understanding of civic communication, which is intrinsically linked to how citizens behave, engage, and participate in civic issues relating to the meaning of aspects of communication and the use of media.

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Introduction

Implementing civic education to foster civic engagement in addressing various issues and dynamics of state life occurs through formal classroom learning and community channels to enhance citizens' knowledge, attitudes, and skills. This effort aligns with the need to cultivate active citizens dedicated and committed to achieving the public good. This vision reflects the characteristics of smart and good citizens per their roles and responsibilities. The contextualization pertains to the application of community civics.



Community civics as a vehicle for forming smart and good citizens is closely linked to community empowerment. The term "community civics" describes the frameworks, procedures, and practices that people and organisations use to participate in civic life and enhance the standard of their communities. As communities deal with complicated issues pertaining to diversity, digital transformation, and governance, it is becoming more and more relevant in today's world. It includes inclusion, civic engagement, social participation, and justice (Buschman & Warner, 2016; Fitzgerald & Primavera, 2013; Reese & Rosenfeld, 2016). Community civics encompasses a wide range of activities, from cutting-edge digital platforms and interdisciplinary partnerships to more conventional forms of public engagement and service learning.

Citizens who are actively engaged in their community can participate in addressing common issues to achieve the public good. Community power is harnessed to enhance the capabilities of citizens who possess qualified knowledge about dynamic issues, engage skillfully in its affairs, and demonstrate good character in addressing shared challenges. This development aligns with how citizens participate in daily life.

This meaning affirms citizenship education, which encompasses the development of a well-rounded citizen through learning experiences both at school and outside of it, including within the family, community organisations, religious organisations, and through the media (Cogan, 1999). In addition, within a philosophical and pedagogical framework, community civics is understood as culture and/or empowerment in a comprehensive sense, aimed at educating citizens through informal and non-formal educational methods (Somantri & Winataputra, 2017). It is implicitly related to optimising community channels as a forum for state learning, focusing on functionalising socio-cultural elements to support the development of citizen attribution.

The development of citizen attribution through the empowerment of community civics is closely linked to civic engagement. In citizenship studies, civic engagement is often viewed as a broader concept than mere physical participation; it encompasses citizens' emotional and psychological engagement, characterised by critical awareness and sensitivity to shared issues. This perspective also relates to citizens' capacities regarding insight, behaviour, and character when addressing public interest to achieve the public good. Additionally, this concept connects to how the state perceives the role of citizens in the dynamics of civic life.

Civic engagement in addressing various social issues provides an opportunity to enhance meaningful participation, particularly in developing daily life and achieving the goal of harmonious coexistence. This meaning refers to individual and collective action, grounded in skills and knowledge, along with values, motivation, and a commitment to making societal changes that improve the quality of life (Adler & Goggin, 2005). In addition, engagement pertains to the activities of individuals and groups that address personal and public concerns, enrich personal lives, benefit the community, and provide reciprocal advantages (Jacoby & Ehrlich, 2009; Somantri & Winataputra, 2017). Civic engagement, as intended, also requires motivation, skills, and networking, which can be measured through behaviour and activities aimed at overcoming a public interest (Kirlin & Kirlin, 2002). It can be said that civic engagement is not only a vehicle for fulfilling their roles and responsibilities but also serves a public interest. This action fosters reciprocity among citizens. It is hoped that by addressing and engaging with everyday issues, there will be benefits for all.

One way to strengthen civic engagement is through community-led citizenship campaigns. In this context, a campaign is a persuasive effort that includes messages, invitations, or appeals designed to disseminate various ideas, raise awareness, and encourage participation in addressing social issues. These activities are contextualised around social concerns that resonate with citizens through the campaigns. Ultimately, citizenship campaigns aim to transform the attitudes and behaviours of citizens, particularly regarding the awareness and addressing of common issues for the public good. This initiative also serves as a reflection of active citizenship.

