



Application and Use of Rhetoric in the Scientific Field of Civic Education

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Abstract

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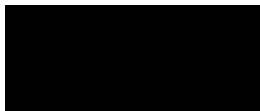
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Studying rhetoric means discussing the concept and application of a philosophy of science in a particular scientific field. The philosophy of science is all human thoughts spontaneously respond to every problem in the context of the basic concept of the formation of a science or the relationship between one science and another for the good of mankind. In this method to be able to study rhetoric as a use and application in the scientific field of civic education we can use literature study or literature study. A systematic scientific method of literature. In the explanation above, the application of rhetoric in the scientific field of civic education is a form of branch of science that aims to form good and smart citizenship in civic life. So in the delivery of civic education science in delivering learning material can be done by providing logical arguments by showing evidence directly or indirectly to be able to prove scientific Civic education application of rhetoric in scientific midwives Civic education is a branch of the discipline of law and politics packaged in education which aims to form Smart and Good Citizenship. With good, ethical, and emotional delivery supported by the delivery of strong and accurate evidence, and can argue logically in presenting the evidence.

INTRODUCTION

Studying rhetoric means discussing the concept and application of a philosophy of science in a particular scientific field. In the philosophy of science, all human thoughts spontaneously respond to every problem in the context of the basic concept of the formation of a science or the relationship between one science and another for the good of mankind¹. In line with that, Achmad said the philosophy of science is a combined science extracted in relationships that respond to each other and influence the understanding of science and knowledge². In addition, the revolution in the philosophy of science is not only the development of science and knowledge but also related to the development of *ethics* and *heuristics* until the development of the cultural dimension is also the scope of development of the philosophy of science itself, one of which is the scientific dimension of civic education³. The development of the philosophy of science in civic education is a crystallization in political and legal philosophy which is packaged in the form of the study of education. Therefore, we need to understand the meaning of the words from science and knowledge which have different meanings but the content of the content is almost the same.

The word science is a translation of the Arabic language "*Alima*" which means knowledge. But in Indonesian we interpret science as "*Science*" which is a language from English then in the Latin words *Scio* and *Scire* which also means knowledge. So science is built based on scientific studies that are objective, systematic, demonstrable (empirical), and can explain and predict in the scientific field studied⁴. Therefore, in obtaining the philosophy of science itself, especially in the science of state education, there are 3 ways, namely

¹ Gie. T. L. (1999). *Introduction to the Philosophy of Science* Cet. 4th. Liberty Publisher Yogyakarta

² Achmad, F. (2019). *Philosophy of Science. BETWEEN THEORY AND PRACTICE*. Pontianak Press

³ Briand, C. (2022). Poetry in Pre-Service Teacher Education: A Bridge between Philosophy and Practice. *Philosophical Studies in Education*, 53, 71-80

⁴ Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy sciences*, 4(2), 155-169.

hypotheses, theories, and legal propositions where the science is systematic and must be based on research rules to achieve validity. If a hypothesis is only an extract from taking the final result in general, then it will be postulated if the hypothesis only shows a valid causal result⁵. The philosophy of science in civic education is a combination of 2 forms of hypotheses that become legal, political theories packaged in education. While hypothesis in the form of alleged postulates or development in general into science Character, social, and moral education from education according to Dewey describes knowledge as truth (knowledge *for the truth*) so knowledge must be true if knowledge is not true then it is referred to as a pro and contradiction⁶. Then Gazalba's opinion knowledge is what is known or the result of knowing in plural⁷. Therefore, knowledge is the result of knowledge obtained based on the results of tau obtained based on experience or information obtained from rumors.

From the above understanding, it can be said that between philosophy and science, namely, philosophy is the head or tool of all the results of science found (*mater scenario*). Because the material focus of philosophy is general, that is all realities that exist in scientific fields that require special treatment. This is what distinguishes and separates the meaning between science from philosophy where philosophy is in the form of a tool used in seeking knowledge itself. In this context, science as a philosophical study is very effective for us to discuss together and study in depth⁸. The specific characteristics possessed by each science, create visible limitations between each science. In other words, no aspect of knowledge bridges separate sciences. This is where the task and function of philosophy and its performance is to combine, combine, and even collaborate with each science.

