Integrating civic education and student management development: how come?

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ABSTRACT

This study explores how civic education can be effectively integrated with student management development in higher education through an information diffusion framework. The main objective of the study is to examine how the processes of acceptance, control, and dissemination influence the development of civic education and student leadership. Civic education is not only viewed as a formal subject, but also as a broader educational practice embedded within student management and institutional culture. A qualitative descriptive approach was employed to capture real experiences and perspectives related to civic education practices. The participants were students enrolled in civic education related courses in a higher education setting. Data were collected through in depth interviews, observations, and documentation to obtain a comprehensive understanding of how civic values and leadership skills are developed. The collected data were analyzed using the Miles and Huberman interactive model, which consists of data condensation, data display, and conclusion drawing or verification. The findings indicate that the diffusion of information across the acceptance, control, and dissemination levels plays a significant role in shaping students' civic awareness and leadership development. Acceptance enables students to internalize civic values, control ensures consistency and guidance in educational practices, and dissemination supports the broader spread of civic knowledge and leadership norms within the academic environment. These interconnected processes contribute to a more effective integration of civic education and student management. This study highlights the importance of adopting a systematic and integrated approach to civic education in higher education institutions. The findings provide practical insights for educators and policymakers in designing programs that strengthen civic education and student leadership, and offer a conceptual foundation for future research on information diffusion and civic education development.

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Introduction

Education plays an important role in shaping students not only as academically capable individuals but also as responsible and civically engaged members of society. In higher education, ideological and civic education is expected to strengthen students' political awareness, moral values, and sense of citizenship. Previous research

indicates that ideological education is more effective when it is closely connected to students' daily academic and institutional experiences rather than delivered as a stand-alone subject (Sangari et al., 2023). In practice, however, ideological education and student management are often treated as separate domains. Ideological instruction is usually confined to classroom-based learning, while student management focuses on administrative regulation and behavioral supervision. This separation can limit the relevance of ideological education to students' everyday lives. Saadati et al. (2023) emphasize that higher education institutions are responsible for supporting students' holistic development, which requires a closer integration between ideological education and student management. Without such integration, the potential of student management to contribute to value formation and leadership development remains underutilized. Moreover, successful integration depends on supportive institutional environments and continuous improvements in the quality of ideological and political education (Breuer et al., 2023).

The importance of integration has been widely acknowledged, its implementation remains challenging. Traditional educational models often emphasize top-down control and standardized instruction, leaving limited room for student participation and lived experience. Several studies have criticized this approach for overlooking students' rights and voices, which may cause ideological education to appear disconnected from students' daily academic and social realities (Badal & Sungkur, 2023; Zhou, 2023). As a result, ideological education may fail to resonate with students in meaningful ways. To address this challenge, scholars have increasingly called for more innovative and student-centered strategies that align ideological education with daily student management practices in order to support high-quality talent development (Wang, 2024; Wu, 2023).

From a theoretical perspective, the three-pronged education model emphasizing all-staff, whole-process, and all-round education offers a useful framework for understanding how ideological education can be embedded across institutional practices. Complementing this perspective, the information diffusion model provides an additional analytical lens by focusing on how information, values, and norms circulate within educational systems. Through the processes of acceptance, control, and dissemination, this model helps explain how civic and political values are internalized by students, guided through institutional mechanisms, and shared within the academic environment.

Previous research has also highlighted the growing role of technology in both ideological education and student management. Studies have examined digital learning platforms, recommendation systems, artificial intelligence, and data-driven management tools as ways to enhance civic and political education and improve student management practices (Beldarrain, 2006; Wang, 2021; Herrero et al., 2023). While these studies demonstrate the potential of technological innovation, they tend to focus on technical effectiveness rather than examining how information diffusion processes support the deeper integration of ideological education and student management.

Based on this review, a key gap remains in understanding how information diffusion influences the integration of civic and ideological education with student management in higher education. Therefore, the purpose of this study is to explore how the processes of acceptance, control, and dissemination shape the integration of civic education and student management development. This study adopts a qualitative descriptive and interpretive approach, as it seeks to develop an in-depth understanding of educational practices and experiences rather than to test predefined hypotheses. The findings are intended to contribute to scholarly discussions on civic education while offering practical insights for educators, administrators, and policymakers involved in student management and higher education development.