Campaigns are conducted to influence and direct the audience toward taking immediate action through words and various activities that serve the public good and public interest, align with specific impacts, and target a defined number of objectives and are executed within a specified timeframe through organised communication efforts (Venus, 2019). As a campaign process, public communication campaigns can be broadly defined as: efforts that aim to inform, persuade, or motivate behaviour change among a relatively defined audience, and generally related to the interests of individuals and/or society that are non-commercial which carried out over a period of time, organized communicatively with the involvement of mass media, and often supported by interpersonal communication (Rice & Atkin, 2009).

Citizenship campaigns are multidimensional initiatives that cannot be classified into a singular form. Instead, they span formal, non-formal, and informal learning contexts, creating a dynamic and inclusive framework for civic engagement. These campaigns aim to foster self-efficacy among youth, overcoming the apathy that often hinders their active participation in societal and national affairs (Swartz & Arnot, 2014). In this context, citizenship education serves as a tool to cultivate a stronger collective awareness of individual roles within the community and the nation. Furthermore, such campaigns prepare young people to tackle global challenges by equipping them with relevant skills and knowledge.

Citizenship is often defined as a social construct shaped by factors such as race, identity, and privilege. Young people, as part of a constantly evolving society, construct their understanding of citizenship through their community connections and lived experiences (Abels et al., 2021). Therefore, citizenship campaigns must be context-sensitive, taking into account the diverse social and cultural backgrounds of the participants. This approach ensures that campaigns are not only focused on the formal aspects of citizenship but also encompass the personal and contextual dimensions, reflecting the identity and social roles of each individual within the society (Klandermans & Roggeband, 2010).

A crucial characteristic of citizenship campaigns is the recognition of the blurred boundaries between volunteering, activism, and social movements. These forms of social engagement are interrelated and complementary. In this regard, citizenship campaigns aim to integrate these different forms of involvement to enhance youth participation in societal affairs. While distinct in their methods and scope, these activities share a common goal of driving positive and sustainable social change (Putnam, 2000). Thus, effective citizenship campaigns must be able to incorporate and expand these forms of engagement, whether at the individual, community, or global level.

Some previous research results on civic engagement through citizenship campaigns are based on specific issues and contexts. For example, the campaigns promote ideological and material identity in the name of empowerment (Beaumont, 2013; Murray, 2013). They also highlight the role of new media in producing alternative perspectives on citizenship and provide encouragement and reaffirmation of citizens' identities (Bartlett, 2014; Davies & Burns, 2014). Furthermore, these campaigns encourage how diversity is governed (Eisenlohr, 2015), provide impetus for the search for information to increase knowledge about democracy (Hutchens et al., 2016), offer ideas about active citizenship and transparency regarding civic engagement (Mattoni, 2017), and frame citizenship in a way that emphasises social and cultural integration linked to practices of citizenship and individual affiliation with national identity and values (Patler, 2018). Additionally, citizenship campaigns mobilise humanisation to affirm the need for shared moral responsibility (Altman, 2020), and enable citizen participation, facilitating the development of new patterns of interaction between government and citizens, which, in turn, increases citizens' influence on public agendas and strengthens civic engagement (Santoveña-Casal et al., 2021). Citizenship campaigns involve persuasive communication promoting the qualities of being a citizen, where individuals can simultaneously act as subjects and objects. The aspects developed in these campaign activities are closely related to how citizens are attributed with citizenship, which is essential for fostering the development of democratic life.

The studies mentioned above reveal gaps in the research on implementing citizenship campaigns to strengthen civic engagement through optimised civic community empowerment. In this context, civic engagement can be activities that address specific societal issues. The activities in question include those identified by the Centre for Information and Research on Civic Learning and Engagement (CIRCLE) conducted within the framework of civic activities, specifically through community problem-solving and crowdfunding. Another approach to strengthening civic engagement is through political voice, which involves creating and signing petitions (both written and emailed) to raise awareness of an issue. Campaigns as a persuasive strategy can spark civic engagement carried out by the civic community by utilising digital platforms that have wide recognition and easy-to-use accessibility. This also shows how citizen collaboration is carried out concerning civic engagement.

