

Competency Based Citizenship 21st Century Technology in Indonesia

Eneng Martini, Edi Kusnadi, Dede Darkam, Gunawan Santoso

ABSTRACT--- Reality citizens today about the citizenship competencies, knowledge, skills, and character are still short of the expectations. The purpose of this paper is to reassess how the competencies of citizenship today that based 21st-century technology that is adjusted to the curriculum in force, especially on the subjects of Civic Education, while the methods used in this paper is the study of several sourcebooks, journals and other references that support this writing. of the results of the study can be concluded that the theory should be increased in accordance with the quality learning and development needs of the times (based-technology), the competence of professional educators, run all applicable regulations, and included the environment.

Keywords—Citizenship Competencies, 21s Century Technology, Education Citizenship.

I. INTRODUCTION

Adult education in this increasingly continues to grow because the education will create a better human being and of quality, which has a broad view of the future to achieve the desired goals and be able to adapt quickly and appropriately in various spheres of life. In the 21st century, many challenges faced in both the learning for both students and teachers themselves and ultimately influence the outside world, namely the public at large. So in this global life needed a better citizen competence, to face an increasingly sophisticated life. According to by [1] that Globalization of education to develop demand Civics competence involving knowledge, skills and Civics disposition roommates are multidimensional. Here confirms that the Citizenship Education in the era of globalization should develop civic competence. The aspects of civic competencies consist of civic knowledge, skills of civic skills, and the character or characters citizenship (civic disposition). basically in civic knowledge is still fundamental of knowing about the rights and obligations of citizens, but has in practice there are still some students who are lazy to follow the lesson well and considers it boring learning Citizenship Education, whereas with the learning process performed by the teacher both in the classroom and outside the classroom is the goal so that learners can add insight because of the nature of the theory of civic education is flexible. It can be seen from the constraints and limitations faced by teaching civics as proposed by [2] as: (1) input instrumental (instrumental input) primarily related to the quality of teachers/ lecturers as well as the limitations of facilities and learning resources,

and (2) enter the environment (environmental input) primarily related to the condition and situation of the country's political life that is less democratic. The study conducted[3] also showed that the high school graduate, diploma and college is still less competent in terms of:

- 1) Oral and written communication
- 2) Critical thinking and troubleshooting
- 3) The work ethics and professionalism
- 4) Working in teams and collaborate
- 5) Working in different groups
- 6) Use of technology
- 7) The project management and leadership

Citizenship education is strongly influenced by the global world so that it can have an impact on the attitudes and mindset of learners in their daily lives. Thus the 21st Century Citizenship Education develop civic competence which includes knowledge of civic knowledge, civic skills, and civic disposition are multidimensional.

Thus the problem based on the above background needs to be studied, and this article aims to explain how the competencies of citizenship based on 21st-century technology in Indonesia after the prior discussion about the importance of civic education in the 21st century, civic competence and concepts and principles-based learning model 21st century skills.

II. METHOD

This study uses a literature study, which systematically elaborated on the various concepts of citizenship competencies sourced from journals, books, and relevant research in order to construct civic competence based on 21st-Century Skills.

III. RESULT

Citizenship Education 21st Century

Education is a human conscious undertaking for each individual to flourish and grow up in a better life in the knowledge, attitudes, and abilities that can be useful for others and Nation this country, and adjust to the needs of the time. The terms of civic education according to the National Center for Learning and Citizenship (NCLC): uses the term "citizenship education" to mean the values, knowledge, skills, sense of e FFI city and commitment that define an active and principled citizen [4], Namely Civics defined values, knowledge, skills, confidence and commitment that defines the active citizen and principled.