Method

This study employed a qualitative descriptive approach to explore how civic education is represented and experienced through Pancasila and Citizenship Education courses in primary school contexts. A qualitative design was chosen because the study sought to understand meanings, experiences, and real educational practices related to civic education rather than to test hypotheses or measure variables statistically (Maxwell, 2008; Tenny et al., 2017). This approach allowed for a rich and contextual understanding of how civic values are conveyed and interpreted within the learning process.

The research process was iterative and flexible, with data collection and analysis conducted concurrently. Insights that emerged during early stages of data collection informed subsequent observations and interviews. This iterative process is consistent with qualitative inquiry traditions that emphasize responsiveness to the research context and depth of understanding. The researchers involved in this study have academic backgrounds in civic and citizenship education. This prior knowledge supported a nuanced understanding of the research topic, while also requiring careful reflexivity to manage potential assumptions. Throughout the study, the

researchers engaged in reflective practices, including the use of field notes and analytic memos, to ensure that interpretations were grounded in participants' perspectives rather than researchers' preconceived views.

The participants consisted of 39 students enrolled in Class G of the Pancasila and Citizenship Education course in the Department of Elementary Teacher Education at Universitas Negeri Surabaya during the 2023–2024 academic year. These participants were selected because they were directly involved in learning civic education and were preparing to become elementary school teachers, making their experiences and perspectives particularly relevant to the aims of the study. The relationship between the researchers and participants was professional and ethical. The researchers did not hold formal authority over participants' academic evaluation. Participation was voluntary, and all participants were informed that their involvement would not influence their academic performance. This helped create an environment in which participants felt comfortable sharing their views openly.

Participants were recruited using purposive sampling, which is commonly used in qualitative research to select individuals with relevant experiences. Recruitment was conducted face to face during class sessions. All students who met the inclusion criteria and agreed to participate were included in the study. No incentives or compensation were provided. The number of participants was determined by the class size and by the adequacy of information obtained. Data collection was concluded when recurring themes were identified and no substantially new insights emerged.

Data were collected using three complementary methods: in-depth interviews, classroom observations, and documentation. In-depth interviews employed open-ended questions to explore participants' understanding of civic education and their experiences in Pancasila and Citizenship Education courses. Observations focused on classroom interactions, teaching practices, and learning activities related to civic education. Documentation included course syllabi, learning materials, and other instructional artifacts that provided additional contextual information. Data collection was carried out over multiple sessions to ensure sufficient engagement with both participants and the learning environment.

Table 1. Research Methodology Overview

Methodological Aspect	Description
Type of Research	Qualitative research
Research Approach	Descriptive and interpretive
Research Objective	To understand the representation and practices of civic education
Research Design	Qualitative study with an iterative process between data collection and analysis
Participants	Students of the Elementary Teacher Education Program
Number of Participants	39 students (Class G)
Research Site	Universitas Negeri Surabaya
Time of Study	Academic year 2023–2024
Sampling Technique	Purposive sampling
Data Collection Methods	In-depth interviews, observations, and documentation
Data Recording	Audio recordings and field notes
Data Analysis Method	Miles and Huberman interactive model
Stages of Analysis	Data condensation, data display, conclusion drawing and verification
Analytical Approach	Inductive thematic analysis
Trustworthiness of Data	Triangulation of data sources and methods, researcher reflexivity
Ethical Considerations	Voluntary participation, informed consent, anonymity, and confidentiality