Therefore, the researcher is interested in conducting a study that focuses on civic campaigns to strengthen civic engagement in civic activities and political voice on public issues. This study aims to enhance citizens' creativity in persuasion. Additionally, civic engagement in this context is linked to the achievement of civic communication and civic action and reflection, which are key parameters of citizen engagement in implementing community civics. A citizenship campaign is a persuasive communication strategy to strengthen civic engagement by optimising citizenship communities' empowerment, which cannot be separated from socio-cultural elements in forming collective actions to achieve the public good. This also shows how citizen collaboration is carried out concerning civic engagement.

Furthermore, the citizenship campaign concerns essential elements of democracy, such as creating informed and socially active citizens. The form of strengthening citizenship attribution and transmission of citizenship values by utilising media as a communication channel, which, in terms of method and substance, is a container for forming intelligent and good citizens. This can be studied through contextual reflection on societal issues.

The formulation of the problem in this study is: 1. How to strengthen civic engagement in the form of civic activities and political voice through community civics? and 2. how to reflect on the citizenship campaign as a community civics channel in strengthening civic engagement in the form of civic activities and political voice? Meanwhile, the objectives of the research to be achieved are: 1. to be able to analyse the strengthening of civic engagement of young citizens in the form of civic activities and political voices carried out through community civics, and 2. to be able to analyse how the reflection of civic campaigns as a channel for community civics in strengthening civic engagement in the form of civic activities and political voices.

Method

This study employs a qualitative research approach in a natural setting. It aims to provide a comprehensive and intricate understanding of social problems, gathering and presenting detailed information through words, based on the perspectives and experiences of the informants (Creswell, 2014). Meanwhile, the method used is phenomenology. The phenomenological method describes the meaning based on life experiences related to a particular concept or phenomenon (Creswell, 2014).

This qualitative approach explores participants' experiences, perceptions, and views of citizenship campaigns as a form of community civics, specifically strengthening civic engagement. The researcher conducted a phenomenological study to uncover participants' reflections on improving civic engagement through citizenship campaigns and empowering civic communities. It is important to note that these reflections are based on the views and experiences of the participants who will be selected for this research, with the expectation that the findings will align with the stated objectives. Participants in this research are experts in citizenship education who specialise in studying community civics and developing the socio-cultural domain. They are: (1) SS, professor of Universitas Pendidikan Indonesia (UPI), who has expertise in the field of civic education, social studies, and civic education curriculum, (2) IA, doctor of civic education from Universitas Negeri Yogyakarta (UNY), who has expertise in the fields of civic education, philanthropy, citizenship, social sciences, and socio-culture, (3) BM, doctor of civic education from Universitas Negeri Yogyakarta (UNY), who has expertise in the

fields of civic education, civic education curriculum and learning media, and Pancasila education, (4) DZ, doctor civic education from Universitas Sebelas Maret (UNS), who has expertise in the fields of civic education, political education, and civic engagement, and (5) ES, doctor of civic education from the Institut Teknologi Bandung (ITB), who has expertise in the fields of civic education, political science, service learning, and economy civic. The selection of these participants is, of course, relevant to how this research will be conducted.

Data collection was carried out through interviews and documentation studies. The interviews were conducted to gather the participants' views and opinions, which could occur face to face, over the telephone, or within specific groups. At the same time, open-ended and generally unstructured questions were used (Creswell, 2014). Interviews were conducted with civic education experts to discover effective strategies for enhancing civic engagement and successfully implementing community civics.