⁵ Suaedi. (2016). *Introduction to the Philosophy of Science*. Bogor IPB Press

⁶ Dewey, J. (1930). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.

⁷ Gazalba, S. (2002). *Systematics of Philosophy: An introduction to the theory of value*. Jakarta: Bulan Bintang.

⁸ Bahktiar. A. 2012. *Philosophy of Science*. Jakarta: PT Raja Grafindo

There are so many problematics or problems in the philosophy of science, especially in applying and using the foundation of science in the aspects and forms of development so that it is scientific, one of which is the discussion is superficially linked and even wrong. This is due to the pattern of writing rhetoric both consciously and unconsciously by scientists or researchers, especially civic education which is influenced by factors such as cultural background, culture, geographical location that makes mistakes, and shallow research theory conducted⁹. This statement is also in line with the opinion of Lakoff and Wheeling in the scientific context of civic education where the problem of delivering rhetoric that is often experienced is integrating, new concepts, abstracts, and problems and drawing conclusions into the frame of "standards" expressed in very critical thinking¹⁰. In addition, the incomprehension of researchers and philosophers in studying civic education in the understanding of linguistic, social, and historical science is not per the triangulation technique¹¹. So the scientific results used and produced will result in misunderstandings and invalid civic meanings, especially in its historical scientific aspects¹². This results in errors that often occur in studying the scientific field in the philosophy of science itself, especially in the field of national education, namely incomprehension of how to understand, process, and describe good science.

The explanation above shows that the incomprehension of a philosopher and researcher in understanding the study of the field of science in studying, discussing, explaining, and understanding the science to be studied both orally

⁹ Rawati, L., Saukah, A., & Ruslan, S. (2018). Indonesian authors write their discussion sections both in English and Indonesian research articles. *Journal of Cakrawala Pendidikan*, 37(3)

¹⁰ Lakoff, G., & Wehling, E. (2016). *Your brain's politics: How the science of mind explains the political divide* (Vol. 59). Andrews UK Limited

¹¹ Musolff, A. (2020). Can political rhetoric ever be "too persuasive"? The combination of proverb and hyperbole in the case of having the cake and eating it. *Jezikoslovlje*, 21(3), 285-303

¹² Wodak, R., & Meyer, M. (Eds.). (2015). *Methods of critical discourse studies*. sage

and in writing is called rhetoric¹³. Rhetoric is a very basic communication skill possessed by humans. Since birth, humans have communicated in a way that cried as babies, then their communication skills have increased over time. Most of the communication carried out by humans is in the form of oral and written communication, one of which is rhetoric¹⁴. So rhetoric as a science has reasonable, scientific, general, and researchable properties¹⁵. Furthermore, according to Poblador-Plou, et al although rhetoric covers all language use, in the semiotic study of language (language as semiotic studies) it is not mentioned that rhetoric is part of semiotic studies¹⁶. So in understanding a field of science, especially civic education to be able to understand the science of civic education which is still shallow, and understanding concepts and theories that are wrong. Therefore, rhetoric is one solution to overcoming the superficial incomprehension of civic education and misunderstanding of concepts that are wrong both orally and in writing.

METHOD

In this method, to be able to study rhetoric as a use and application in the scientific field of civic education, we can use literature studies or literature studies as a systematic scientific method of literature¹⁷. With descriptive analysis where Alkornia's opinion the type of descriptive research (with literature review) is an investigation used to solve problems that exist today¹⁸. According to the circumstances and living conditions discussed the problems described are things that are still alive and developing. We can draw an interpretation of the data and conclusions.

