The Concept of Human Literacy as Civics Education Strategy to Reinforce Students' Character in the Era of Disruption

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Abstract: The rise of contradicting ideals against the principles of Pancasila due to the fast development of information technology has been a great challenge to our younger generation. This study aims to seek strategies and new learning concept of human literacy and its process of strengthening civic literacy oriented strategically at establishing good citizens as an alternative solution to the growing youth issues in society and its implications for young citizens' personal resilience. Students need to be provisioned with the abilities to wisely access the digital devices. This research is methodologically designed with qualitative method. The data were technically obtained by purposive sampling. The results elaborated that human literacy is a new literacy concept developed in the world of education that mainly aimed to achieve students' balance between mastery of science and technology use which take into account the humanism aspects. Human literacy is relevant to humanism learning theory as one of the approaches to shape students' excellent moral characters. Human literacy as an educational strategy is applicable through programs oriented at strengthening character education in schools such as mentoring (coaching) activity, students habituation activity at school or directly involve them in social activities which relevantly adressed subject matter, and integrate them directly in Civics education classroom teaching.

Keywords: human literacy, character, civic education, disruption era

INTRODUCTION

Indonesian people were ranked in sixth major internet users in the world. This expanding connectivity is closely associated with what many consider to be the peak of cellular communication technology. Sophisticated smartphone which integrates various functions in one hand (Ketelaar & van Balen, 2018). Nearly every day, people access the internet through smartphones or PCs. In 2018, as many as 3.6 billion people on earth would access the internet at least once in every month.

The disrupted era has entered a new phase which greatly takes part in advancing both science and technological developments, some of the impact are vividly seen in the education sector (Williams, Beardmore, & Joinson, 2017). The resource devices such as smartphones and access to the internet are mostly received directly by young citizens in many countries (Siddiq, Hatlevik, Olsen, Throndsen, & Scherer, 2016). This condition leads the emergence of disruption due to changes in the order and lifestyle of the younger generation who would rather explore the use of various digital technologies in their life activities. Thus, being a technology-savvy citizen becomes a major challenge especially for millennial students (Janssen et al., 2013). This certainly there is no doubt that disruption encourages the digitalization on the education system. The emergence of technological application innovations in the industrial world would certainly inspire the birth of similar applications in the field of education. Ie. MOOC (Massive Open Online Course) and AI (Artificial Intelligence), these are the openly designed online learning innovation, which provide assistance for people to easily share and connect each other. This

principle marks the beginning for knowledge free transmission which creates opportunities for everyone to be productive in exploring the world of technology.

Provisioning students with having the ability to technological abilities may be insufficient. The Ministry of Education and Culture (2015) notes, that the disruption era has an impact on the Indonesian young generation's character, i.e., on a case of low tolerance among religious people, the use of illegal drugs, pornography negatively affecting children and adolescents. In addition, the Minister of Women's Empowerment and Child Protection (PPPA) stated that there are 25,000 Indonesian child pornography activities. In January 2019, a Whatsapp group was used to coordinate ditching together by vocational students in Solo. These cases are a typical form of ICT deviation majorly practiced by teenage students who are further called with digital native. This is certainly a concern for the instructors that their important task is to strengthen the students' moral character in dealing with the disrupted era.

Previous studies have been many focused on digital literacy, applied strategies to create students being on literate technology. In addition, blended-learning method concerns about teaching students acquiring skills oriented-21st century. However, studies underlying the reasons for teachers should play a major role in strengthening their students' moral character in this disruption era have not been conducted yet. Obviously the teacher cannot possibly compete with machine in terms of carrying out memorizing, counting, and searching for information sources. Machines are far more intelligent, knowledgeable, fast, effective, and tireless than us in carrying out their duties. Thus, the teacher's function will shift more to teach ethical values, culture, wisdom, experience to social empathy for those values where machines are unable to do. Unless, the future of teachers who often find themselves difficult adapting to the changing times will be far left behind (Li & Liu, 2018). Therefore it is highly important that there should be a revolution in teacher's role as a learning resource or knowledge provider who serve a role as a mentor, facilitator, motivator, and as a source of inspiration in developing students' imagination, creativity, character, in addition to have the ability in working with students are all the underlying things teacher could do in the future.

On the efforts to strengthen students' civic literacy, the educator(s) can basically conduct it either formally or non-formally situated domain within Civics education subject either at schools or colleges, although it is rarely done in non-formal circles. Supposedly, civic literacy can be informed or published through any media, both formal and informal, by having successfully implemented civic literacy, citizens in wider community; especially students would not be easily driven away by incorrectly informed issues on internet or any other today's media of information. Additionally, this study raises both students and educators' awareness on current model of learning civics education to be more critical and cautious in addressing the needs for human literacy. Thus, the concerns about division, civil war, etc., the technological development can be overcome by increasing both human and civic literacy for every citizen.