Documentation studies were conducted to enhance and integrate data gathered from interviews. These studies can involve public documents like newspapers, papers, office reports, and private documents like diaries, letters, and emails (Creswell, 2014). In this research, the documentation study involves analysing documents that pertain to citizenship campaigns, civic engagement, and community civics. The process of document tracing includes examining both printed and online materials. Relevant documents are identified, mapped, and selected.

The data analysis in this research involved classifying the data findings from interviews based on the source of information. Subsequently, the obtained data were reviewed to develop a general understanding of the information received. During the coding stage, the data was organised by assigning categories within predefined boundaries. At this stage, codes were used to highlight aspects of enhancing civic engagement through citizenship campaigns as a form of community civics. This approach facilitated the analysis of findings and the drawing of conclusions.

Triangulation and member checking techniques were applied to ensure the data's validity. Triangulation involves examining various sources to justify the themes coherently. At the same time, member checking is used to verify the accuracy of the research results by bringing the description back to the participants (Creswell, 2014). A combination of various data obtained from interviews with participants and supporting documentation studies.

Results and Discussion

The meaning of civic engagement in the context of fostering smart and good citizens can be analysed in terms of how individuals behave and act to achieve the public good. Participants recognised that civic engagement is inseparable from the social context and is not solely political. This involvement addresses societal problems as a form of problem-solving that does not always rely on the government's role. BM conveys that civic engagement is based on awareness, enabling citizens to address community problems without relying on the government to achieve the common good. According to ES, civic engagement does not necessarily have to relate to service learning; it can focus on direct action to solve societal issues. SS highlights the context of social problems and identifies them as opportunities for citizenship education, which are applicable in both formal and non-formal educational settings. DZ underscores the importance of engaging in various public discourses as enlightening, while IA emphasises the connection to social-community matters concerning citizenship. Those views align with the view that civic engagement fosters engagement that reflects citizens' skills and authentic experiences in the community when appropriately implemented (Purce, 2014). Civic engagement also encompasses involvement in various aspects of public issues (Darmawan et al., 2015).

Civic engagement is closely tied to developing motivation, maintaining values, and strengthening commitment. As a form of individual and collective activism, civic engagement requires a trigger to foster motivation, uphold values, and reinforce commitment. Participants reflected on how this is achieved by emphasising the importance of feeling like citizens and contributing actively to the public good. As emphasised by DZ, this motivation can leverage

social media and digital media, as SS, BM, IA, and ES noted, using education as a stimulus. The stimulus for civic engagement through education primarily concerns in-depth learning in the affective realm, providing emancipatory opportunities and having a long-term impact on transforming individuals and society (Maulana & Milanti, 2023). At the same time, stimulus through the use of media concerns new types of civic engagement made possible by communication technologies, such as participation in global civil society or virtual communities (Kim & Ball-Rokeach, 2006). Education is a means of developing knowledge, character, and skills. Through widely recognised and easily accessible digital and social media, civic engagement can also be strengthened.

Participants also reflected on civic engagement developed through community citizenship education. This urgency relates to achieving citizen attribution, active citizen participation, and a socio-cultural movement. It is also connected to opportunities for developing dimensions of citizenship beyond the legal-formal aspect, forms of community empowerment, and means of transmitting civic values. The reflections expressed align with Van Good's perspective on community civics as a subset of citizenship studies that emphasises the relationship between individuals and their social environment, viewing the community as an entity that evolves at the local and national levels (Wahab & Sapriya, 2011), and as stated by W.A. Dunn, this is related to the functionalization of civics, which concerns aspects of community or societal life that develop dynamically (Syaifullah, 2015). The socio-cultural domain shapes the meaning of community civics within the community life environment. (Sapriya, 2015). This functionalization cannot be separated from studies related to aspects of citizenship, which are adapted to societal dynamics and grounded in the scientific foundation of civic education.