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Generally, Cogan in The observations provide the concepts of citizenship are: citizenship is a set of characteristics of the citizenship of the 21st century, given and agreed upon by a panel of experts, Including educational, political, socio-cultural and economic dimensions at the local, national and international levels [5]. Citizenship is a set of characteristics of 21st-century citizenship, granted and approved by several experts, including an educational dimension, political, social, cultural and economic development in the local, national and international. And like a good citizen and an ideal according to [5] identifies the need for citizen has eight (8) characteristics which are seen as a reflection of an ideal citizen of the 21st century:

1. Ability to see and to approach problems as a member of the global community
2. Ability to work closely with others in a cooperative way and accept responsibility for the role/ tasks in society.
3. Ability to understand accept, appreciate and be able to accept cultural differences
4. Capacity thinking with critical thinking and systematic manner
5. A desire to resolve conflicts in a non-violent way
Adesire to change their lifestyle and consumptive habits to protect the environment
6. Ability to be sensitive and to protect human rights
7. Desire and ability to participate in politics at the local, national and truly international.

This 21st century changes everything in life that happens in the community is marked by the rapid technology and information that seems to be inseparable from this life, Morais and Ogden, Citizenship develops into understandable global citizenship as a multi-dimensional construction that depends on the interrelationship between the dimensions of social responsibility, global competence, and global citizen involvement, in [6]. Thus Citizenship Education is a place to deliver our students towards the global world, Osler and Starkey Bourke et al argues that civic education reflects a maximum approach that aims to ensure students are ready to take on the role of mature and responsible global citizens answer, in [6].

Thus through learning Citizenship Education students have the broad knowledge that is global but basically still to maintain the identity of the Indonesian people as a foundation is the values of Pancasila and the 1945 Constitution. According to Banks, suggests that there needs to be a re-conception of citizenship education in the 21st century in order to be able to effectively educate students to become functioning citizens. In order for reformulation to succeed, the knowledge underlying construction must shift from mainstream academic knowledge to transformative academic knowledge. Mainstream knowledge strengthens traditional knowledge and established social sciences and institutionalized behavior and knowledge in popular culture, both in schools and colleges in [6].

Life in the 21st century is inseparable from problems, as for the problems faced by the entire world in the 21st century according to [5] include: (1) the development of the global economy; (2) increasingly rapid technological and communication progress; and (3) increasing population of

the world followed by the emergence of environmental problems. With this problem we cannot remain silent, but there must be an effort to equip our students in the present and in the future that is about the competencies that our students must possess in the form of citizen competence, [7] revealed about the competence of a citizens are "civic knowledge, civic skills, and civic disposition (character of citizenship)". Based on the explanation above the knowledge of citizenship education is very necessary that is inseparable from participation skills in the life of the nation and state, because if only knowledge without the application in life has not been said a learning was successful. Sasmoko Ananiadou and Claro in the research results of [8] revealed that because of changes and developments in society, students must be equipped, through civic education with new knowledge to gain attitudes and skills that enable them to actively contribute to society. and the conceptual framework of civic education in the 21st century, according to Ananiadou and Claro The first dimension is information that refers to new skills for accessing, evaluating and managing information in a digital environment. The second dimension is Communication that not only refers to social interaction but also effective communication and collaboration and virtual interaction. The third dimension is Ethical and Social Interaction, which refers to social responsibility and how one's actions affect society so that the impact is to become a digital society.



Fig. 1 Citizenship Education the 21st Century.
(Source: <https://www.moe.gov.sg/education/education-system/21st-century-competencies>)

Thus Citizenship Education is so very important to deliver Indonesian people to the international world, so many challenges in the process and Civics lessons must be able to be a filter in all influences that come from outside so that the value of existing life values fade due to the times. In the European research results [9] suggested that teaching citizenship and citizenship competence is framed by active citizenship in the national and/ or European context, namely by explaining the political rationality and discursive practices that underlie the teaching assumptions of citizenship competence.

Citizenship Competency

Civics learning is not only the knowledge given by the teacher to their students but there is more emphasis on how the knowledge of knowledge can be applied in daily life in a society full of reason and a high sense of responsibility. [7]

suggests three important components that citizens must have, namely: citizenship knowledge, citizenship skills, and citizenship dispositions.

