

# 21st Century Competences in Civic Education Curriculum of Indonesia

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**Abstract-** This article reviews the 21st century competence of the Civic Education curriculum in Indonesia. It is deemed necessary to be examined considering the industrial Era characterized by very strict competition, demanding that every citizen have adequate ability to deal with global competition. This study aims to see how the Civic Education Curriculum in Indonesia accommodates 21st century competences that must be possessed by students. The method used in this study used a qualitative approach to identify the curriculum of Civic Education 2013 revised with the competency indicator of the 21st century citizen and see what competencies have been accommodated in implementing Curriculum 2013. The findings are generated by this research that in principle the basic concept of 21st century skills is present in the ongoing curriculum. The conclusion of the study shows that in the 2013 Curriculum document, 21st century citizen competences are accommodated, both affective competences such as attitude and characters as well as cognitive and psychomotor abilities such as the ability to be creative and innovate, critical thinking, problem solving, communicate, collaborate and literacy capabilities. But in the learning process still category very little in development of student creativity to answer the various demands of learning in the curriculum 2013 Civic Education results revised.

**Keywords:** *21st century competence, Civic Education Curriculum*

## I. INTRODUCTION

Education is crucial in supporting global economic growth, such as Kennedy's stated that "The 'new' global economy required ideas, innovation, creativity and critical thinking to ensure economic competitiveness" [1]. Economic growth will increase if it is supported by human quality that runs the economy adequately and competently.

However, if you see the reality of education in Indonesia, the quality is still relatively low. This is as stated by the United Nations Development Program (UNDP) in its report Human Development Report (2016) that the Indonesian Human Development Index (HDI) in 2015 is ranked 113 from 188 countries in the world, down from the 110 position in 2014, while in ASEAN countries the position of Indonesia is far behind from the Philippines (83), Thailand (76), Malaysia (59), Brunei Darussalam (33) and Singapore (25). This shows the level of achievement of IPM in Indonesia is still low. While the demands of globalization flow require every country in the world to improve the quality of human resources in order to face global competition, it is necessary to develop an educational program that can accommodate all the tendencies of globalization process.

The education Program is a curriculum directed at the development of world citizens who are able to manage the crisis [2]. The ability to see and approach problems as a global community member, the ability to cooperate with others in a cooperative manner and accept responsibility for the role/task within the community, the ability to understand, accept, appreciate differences, thinking capacity in a critical and systematic way, the desire to Resolving conflicts in a nonviolent manner, a desire to change lifestyles and consumptive habits to protect the environment, ability to be sensitive and to protect human rights, desire and the ability to participate in politics at the level of Local, national and International [3].

Similarly, in citizenship education in Indonesia, Indonesian citizenship education curriculum needs to be developed in order to equip learners ' understanding of the increasingly perceptible waves of globalization. Banks suggested that there should be a re-conception of citizenship education in the 21st century in order to effectively educate learners into effective citizens [4].

Referring to the above discussion, this study aims to: first, see whether 21st century competencies are accommodated in the 2013 curriculum or not; secondly, analyzing the implementation of the 2013 Curriculum in Civic Education subject in high schools, is it in accordance with the guidelines in the 2013 Curriculum. It is hoped that this study will provide benefits especially for the improvement of general education curriculum, especially of Pancasila education curriculum and citizenship in Indonesia in order to provide citizens with the competence of the 21st century in the time that will Come.

## II. THEORETICAL REVIEW

### A. Competency of 21st Century Citizen

Nowadays, the ability of citizens in the face of dynamic life must be prepared in the earliest possible, because the various problems that arise demands that every citizen can manage the crisis well. Moreover, the rapid world of technology and information in the 21st century will affect the rapid economic and global competition demands that every citizen has adequate competence. Cogan pointed out eight characteristics that citizens must have to meet the 21st century, namely: 1) the ability to see and approach problems as a global community member; 2) ability to cooperate with others in a cooperative manner and accept responsibility for the role/duties in the community; 3) The ability to understand, accept, appreciate differences; 4) The capacity of thinking in a critical and systematic way; 5) desire to resolve conflicts in