Community civics cannot be separated from the socio-cultural dimensions of a country. Participants reflected on how it was organised to strengthen civic education. According to them, this is achieved through social values that can be integrated across scientific disciplines and fostering civil society through penta-helix collaboration. This socio-cultural program can be implemented through an extramural program that complements and supports the civic education curriculum (Rahmat, 2015), as a vehicle for the self-actualization of citizens, both individually and in groups, this approach emphasises their rights, obligations, and socio-cultural context which promotes intelligent and responsible active participation within social institutions that are grounded in a system of values and norms, all while adopting a socio-cultural development approach (Budimansyah, 2010a). It is used to analyse and reflect on society's dynamics, phenomena, and realities, focusing on efforts to empower communities (Nanggala & Suryadi, 2020). The organisation of these socio-cultural dimensions is undoubtedly intertwined with the vision of civic education aimed at cultivating smart and good citizens.

According to the participants, the power of the civic community can be optimised to strengthen civic engagement through community civics. This perspective interprets citizenship education as a practice of citizenship, enhancing its role within civil society. It emphasises citizen empowerment, promotes citizenship movements through volunteerism, and fosters democracy by sharing ideas and common values. The power of civic community serves as a form of civic education, as community living provides interpretations and perspectives related to the character of civic life at local, national, and global levels (Budimansyah, 2010b; Farisi & Lukiyadi, 2016). The community can also be viewed as an ideal model of a democratic society, reflecting the country's ideology and constitution (Winataputra & Budimansyah, 2007). Through community, citizens identify with one another, experiencing a sense of togetherness as they feel they belong and share specific values or beliefs (Kalidjernih, 2009). Moreover, the civic community is viewed as a structure that unites individuals, as a foundational pillar for gathering and mobilising issues related to citizenship practice (Hidayah et al., 2020).

The citizenship campaign, as an implementation of community civics aimed at promoting the public good and serving the public interest, was perceived by participants as a manifestation of republicanism. This perspective emphasised the importance of the public good

and the extent to which citizens engage and contribute to it. The campaign provided a benevolent narrative by setting specific targets and functioning as a social and cultural movement that operated informally through citizen interactions. Campaigns can raise awareness of an issue by framing it as a common problem, thus encouraging community engagement in finding solutions. Additionally, campaign efforts can amplify or downplay an issue, enabling it to resonate as a shared concern and inviting citizens to address it.

SS reflects that the campaign for public good must be accompanied by efforts to foster education on living as a good citizen. It should encourage a mindset oriented toward positive actions. The campaign's content must be tailored to the community's specific conditions, and the campaigner must understand the community well. BM suggests that the campaign can effectively convey an issue by framing it as a common problem and encouraging community involvement in finding a solution. Meanwhile, ES emphasises that the campaign is linked to the public good and the public interest by providing a narrative of virtue tailored to the target audience. As a socio-cultural movement, the campaign operates informally through interactions among citizens.

SS, BM, and ES have provided reflections that offer a nuanced understanding of how citizenship campaigns, particularly those that are intended to promote the public good, ought to be designed and implemented. These insights can be analysed through a variety of theoretical frameworks that address civic engagement, social movements, and education for active citizenship.

The Civic Education Theory and Socialisation Theory are in agreement with SS's assessment of the importance of promoting education on the topic of living life as a responsible member of society. When it comes to moulding people into responsible citizens, civic education is an essential component. It influences people's attitudes, knowledge, and behaviours in such a way that they are able to contribute to society in a meaningful way. Torney-Purta (2002) argues that citizenship education ought to emphasise the promotion of civic virtues, including empathy, responsibility, and active participation, in addition to communicating information about democratic institutions. The significance of context-sensitive education is highlighted by SS's recommendation that the campaign be adapted to the unique circumstances of the community. This recommendation is consistent with socialisation theory, which emphasises the process through which people internalise the values of society through direct engagement with their surroundings (Grusec & Davidov, 2010).