The table 1 summarizes the research methodology of this study. A qualitative descriptive approach was used with 39 Elementary Teacher Education students selected through purposive sampling. Data were collected through interviews, observations, and documentation, analyzed using the Miles and Huberman model, and strengthened through triangulation, reflexivity, and ethical research practices.
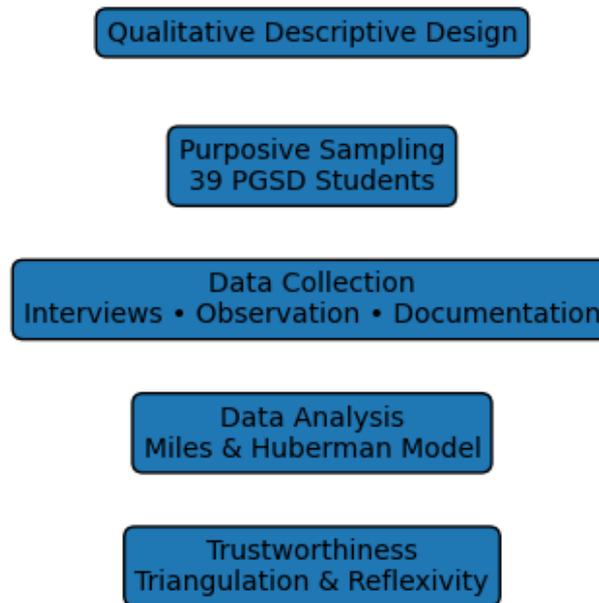
Figure 1. Visualization of research methodology

All interviews were audio-recorded with participants' consent and transcribed verbatim. Observational data and researchers' reflections were documented through detailed field notes. Data analysis followed the Miles and Huberman interactive model, which consists of data condensation, data display, and conclusion drawing and verification, as illustrated in Figure 1. Analysis began with organizing and condensing the data through coding and categorization. The data were then displayed to identify patterns and relationships, followed by an iterative process of drawing and verifying conclusions. Themes and categories emerged inductively from the data rather than being predetermined. Methodological integrity was strengthened through the use of multiple data sources, ongoing reflexive analysis, and careful alignment between data and interpretations. Triangulation across interviews, observations, and documents helped enhance the credibility of the findings. By grounding interpretations in participants' accounts and classroom contexts, the study aimed to produce findings that are both meaningful and methodologically sound (Tenny et al., 2017)..

Results and Discussions

Along with being a modern educational concept that supports "people oriented" and "moral education," the three-dimensional education pattern known as "full staff education," "whole process education," and "all-round education" is also a type of long-term educational mechanism that is creative in response to changing needs and circumstances. All aspects of education, including "all-round education," three-dimensional learning environments, and long-term learning systems that adapt to changing cultural norms and the need for innovation. Figure 1 illustrates the attributes that should be included in the combination of student management and ideological education in colleges and universities in order to meet the demands of the three-pronged education concept.

In order to effectively integrate civic education with student management, the school management department must completely transform the notion of civic education and student management as it currently exists and integrate civic education into every facet of day-to-day operations. After that, fully optimize the approach to civic and political education, innovate in student management, and successfully increase the effectiveness of student management work. Finally, establish a solid basis for the development of top-tier talent that can be adjusted to the demands of the evolving new era.

Universities and colleges put the needs of their students first, incorporating civic education into everyday instruction and student management. As a result, managing pupils becomes easier and students' spiritual development is unintentionally enhanced. It also improves the standard of instruction in political and civics classes, providing educational establishments with a well-defined course for their curricula. Students improve their personalities and values by learning more about civics and politics, which benefits moral education in higher education. Figure 2 highlights these advantages.

Table 2. Components of the three pronged education integration model

Main Dimension	Subdimension	Key Elements
Combining Characteristics Together	**Entire Improvement**	Emphasis on theoretical foundations
		Formation of ideological understanding
		Enhancement of political knowledge
	Engagement of Every Employee	Civic education leadership
		Expert guidance from qualified teachers
	Permeation of Processes	Alignment of educational materials
		Appropriate instructional practices
		Methodical approach to student management