The urgency of this study was initially motivated by the rise of case related to students' moral character on accessing digital devices. One of the recent phenomena as ocurred in Surakarta, where there is a whatsapp group used by a number of students to ditch at school. Additionally, according to data obtained from KPPA, more than 25,000 of Indonesian children access porn sites, the proliferation of hoax news, cases of bullying between students has also been a major problem in Indonesian education. Thus, because education is the most strategic means in strengthening students' character, human literacy is, therefore, expected to be sufficiently beneficial alternative to shape students' good characters. Thus, this study is objectively aimed to provide students with ways to wisely use the digital devices for self-access media to foster more civilized learners and society.

METHOD

This study was designed with qualitative method. The purposive sampling was chosen as the sampling technique. Purposive sampling is a technique used by a researcher to sample the data sources with certain considerations (Sugiyono, 2010). Purposive sampling in this study was Civics Education experts, Civics Education teachers and High School / Vocational School students in Surakarta City. The data collection method used in this study are, 1) interview, the typical structured interview. Interview questions cover how the Civics Education learning is carried out at the moment and how are the efforts made and Civics Education teachers' perceptions in reinforcing students' characters and morale in dealing with the disrupted era; 2) The typical observation used in this study is the researchers played a passive role, ie she observes the subjects' activities but not to get involved in them; 3) documents analysis technically used the method of recording and data collection taken from archives and documents which contents relate to the problem and purposes of this study. The data validity test of this study was carried out using data triangulation method. Data analysis followed Miles and Huberman's model of analysis (cited in Sutopo, 2002) which technically introduced three main components in the analysis process, among others data reduction, data presentation, and drawing conclusions and verification. The study procedure covers begin with prior study, establishing a research proposal, carrying out research, conducting analysis and compiling data reduction, and preparing for data presentation.

RESULTS

The Concept of Human Literacy as the Idea of New Literacy in dealing with the Age of disruption

The findings of this study indicated that current implementation of Civics Education learning remains inclined towards using conventional method. Out of 10 subject teachers interviewed, 7 of them prefer using lecturing method, which emphasizes teacher-centered learning. Despite the fact that the learning implementation plan (RPP) describes that methodologically it was student-centered learning approach. They revealed that although Civics Education's primarily goal is essentially civic disposition, however, so far the most concerned and demanded is on civic knowledge. Thus, teachers were found to have been focused more on understanding teaching materials instead of the effects on students' characters. While the other 3 teachers answered that they had implemented 21st century teacher skills. One of the skills students should master is the blended-learning model which is oriented to sustain students' digital literacy abilities. They argue that students need to have those required skills to cope with this digital era for a better future life. Civics Education teachers remain oriented towards achieving the knowledge value with a minimum completeness criterion of 75. The reason is because knowledge is an easily measurable instrument and is listed with scores on report cards, unfortunately, many teachers are abandoning the importance of skills and disposition mastery.

In the 2018 Kemenristek Dikti National Working Meeting, the Director General of Learning and Student Affairs (Belmawa) Kemenristek Dikti noted about several skills and capabilities a graduate of university should in confronting the era of technological disruption. One of the skills to be taught in the curriculum on is individual's ability on data literacy. In addition to data literacy, new literacy also requires technological and human literacy. This condition may occur, due to the fast developing digital industry which have been affecting many sectors and has at least shifted people's paradigm to rely on technological use in fulfilling human primary lives' needs. To cope with such attitudes, the concept of new literacy needs to be reintroduced. First

and foremost, data literacy needs to focus on reading, writing, and archiving data. The data should be redefined as if like a spirit. That is, data must be widely understood, not only quantitatively, but qualitatively as well.