¹³ Kerschbaum, S. L. (2014). On rhetorical agency and disclosing a disability in academic writing. *Rhetoric Review*, 33(1), 55-71

¹⁴ Sulistyarini, D., & Zainal, A. G. (2020). Textbook: Rhetoric

¹⁵ Suaedi. (2016). Introduction to the Philosophy of Science. *Bogor IPB Press*

¹⁶ Poblador-Plou, B. et al. (2014). Comorbidity of dementia: a cross-sectional study of primary care older patients. *BMC Psychiatry*, 14(1), 1-8

¹⁷ Ridley, D. (2012). *The literature review: A step-by-step guide for students*. London, UK: SAGE Publications Ltd

¹⁸ Alkornia, S. (2016). Descriptive Study of Pedagogical Competence and Professionalism of PAUD Teachers Dharma Wanita Assisted by SKB Situbondo

RESULT AND DISCUSSION

Rhetoric In Aristotle's View

Aristotle originally introduced the term rhetoric in 384-322 BC. Thereafter, the concept of rhetoric expanded and was used in fields such as politics, business, art, journalism, and education, including civic education. Aristotle clearly stated that rhetoric is a single science on par with other sciences. Like science, rhetoric also reveals truth by structuring language effectively and ethically, not bombastic and hollow¹⁹. However, in the scientific study of Civic Education, Hlavacik & Krutka explained rhetoric as a consideration in discussing problems and making decisions and judgments on evidence, with politeness respect, and concern for fair procedures to position consideration as the norm for civic discussion of democratic societies²⁰. In addition, Aristotle emphasized that rhetoric should not be incorporated into other types of science or considered part of other sciences but rather a science that uses rhetoric, especially when other sciences describe the results, according to Aristotle's argument. Aristotle's teachings continued until the collapse of the Greek and Roman empires. So with the rhetoric of understanding the science of civic education, one can understand the science of civic education which is still superficial and has a wrong understanding of concepts and theories. Rhetoric, then, is the solution to eliminate superficial understandings of civic education and misunderstandings of concepts, both oral and written.

Application Of Rhetoric In The Scientific Field Of Civic Education

In writing a systematic account of philosophy, Aristotle in retro-tics departs from Plato's model whereby Rhetoric before Aristoteles, in the most general sense of the word, can be considered a form of mental or emotional energy given to communication to influence situations in favor of the speaker²¹.

¹⁹ Kennedy, G. A. (2006). On rhetoric: A theory of civic discourse

²⁰ Hlavacik, M., & Krutka, D. G. (2021). Deliberation can wait: How civic litigation makes inquiry critical. *Theory & Research in Social Education*, 49(3), 418-448

²¹ Kennedy, G. A. (2006). On rhetoric: A theory of civic discourse

Rhetoric is a feature of all human communication, even animal communication. However, it is different from the implementation of rhetoric on the concept of Palot that rhetoric that describes both social phenomena and "Science" rhetoric is only in the form of observation. Meanwhile, the concept of rhetoric in Aristotle's view describes phenomena, both social and "Science" not only as an observation but also as observers are involved in the conditions or conditions in rhetoric itself. So the meaning in the retroica can be used for good or bad depending on how we describe it. Therefore Aristotle in his book entitled ON RHETORIC grouped rhetoric into several classifications of science disciplines including "(1) *theoretical sciences, where the goal is "knowing," knowledge for knowledge's sake, and which include mathematics, physics, biology, and theology; (2) practical arts, where the goal is "doing" something, including politics and ethics; and (3) productive arts of "making" something, including architecture, the fine arts, the crafts, and also medicine (which produces health). In addition, there are (4) methods or tools (organa), applicable to all studies but with no distinct subject matter of their own.*" He grouped rhetoric into 4 disciplines of science, namely:

a) Theoretical Sciences

Where the goal is to find out the basic concepts of science or a theory in a discipline or the specifics of science itself.

b) Art and Practical Sciences

Where the goal is to implement or apply the concept of science either in the discipline of science or the branch of the discipline of science itself.

c) Productive Arts

In art studies, it is productive to make or produce something useful from art and practical science that has been done through several processes of course.

d) Method or Tool

Rhetoric is defined as a tool or mediation to study, analyze, and explain how a discipline or branch of scientific discipline, both in general and specifically, can be formed in all scientific studies.

Based on the explanation above, we get the concept of rhetoric in the aspect of the scientific field of Civic Education as a form explained as follows.

1) Arts and Practical Sciences in Civic Education

Civic education is a branch of science discipline from the disciplines of political science and law which is generalized into the science of education so that the science of civic education emerges as one of the branches of the scientific discipline. With content based on important content that crosses disciplines such as participatory related to life, conducted in an environment that is not authoritarian, aware of the challenges of social diversity, and built together with parents, communities, and non-governmental organizations and schools. communities, and non-governmental organizations and schools²².