Table 2 shows that civic education integration relies on three dimensions: entire improvement through strong theoretical and ideological foundations, engagement of all staff through leadership and guidance, and permeation of processes by embedding civic values in teaching practices and student management to ensure continuous and meaningful learning experiences.
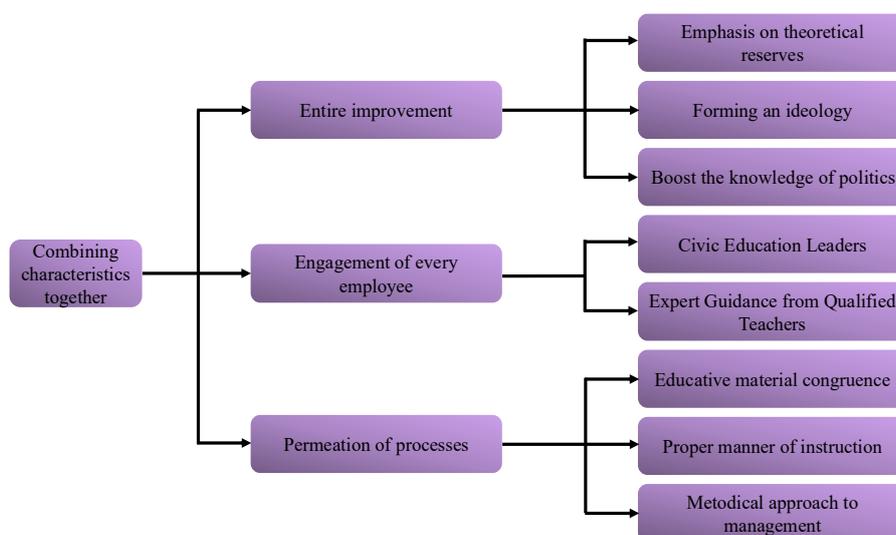

Figure 2. Civics education and student management integrated

The figure illustrates an integrated three-pronged education model that combines theoretical development, staff engagement, and process integration. It shows that civic and ideological education is strengthened when theory, educator involvement, and educational practices are aligned to support students' civic awareness, values, and character development.

Table 3. Outcomes of building on institutional strengths in civic education integration

Core Focus	Expected Outcomes
Building on Institutional Strengths	Enhanced standard of student supervision
	Fulfillment of high-quality education standards

Core Focus	Expected Outcomes
	Increased students' ideological awareness
	Development of students' abilities in a contemporary context

Table 3 highlights that building on institutional strengths leads to more effective student supervision, supports the achievement of high-quality education standards, strengthens students' ideological awareness, and encourages the development of skills that are relevant to contemporary challenges and changing social demands.
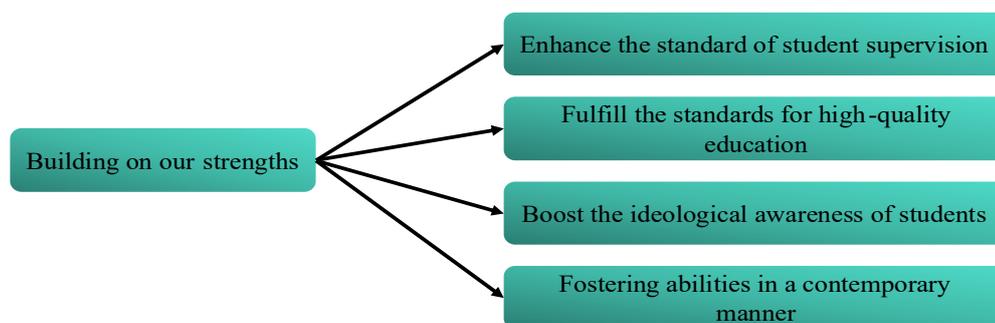

Figure 3. Benefit of combining and developing student management with civic education

The caliber of talent developed in colleges and universities is impacted by effective student management, which is critical in higher education. Three-pronged education is becoming more and more popular as a response to the nation's and society's requirement for qualified workers. In order to manage students effectively, universities must adopt the three-whole-parenting and all-member, all-round parenting models, with the goal of placing the student at the center (Figure 3). Institutions can effectively promote the integration of ideological education and student management by tackling current problems and embracing novel concepts, approaches, and configurations.