Secondly, technology literacy, almost everyone in Indonesia is the users of internet. The survey of the Indonesian Internet Service Providers Association (APJII) in 2018 noted that the internet users' population in 2017 reached 143.26 million or 54.7% of the total population in Indonesia. From this total of 143.26 million internet users in Indonesia, 18.4% or around 24.4 million of them were young people aged 10-24 years. 7.8% or around 10.3 million students and 6.3% or around 8.3 million students in elementary-high school level. They are also used to processing information quickly. The internet enables both children and adolescents to have more opportunities in obtaining learning material from various information sources which sustain their academic development, creativity and social networking which partly contribute to foster a better human life. However, all the opportunities brought on by the internet left without risk. Since the information consumed by young people and even most children from the internet, however, ironically the information proliferated in the internet may not as accurate as in print media. This technological literacy is a follow-up to digital literacy which mainly stresses the importance of introducing cyber media, social media, messaging services all of which need to be properly filtered out. The essence of technology literacy is on science development, the applied literacy pillars from conventional to digital with literacy, and friendly in reading, writing, and disseminating information. Teachers should play a significant role in filtering out the disseminated information and knowledge which share academics contents nuanced with hoaxes, fake, even SARA elements and cyber bullying (Pramanda, Muchtarom, & V P Hartanto, 2018). Third, Human literacy or HR. This literacy is the last of types of literacy in addition to data and technology literacies. Students and graduates are expected not only to be able to master science and technology, but also should uphold excellent character to compete and being able to prevent themselves away from current changes.

Human literacy is pivotally implemented in the educational realm. Human literacy is further defined as students' ability in realizing excellent characters as the good and responsible citizens. This character was adjusted to current demands and the nation's moral character. The most prominent conceptions regarding the education curriculum is classifiable into four groups, among others: humanism, social reconstruction, technological, and academic (Setiyadi, 2016). The humanist curriculum suggests that a curriculum should provide a place for satisfying personal experiences for each student. Humanists view the curriculum as a liberation process should at least meet the need for growth and personal integrity. They further emphasize that the concern of a curriculum is to carry out social reforms and inherit a society's better future (Mishra & Mehta, 2017). They encourage the development of social values and their application through critical thinking process.

Introducing the concept of Human Literacy as a Civics Education Strategy oriented to refine Students' Moral Character

The industrial revolution which has impacted to almost all sectors is a real consequence of the inevitable disrupted era, one of which is social changes in society, indicated by society's relying attitudes on smartphones. In addition to its positive functions, smartphones do have pathological impact, more specifically related to personality or human characters (Saidon, Musa, Harris, & Harun, 2017), (Hassan, Kassim, Maon, Demong, & Kholed, 2017). The above illustrated cases, Smartphone have led students to be exposed to pornography. Many students at school have abused whatsaap group for ditching from school. Additionally, the pathological

problems caused by smartphones, among others the massive spread of hoax news, SARA conflicts, fraud, and other disintegration threats need to be seriously avoided. All those problems occurred due to the lack of moral character which consequently leads students to consider the benefits and avoid for the loss.

Thus, both curriculum and learning process need to be directed towards the aim at developing the nation's characters as manifested in Civics knowledge transformation, and civic skills in addition to civic disposition which seek to develop the citizenship culture (Yanuarto, 2019). In the future, students are not only required to have special expertise in operating digital devices. This idea as reinforced by Prensky, 'digital natives can quickly master technology for they live in a time where humans are inseparable from the digital technology (Prensky, 2004). Digital transformation in the era of disruption requires a well prepared innovative and creative human resources to be able to survive and develop citizens of their times, in addition to foster human values based on national character. Education, which is one of the national development sectors for the younger generation, should have a role to strengthen the young people's national character values. This policy is in accordance with the Law Number 20 of 2003 concerning the National Education System which states:

> National education functions to develop the nation's competence in addition to inculcate nation's dignified character and national civilization to educate the nation's life, which aimed at developing potential students to become human beings who believe and fear the Almighty God, who behave with noble character, healthy, knowledgeable, capable of, creative, independent, and become a democratic and responsible citizen.

Kartwohl & Bloom explained that, with regard to affective domain that deals with attitudes, values, feelings, emotions and the degree of acceptance or rejection of an object in learning activities, they divided the affective domain into 5 categories, illustrated in table below.

Affective Processes		Definitions
A1	Acceptance	A kind of sensitivity in receiving stimuli or stimulation coming from beyond the students
A2	Response	An attitude that shows individual's active participation to engage him/herself on certain phenomena and react to it in a single way.
A3	Assessment	Providing value, appreciating and trusting on a particular symptom or stimulus.
A4	Management	Conceptualizing values into a value system, as well as stabilizing and prioritizing the already existed values.
A5	Characterization	Integrating individual's all value systems which influence his/her personality and attitudes.