Framing Theory asserts that the way in which a problem is framed can influence how people perceive it. This theory is especially applicable to social movements, and it is in this context that BM's idea of framing the issue as a common problem resonates with Framing Theory. Framing is defined by Entman (1993) as the way problems are brought to the attention of the public, which influences how people perceive and react to them. The campaign can encourage people in the community to view themselves as being part of the solution by framing an issue as a concern that they all have in common, which can motivate them to act together. This is consistent with what Snow and Benford (1988) concluded in their research on collective action frames, which posits that framing an issue as a problem that requires a collaborative effort can be a powerful tool for mobilisation.

The approach of ES, which focuses on supplying a narrative of virtue that is customised for the intended audience, shares similarities with Virtue Ethics, especially as it is presented by Aristotle (1959). According to the philosophy of virtue ethics, moral character is the most essential element for living a good life, rather than rules or consequences considered in isolation. A narrative of virtue is used within the context of the citizenship campaign to encourage people to develop traits such as honesty, justice, and integrity. The observation made by ES that the campaign is connected to the public good by means of such a narrative demonstrates how campaigns can motivate people to take action that is in line with the common good. The public goods theory is a theory that concentrates on the ways in which the actions of individuals can contribute to the common good of society. This method of thinking is consistent with that theory.

Social Movement Theory is in accordance with the reflection on the campaign as a socio-cultural movement that operates informally through interactions between citizens. Tilly (2019) defines social movements as collective endeavours that are directed towards either the promotion or the resistance of social change. ES's description of the campaign as being informal supports the notion that social movements do not necessarily arise through formal institutions; rather, they can also arise in informal settings and be driven by interactions that take place in everyday life. Grassroots participation is encouraged by this kind of engagement, and it also gives citizens the ability to play a role in the development of their communities. This is an important factor when it comes to the long-term development of civic life.

Campaigns are organised efforts to achieve goals that seek to inform, persuade, and mobilise through message models and elements, communication channels, and feedback (Norris, 2002). A campaign is an activity aimed at influencing, persuading, and motivating people to participate in creating a specific impact on a particular issue and to be implemented within a defined time period (Ruslan, 2021). Citizenship campaigns emphasise persuasion on citizenship issues to convey civic values and promote civic engagement. These campaigns narrate policies and leverage socio-cultural movements to encourage citizens to participate and address citizenship issues.

Citizenship campaigns are conducted to provide opportunities for civic engagement, allowing young citizens to express their political voice and develop their sense of citizenship. This campaign is focused on the public good and is persuasive in its narrative. Persuasive efforts involve influencing perceptions and actions. Opinion leaders aim to persuade and influence users who shape attitudes and behaviours within their social networks (Weeks et al., 2015).

Citizenship campaigns are organised initiatives that are generally educational or focused on encouraging active, informed, and responsible participation in democratic processes. To improve civic self-efficacy and fight social apathy, particularly in young people, they employ a variety of pedagogical and community-focused techniques. These campaigns aim to empower individuals to take part in decision-making processes that have an impact on their lives by providing them with opportunities to learn about their rights and responsibilities as citizens (Damiani et al., 2024; Reese & Rosenfeld, 2016; Remr, 2023). Citizenship initiatives are working to promote a feeling of belonging and a sense of shared responsibility within communities that are made up of people from a variety of backgrounds. They are doing this by organising workshops, community events, and campaigns on social media. In the end, the objective of these campaigns is to foster the development of a society that is more inclusive and participatory, in which all people feel empowered to play a part in bringing about positive social change.

According to the participants, the civic activity emphasises the philanthropic efforts of citizens, while political voice focuses on conveying aspirations to influence policy. Philanthropic awareness arises from the social culture among citizens, reflecting their role in volunteer movements (Arpanudin et al., 2023). Meanwhile, political voice can be described as a form of participation that raises awareness of an issue, unites voices, and influences policy changes (Addiputra et al., 2020). This context can be described as political empowerment. It refers to the ability to exert public control within a political system, acting as a pressure group that influences through mass media and political participation (Darmawan, 2015). This form can be enhanced through contemporary technological advances by strengthening digital literacy, ensuring that campaign media, especially digital media, are precisely aligned with the desired goals.