Table 4. Integration and development model of civic and political education and student management

Core Component	Focus Area	Key Elements
Educating the Entire Individual	Personal development and empowerment	Integrating resources
		Peer supervision
		Student autonomy
Comprehensive Parenting Path	Structured and goal-oriented guidance	Definite educational goals
		Formulating initiatives
		Career guidance
All-Inclusive Parenting Style	Flexible and inclusive management	Pushing developmental boundaries
		Establishing supportive structures
		Dynamic and adaptive management
Overall Framework	Integrated institutional approach	Integration and development of civic and political education with student management

The table outlines an integrated model of civic and political education and student management. It emphasizes educating the whole individual through autonomy and peer support, providing a comprehensive guidance pathway with clear goals, and applying an inclusive, flexible management style to support students' civic, personal, and professional development (Fortuna et al., 2022; Stenberg et al., 2022).
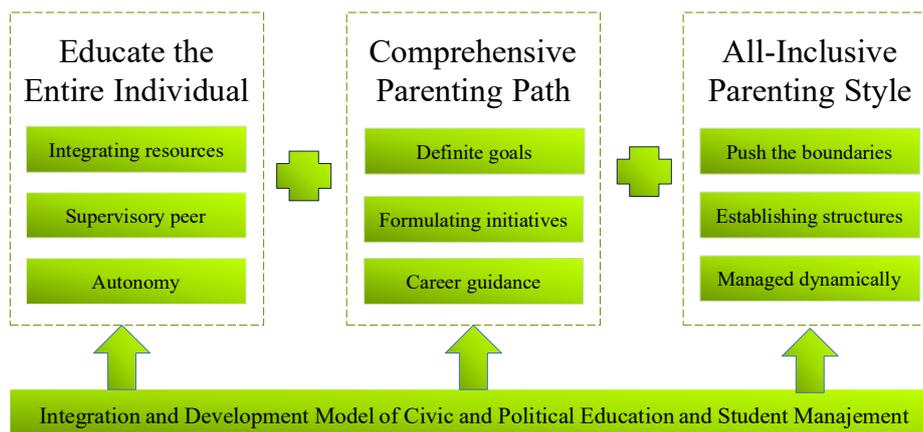
Figure 4. A concept of integration and development grounded in triple parenting

Figure 4 to improve public education, the trinity management model integrates student management with ideological education, emphasizing staff unity, alignment, and integration. An examination of how information dispersion behavior affects ideological education is done in this section. Influential elements are evaluated by taking into account the dissemination of ideological ideas and the notion of three-whole parenting. College students' conduct can be influenced by the transmission of civic and political principles (Alscher et al., 2022; Brodsky et al., 2021). This process occurs on three levels: acceptance, control, and dissemination, and is influenced by a web of connecting variables.

Table 5. Principal determinants of student management and civic education

Subsidiary systems	Principal Ingredient
Acceptance	The focus of students
	Instructors' involvement
	The impact of student groups
	Information dissemination
Control	Accept the shared disciplines
	Promote student practice
	Improve the articulation of your work
Dissemination	Every educator sets an example for others
	Enhance the mechanism for teacher ethics
	Give family education every chance to succeed
	Describe what democracy and equality are
	Put an emphasis on developing your personality image

As part of the integration of student management and ideological education to impact information diffusion systems, this examination looks at acceptance, control, and dissemination levels. To properly adopt the three-pronged parenting concept, colleges must improve their curricula and encourage modifications to the way they educate. For students' growth and the emergence of outstanding potential, the idea of three full educations is essential (Chankseliani et al., 2021; Renzulli, 2021). To promote integration and creativity in student management and political education, college political educators need to develop new approaches and elevate the bar for student behavior.

Conclusions

This study explored how civic education can be more effectively integrated with student management in higher education. The main issue addressed was the separation between civic education as formal instruction and student management as an administrative function. The findings indicate that meaningful integration occurs when civic education is embedded in daily student management practices and guided by the three whole parenting approach, which emphasizes full staff involvement, continuous educational processes, and holistic student development. The study also reveals that information diffusion mechanisms, acceptance, control, and dissemination, play a crucial role in shaping how civic and ideological values are received, reinforced, and sustained. Factors such as educator involvement, institutional norms, role modeling, and ethical guidance contribute significantly to strengthening students' civic awareness and behavior. Despite these contributions, the study is limited by its focus on a specific institutional context and its qualitative design, which may affect

transferability. Future research is recommended to examine this integration across diverse settings and to explore longterm impacts using longitudinal or mixed method approaches.

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