Based on the National Assessments of Civic Framework for the 1988 National Assessments of Educational Progress (NAEP), this component of civic knowledge is realized in the form of five important questions, namely: (1) What are the life of citizenship, politics, and government? (2) What are the foundations of the political system? (3) How can a government formed by the constitution embody democratic goals, values, and principles? (4) the relationship between a country and other countries and its position on international issues? (5) What is the role of citizens in the democracy? [7]. Thus the component of citizenship competency can be seen from the five components above both politically, the political system, government, the role of citizens in democratic life and their relations with international countries which all can realize Indonesians with broad and global insight.

Citizenship skills (civic skills) are skills that are developed from the knowledge of citizenship so that the acquired knowledge becomes something meaningful because it can be used in dealing with the problems of life in the nation and state. Civic skills include intellectual skills and participation skills[7]. Looking at the civics skill coverage, it is expected that the present generation in the 21st century will have a broad knowledge of globalization by thinking high-level to be able to understand and solve what is in this life and with that knowledge is expected to be able to directly participate in the life of society and state. [10] suggests that class social composition mainly affects the cognitive components of civil competence (knowledge and skills).

Civic disposition, Quigley, et al, formulate the civic disposition and its characteristics as follows: Civic disposition is the attitude and habit of thinking of citizens who support the development of healthy social functions and guarantee the public interest of a democratic system. "Conceptually civic disposition includes a number of personality characteristics, namely civility (respect and civil discourse), individual responsibility, self-discipline, civic-mindedness, open-mindedness (openness, skepticism, recognition of ambiguity), compromise (conflicts of principles), compassion, generosity, and loyalty to the nation and its principles [10]. Furthermore [10] further emphasizes the importance of civic disposition and the process of its formation, namely: The Civic disposition signals the public and private character that is important for the maintenance and development of constitutional democracy. The character of citizenship character as citizenship skills develop slowly as a result of what has been learned and experienced by someone at home, school, community, and civil society organizations.

Private characteristics such as moral responsibility, self-discipline, and respect for the dignity of each individual are mandatory. A public character is also important. Concern as citizens, courtesy, heeding the rule of law, critical thinking, and willingness to listen, negotiate and compromise are very necessary characteristics for democracy to succeed[10]. Based on the above opinion with the Civic disposition, it can bring our students to a more democratic life because of the

creation of a good character to live this life and all that is inseparable from the three living environments, namely home, school and community and as the main foundation is the value of the Pancasila as a guide to life in this beloved country.

21st Century Skills

Education is an important thing in dealing with this life, as stated in Law No. 20 of 2003 article 1: Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation, and state. So with this education students can live in the community by having a strong foundation of their religion, intelligence, good personality and skills that can be utilized in the life of the nation and state and all of them are based on Pancasila and the 1945 Constitution. The 21st century is said to be a period of knowledge (knowledge age), we're here we cannot escape the rapid development of knowledge with very high technological support, in this 21st-century skill is the integration between knowledge, skills, attitudes and technology skills. The 21st century requires every individual to have the skills or skills of both hard skills and soft skills so that they can enter the world of work and are ready to compete with other countries. Skills that must be possessed by every individual in the 21st century according to [10]: "the core subjects and interdisciplinary 21st century themes are surrounded by three sets of skills most in demand in the 21st century (i) learning and innovation skills, (ii) information, media and technology skills, (iii) life and career skills". As an explanation Figure 1 shows the rainbow scheme of 21st-century skills:

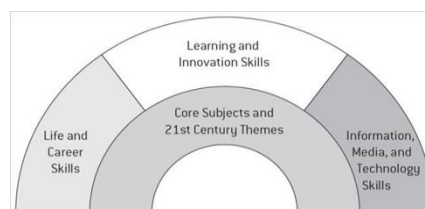


Fig 2. 21st Century Skills Rainbow Knowledge Skills
Source [10]

Three concepts used to develop education towards creative Indonesia in 2045 according to [11]. Namely 21st Century Skills, scientific approaches, and authentic assessment. ATCS (Assessment and Teaching for 21st-Century Skills) concludes four main things related to 21st-century skills, namely ways of thinking, ways of working, work tools and life skills. The way of thinking includes creativity, critical thinking, problem-solving, decision making and learning. How it works includes communication and collaboration. Working tools include information and communication technology (ICT) and information literacy Life skills include citizenship, life and career, and personal and social responsibility [12]. According [13], argue that



21st-century skills are defined as a set of knowledge, skills, work habits, and character. This is considered very important to lead to success, at the college level, workplace and the wider community.