Source: (Ariyana, Pudjiastuti, Bestary, & Zamroni, 2018)

The above elaborated framework can be used as a reference by teacher(s) to design the learning as much as possible in accordance with the objectives of character inculcation to be achieved. This human literacy is in line with the revised 2013 Curriculum stipulated by the government. In the 2017 Character Education Strengthening Program (PPPK), the government has issued provisions for the 2013 Learning Plan (RPP) Curriculum, which was further revised in 2017. This is reinforced by the Presidential Decree No. 87 of 2017 concerning Character Education Reinforcement (PPK) and Permendikbud Number 20 of 2018 concerning KDP in the Formal Education Unit. KDP is an educational movement under the responsibility of

educational units which aimed at strengthen students' characters by tranquiling between hearts, taste, thought, and sports through engaging and combining between educational units, families and communities as part of the National Revolutionary Mental Movement (GNRM).) There are five main character values derived from Pancasila, which become the heart concern for developing the KDP movement, among others:

    a. Religious, reflects having faith in the Almighty God, which covers the attitudes of tolerance, love of peace, friendship, firm stance, sincerity, never break the human's boundary, avoid abuse and violence, maintain cooperation between believers and religions, respecting religious differences and beliefs, protecting people of weak and marginalized.

    b. Nationalists, prioritize the nation and State's interests above theirs and their groups, among others; being obedience to law, discipline, love of the homeland, respect for the diversity of tribes, religions and cultures, thankful for the nation's own culture, and willingly preserve nation's cultural richness, willing to sacrifice, excellent, and being care about the surrounding environment.

    c. Independent means individuals who do not always rely on others in exploring the energy, mind and time to realize their hopes and ideals, among others; the attitudes of hard work, tough, professional, creative, courage, being a lifelong learner.

    d. Integrity, relates to the efforts made by individuals who can always be trusted either by his/her words, actions and attitudes, including being honest, love of justice, anti-corruption, being a good exemplary or public figure, loyal, morally commitment, responsible, love of the truth.

    e. Mutual cooperation, which reflects the act of appreciating the spirit of cooperation and working in cooperation to solve common problems, among others; showing solidarity, empathy, cooperation, inclusion, deliberation and consensus, helpful, anti-discrimination, commitment to joint decisions, anti-violence, and love to voluntary.

Students should be provisioned to be able to fight against negative influences brought by technological disruption age. Pancasila and Civics Education (PKn) is one of the fundamental instruments in implementing a national education, as a national character education media. Both Pancasila and Civics Education share specific function as the underlying media to advance students' character education in developing national values and national character sourced from a strong philosophical basis (Budiman, 2018).

Pancasila and Civics Education play an important role in striving to establish young and intelligent Indonesian citizens (smart and good citizenship). As one of the most important factors in developing Indonesian civilization, Civics education helps educators fostering morally excellence younger generations. Civics Education learning innovation and development needs to be succeeded. Both learning development and innovation should be relevantly adjusted to digital human literacy skills, which should aspire to national character values. The concept of human literacy can be one of the alternative strategies in Civics learning to reinforce students' moral character. The nation's character values should at least be integrated into students' learning activities to establish excellent citizens. Integrating the national character values into learning activities means integrating, incorporating and applying the good and truth values to establish, develop and foster students' character or personality according to national identity. The strategy can be implemented by implementing the Value Clarification Technique approach (VCT).

VCT concerns helping students to assess their own feelings and actions, in addition to increase their own values awareness. Teachers need to understand that the traditional method of moral education is currently not functioning. A case study in Romania found that teachers are able to master the Value Clarification Technique and successfully apply it in their classroom.

They value the training programs they take and are willing to obtain new information and skills about moral education. They are a real source of implementing programs to make moral education more effectively observed. Both teachers and students were in agreement that using VCT contributes to making the learning environment more motivating.

DISCUSSION

Human literacy is quite important and is highly needed by the society to confront current digital era. Human literacy optimizes the positive impacts of the information and communication technological development, it effectively helps students to be able to avoid the negative impact of both mass media and social media such as the rise of "hoax" news, the use of social media as a means of provocation (splitting up between society) to the use of technology for all kinds of fraud. Civic literacy becomes one of the concrete things used as provisions to students to cope with the negative impacts of digital age.

Having interviewed 10 teachers at school, 7 of them remained implementing the traditional method of teacher-cantered learning model. These educators focus more on cognitive values. This is because knowledge is easily measured and is listed with scores on report cards, and most teachers ignored civic disposition skills. Additionally, the other 3 have implemented 21st century learning with a typical blended learning to improve students' digital literacy and efforts to strengthen their characters, all of which are integrated in both within the learning process and outside it. In classroom learning, Civic education subject teachers chose to implement VCT for it has been efficiently helped educators in teaching children moral values character. In this model students were confronted with conditions which turn them experiencing moral dilemmas, students are trained to have strong self-integrity.