Philanthropic involvement and political aspirations cannot be separated from online participation in an issue sparked through social media. Social media can significantly impact citizens' participation in social and political activities by emphasising the importance of information exchange and strengthening social networks (Tarsidi et al., 2023). Online community engagement has emerged as a new way to convey community aspirations, social criticism, and political voices in an era of advancing information technology that enables broad participation due to minimal risks and low costs, effectively showcasing a style of active citizenship through content sharing on social media (Mulyono et al., 2023).

Citizenship campaigns cannot be separated from developing citizen attributions to implement community civics (Chan et al., 2014; Miller & Tolliver, 2017). This attribution is reflected in the characteristics of citizens who respond to various issues related to achieving the common good. The participants reflected that the characteristics of citizens that can be developed are pioneering, altruism, caring, responsibility, awareness, courage to speak out, fighting power, activeness, generosity, ability to influence and enlighten, and digital literacy. This is in line with implementation related to programmatic community empowerment, which can be implemented in at least two forms, namely intentional as an educational program to provide a learning impact (instructional effect) and unintentional to offer an accompanying impact to an activity (nurturant effect) (Aulia & Arpanudin, 2019). Those narratives are intertwined with citizenship development as both a feeling and a practice, which cannot be separated from national and state life.

Reflections on the development of civic communication, particularly in strengthening the role of civic education, were interpreted by participants as an opportunity to explore how relationships among citizens contribute to the formation of smart and good citizens through social-community channels. Additionally, emphasis is placed on citizen awareness through communication as a means of understanding the messages conveyed, which is essential for enhancing civic engagement. Another aspect discussed is the development of communication skills in studying various citizenship issues. The object of civic communication is the concept of citizenship, focusing on what citizens are expected to do, how much they should think and act for themselves, and the value that should be assigned to their experiences and perspectives. (Blumler & Coleman, 2013). Recognising communication as a fundamental aspect of citizenship, civic communication considers society's interests, needs, and proposals (Incio et al., 2021). Opportunities for developing civic communication, beyond how citizens interact, also involve how citizen attributions are formed in the context of media use. This will undoubtedly enrich the study of citizenship education, aligning with the communication aspects essential for shaping smart and good citizens.

Conclusion

Civic engagement refers to the active participation of citizens in addressing and resolving civic issues, which is a key aspect of fostering smart and good citizens. A community civics framework that incorporates socio-cultural elements can be leveraged to enhance civic engagement. The form of civic engagement discussed here includes civic activities closely related to community problem-solving, crowdfunding, and political voice that channels public aspirations through involvement in petitioning for social issues.

One form of community civics to strengthen civic engagement is by utilising citizenship campaigns as a communication model that seeks to persuade and change attitudes in line with the stated campaign objectives, specifically for the public good and public interest. This campaign can be executed by optimising digital media that is easily accessible to citizens.

The research results show that: (1) strengthening civic engagement through community civics, which encompasses civic activity and political voice, is inherently linked to addressing societal problems and civic engagement in finding solutions. In practice, communities serve as a form of civil society that helps maintain democratic values and practices; (2) reflecting on citizenship campaigns provides a channel for community civics to enhance civic engagement, focusing on civic activity and political voice to achieve the public good and serve public interest, ultimately fostering smart and good citizens.

This research implies that optimising community civics aligns with the development of smart and good citizens while expanding the field of civic communication studies. The emphasis is on disseminating ideas and igniting citizen motivation and awareness through communication, including messages and media, which are crucial for strengthening civic engagement. Citizenship campaigns, viewed through community civics and communication studies, can leverage civic communities to produce committed and dedicated citizens who strive for the public good. Recommendations from this research include strengthening

communication channels that communities can utilise informally to occupy public spaces, rather than relying solely on the formal role of government.

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