Through learning in schools at this time can create a golden generation of the future, learning is a process of interaction between students and between students and educators and learning resources in a learning environment. [14] reveals digitization, hyperlink, and social tagging are profoundly changing the way that people read, learn, and study. and according to [15] that media literacy is an important life skill for the 21st century. According [12] is argues that gaming industry technology emerged as a result of the development of the 21st century so as to create an innovation in classroom learning, so learning in the 21st century is strongly supported by the role of technology. Themilestone of a student's success. Therefore students must learn to master it. Thus identification of 21st-century skills is critical thinking, problem-solving, communication, and collaboration [15]. In the 2013 curriculum, we can see that the learning process must be carried out in an interactive, inspirational, fun, challenging, motivating learners to actively participate, as well as providing sufficient space for an initiative, creativity, and independence according to their talents, interests, and physical development and psychological students.

Competency-Based Citizenship 21st Century

To find out how competency-based citizenship 21st-century skills that gave birth to a good citizen, aware of rights and obligations, and has components civic competence expected. Now we have to do are: improving the quality of learning in accordance with the needs and development of the era, the competence of professional educators, run all applicable regulations, and included surrounding environment and learner-centered learning. So that it can foster students to be aware of their rights and obligations as good citizens, and has the character and competence of his life according to the values of Pancasila. Research conducted [16] also proves that proved effective civic education to build political competence and young citizens of a democratic and responsibilities. Meanwhile, subjects Civic Education schools (primary and secondary education) intended that learners have the following capabilities:

- 1) Critical Thinking, rational, and creative in responding to the issue of citizenship
- 2) Participate actively and responsibly, and act intelligently in the activities of society, the nation, and the state, as well as anti-corruption
- 3) Develop positively and democracy to shape itself based on the characters of Indonesian society in order to live together with other nations
- 4) Interact with other nations in the international arena directly or indirectly by utilizing information and communication technology [17].

Advise on Education Global nationalities that it is important to reflect constructively on values, assumptions, and strategies of key actors that aims to provide answers to fundamental questions about the nature, purpose, and educational applications for a variety of contexts, needs, and

local education conditions[18]. About learning in the 21st century according to [19] people should be educated in all forms of contemporary mediated expression and far beyond the print media, the importance of media education for the teaching of civics and social studies and examine approaches to citizenship through media literacy one website. Learning models is directing learners to find out from various sources in the observation not tell, directed learning to formulate the problem (queries) not only solve the problem (answer), Learning directed to train analytical thinking (decision) is not a mechanistic thinking (routine), Learning emphasizes the importance of cooperation and collaboration in solving the problem. With the 21st century based learning is all the more quickly, especially in terms of information and communication as well as children are required to be critical and creative thinking in the face of a problem facing so that it can be resolved according to the needs and expectations.

Three important components that need to be studied in future student development in the 21st century, namely: basic (spiritual) foundation components, basic skills components, and basic skills [20]. Strong faith is the main foundation in this life, according to the statement in Law No. 20 of 2003 article 3 which reads: National education functions to develop the capacity and form dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. With the integration of the components above the expected learning now not only is intellectual intelligent but creates to be spiritually intelligent.

IV. CONCLUSION

The current reality regarding citizenship competency is that which includes civic knowledge, civic skills, and character or the character of civic disposition is perceived to be less than expected, so through Citizenship Education this is very important to be transferred to participants students are adjusted to their needs and current conditions.

In an effort to improve again about 21st century skills based on current competency in citizenship, what we must do as educators is to improve quality learning in accordance with the needs and development of the times, the competence of professional educators, carry out all applicable regulations, and include the surrounding environment and learning centered on students and in this case the foundation is faith.

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