In addition, outside the classroom, teachers engage students' active involvement in social activities held by the school such as blood donor activities, visiting orphanages / nursing homes, even looking for sponsors and fundraising for other school activities (pencils, etc.). Additionally, a mentoring activity (coaching) is usually divided according to students' religious beliefs. One of them is the BPI (Bina Pribadi Islami) program, which is a program to strengthen character education for Muslim students. The researchers held discussions with character education experts. That in an effort to strengthen students' moral character, it is necessary to adjust oneself in his/her family, school and community environment. More importantly education in schools for it holds important roles in line with Indonesia's educational goals. All kinds of activities carried out in schools should be well-planned, structured and have a worthy evaluated. Teaching curriculum should be adapted to current demands of times, more specially Civic education subject in carrying out the mandate of Pancasila principles and the Constitution as a mission in fostering good citizens.

In the era of disruption, society is not only demanded to master technology, however, more importantly they should uphold a noble and strong moral character in this modern era. In case they do not uphold it, certainly students can do dangerous things, such as taking part in irresponsibly in proliferating hoax news, pornography, bullying, and other threats to human noble characters. In addition, students need to be able to compete in this era of disruption. Human literacy is needed to foster moral, religious, nationalist, independent character, integrity and social care, and to support students' creativity. Thus, an educator should not only sufficiently felt they have completed to teach students about the learning material based on their fields, teachers additionally need to have concern for their students, more specifically with regard to how students are demanded to cope with current use of internet.

Being able to realize human literacy in Civics learning, the following conditions need to be observed, teachers are the most important figure in realizing a successful learning implementation. Formal learning in schools is considered the most effective learning environment in shaping students' character. Teachers should be able to understand and care about their students' psycho-physical situation, thus they should stay motivated in carrying out their duties as educators to generate nation's successors. Furthermore, teachers' roles should be more focused on fulfilling current demands. Teachers need to know and understand that their students will live in a different era from themselves; it should encourage teachers' commitment to adjust the learning strategy to current human resources required competencies. However, in many cases found, students' character and morals have not been proportionally guided, it triggers by an understanding that teachers' rights should merely advance students' academic values (civic knowledge). Civics as a value measuring instrument of the underdoing education should be maximally functioned. Bearing the ultimate concern of Civics education is not just fostering citizens but also provisioned students with skills and excellent characters in which human literacy can succeed that ideal.

The researchers additionally held discussions with character education experts. In attempt to strengthen students' moral character, there is a need for habituation internally within the family, school and community environment. Specifically, school education, bearing in mind school plays an important role in achieving the goals of Indonesian education. The activities carried out at school need to be ideally planned, structured and there should be an evaluation. Additionally, the curriculum should be adjusted to demands of current times. Especially, for Civic education subject that its primary concern is on Pancasila and the Constitution mandate as a mission in establishing good citizens. In disruptive era, every citizen may not only be demanded in mastering the technological advancement, students are taught to withstand negative impacts of the modern times, including the hoax news, pornography, bullying, and other irregularities. In addition, students should need to be well-prepared to compete in this era of disruption and those in the future. In that sense, humanistic literacy is therefore, needed to foster moral, religious, nationalist, independent character, integrity and social care, and sustain students' creativities. Any educator may not only sufficient to deliver subject matter according to their field, but they also need to have concern for their students. Especially, how to equip students according to demands of the era.

CONCLUSION

Human literacy is a new literacy concept developed in the world of education that mainly aims to achieve students' balance between mastery of science and technology use which takes into account the humanism aspects. Human literacy is relevant to humanism learning theory as one of the approaches to shape students' excellent moral characters. Human literacy as an educational strategy is applicable through programs oriented at strengthening character education in schools such as mentoring activities (coaching), students habituation activities at school or directly involving them in social activities which are relevantly addressed subject matter, and integrating them directly in Civics education classroom teaching.

In dealing with the age of technological disruption, educational institutions should not only sufficiently apply the old literacy models (reading, writing, and arithmetic), however, teachers should be more adaptive to new literacy (data literacy, technology literacy and human resource literacy). The teachers as heroic figure to generate the nation's next generation play a significant role to cope with this problematic time. Moreover, the Civics Education teachers should have

identifiable characteristics in developing national values and characters which are sourced from a strong philosophical basis. Related to new literacy, Civics Education teachers should relevantly focused on issues of human literacy; despite the fact having digital literacy is inevitably important. Although in reality there are many findings which are addressing on teachers' focus attention on achieving knowledge value (civic knowledge), however, majorly teachers have not yet optimally contributed to advancing students' skills and character (civic disposition.

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