2) Arts and Practical Sciences in Civic Education

In this connection, how the science of civic education as a branch of scientific discipline can be implemented or applied in the context of learning in the realm of education both in the classroom and outside the classroom? The steps involved in "giving all possible consideration" to a matter of value before reaching a decision are illustrated by the following aspects 1). Case statement. 2). Find alternatives in pairs, small groups, or as an entire class. 3). Calculate the consequences. Students next try to answer the case questions, the goal here is to help students develop a moral viewpoint by considering the short and long-term implications of their moral decisions²³.

3) Productive Arts in Civic Education

From the results of practical art, productive art here speaks of the benefits or impacts that will be produced in civic education itself. In civic education itself, the goal to be achieved in this branch of discipline is how to become *Smart* and *Good Citizens* both in the scope of society, nation, and

²² Quigley, C. (2000). *Global Trends in Civic Education*. Eric

²³ Lickona, T. (1977). *An Integrated Approach to Moral, Value, and Civic Education with Adolescents: An Analysis of Current Theory and Practice and Recommendations for Program Implementation*. ERIC

state. However, in the realm of educational studies as an analysis of the educational competency framework at the same time. This is not a very surprising finding, because it links the purpose of educational qualifications used with aspects of knowledge, skills, and competencies²⁴.

4) Methods or Tools in Warrage Education

In the context of civic education, rhetoric is used as a bridge or liaison between the understanding of education, politics, and law that is understood in the realm of learning. From the results of the analytical study in the explanation above, the application of retrorika in the scientific field of civic education is a form of branch of discipline that aims to form *good and smart citizenship* in civic life.

Implementation Of Rhetoric In The Scientific Field Of Civic Education

In carrying out rhetoric to be able to interpret persuasion itself in theory, Aristotle must pay attention to 3 things, namely *Ethos*, *Phatos*, and *Logos*. *Ethos* is related to ethics or character The delivery of the character of a person then from the delivery or character of a person will determine the results of the implementation. Therefore, the ethics or character of the delivery of civic education learning must be proliferated, if the delivery is bad, the results that will be obtained will be bad. *Photos* Emotional or mental effects created by the speaker on the listener or audience. In terms of the scientific field of civic education, if our emotions as educators cannot be controlled properly or adjusted to the conditions that occur, there will be an understanding or misunderstanding of what is conveyed, therefore the need for an educator to be able to control his emotions in civic education so that students do not experience misunderstandings in studying civic education. Finally, *Logos* is a delivery that is supported by strong evidence, meaning that in delivering civic education learning must be accompanied by strong reasons and evidence so

²⁴ Ryen, E., & Jøsok, E. (2021). Citizenship-as-knowledge: How perspectives from Bildung-centred Didaktik can contribute to European citizenship education beyond competence. *European Educational Research Journal*, 22(1), 39-57

that the theory given is not shallow and insight into understanding in civic education will become more honed and sharper.

When delivering material supported by evidence or logical reasoning, Aristotle revealed that there are 2 ways for persuasion to be conveyed effectively and efficiently, namely by artistic and non-artistic ways. Artistic delivery is a delivery that can be proven by logical arguments or opinions, meaning that in conveying the will, civic education must be balanced with a logical and reasonable argument so that there is no error that results in an error in the understanding of civic education. Furthermore, delivery in a non-artistic way means delivery that can be proven by real or visible evidence either directly or indirectly to strengthen the rhetoric that will be established in written or unwritten ways. So in the delivery of civic education science in delivering learning material can be done by providing logical arguments by showing evidence directly or indirectly to be able to prove the science of civic education.

CONCLUSION

Based on the results of the studies that have been carried out, in the application of rhetoric in scientific midwives, civic education is a branch of the discipline of law and politics packaged in education that aims to form *Smart and Good citizenship*. With good, ethical, and emotional delivery supported by the delivery of strong and accurate evidence, and can argue logically in presenting the evidence to provide a deep and directed understanding of the science of civic education itself.

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