a nonviolent manner; 6) The desire to change the lifestyle and consumptive habits to protect the environment; 7) Ability to be sensitive and protect human rights; 8) The desire and the ability to participate in politics at the local, national and international level [5]. Banks suggests the components that must be developed in citizenship education include: knowledge, skills, attitudes and values, citizen action [4]. Then Branson confirms about the main components of civic competences, namely: civic knowledge, civic skill and civic disposition [6]. Meanwhile, The Partnership for 21st century Skills identifies 3 things to prepare by a 21st century citizen: life and career skills, learning and Innovation Skills (4Cs), Information Media and Technology Skills [7]. These skills need to be developed on learners through the learning and education process.

#### B. Civic Education Curriculum

In the UU Sisdiknas No. 20 of 2003 Article 1 paragraph (19), the curriculum is a set of plans and arrangements regarding objectives, content and materials and the way used as a guideline for the implementation of learning activities to achieve specific educational objectives [8]. According to Hamalik The curriculum can be reviewed from two different sides, namely according to the old and new views [9]. According to old or traditional views, the curriculum is a number of subjects that the teachers must convey or learn by learners. This view was expressed by Robert S. Zais "... A race course of subject matters to be mastered" [10], then Robert M. Hutchins that "The curriculum should include grammar, reading, rhetoric and logic, and mathematic, and addition at the secondary level introduce The great Books of The Western World" [11]. While a new view of the curriculum emphasizes on content to be more emphasis on learning experiences that occur in schools, at home or in the community; With teachers or without teachers, directly related to the lesson or not. With regards to this, Creswell and Campbell explained that the curriculum "... To be composed of all the experiences children have under guidance of teachers ". Then Ronald C. Doll confirmed that: "...The commonly accepted definition of the curriculum has changed from content of courses of study and list of subjects and courses to all of the experiences which are offered to learners under the auspices or direction of the school [10]. The view was strengthened by Romine which suggests that ' curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not ' [9].

Civic education curriculum which currently applies in Indonesia, namely Curriculum 2013 revised edition year 2016 which contains about various matters relating to the standards of competency of graduates, content standards, process standards, Standards of evaluation, standards of management, standards of educators and educational personnel, standards of facilities and infrastructure. But in this article that is the focus of curriculum studies is related to the competency standards of graduates or standards of purpose, content standards, process standards and evaluation standards. The four of these things became a system of Pancasila education curriculum and citizenship that are interconnected with each other.

Purpose is a very important component of all things included in organizing the curriculum. The aim is a description of the hope, the objective and the will of reference for all the activities undertaken to accomplish it. Pancasila Education and Citizenship have the vision and mission of developing the students into human beings who have a sense of nationality and love of homeland, through the process of receiving and carrying out the religious teachings he said; And have honest, disciplined, responsible, polite, caring, and confident behaviors in interacting with family, friends, and teachers; Understand and apply factual and conceptual knowledge about citizenship; and presents factual and conceptual knowledge of citizenship skillfully.

The content or material component is anything that is given to learners in the study activities in order to achieve the objectives. Criteria that can be considered in drafting learning materials include: meaninglessness (significance), benefits or usability, and human development. In curriculum 2013 the substance of civic education material is more inclined to the strengthening of 4 (four) national pillars consisting of Pancasila as the foundation of the country and the life view of the nation; UUD 1945 as the Basic Law that is the constitutional foundation of the Life of society, nation and the figs; Bhineka Tunggal Ika as a form of diversity of society life, nation and state in a cohesive and intact diversity; Unitary Republic of Indonesia as Indonesia state. But by not leaving the material substance taught in the 2006 curriculum such as unity and unity of the nation; Norms, laws and regulations; Human rights; Citizen needs; State constitution; Power and politics; Pancasila and globalization, but the material is attributed to the strengthening of four national pillars.

The process components in which there are learning strategies and methods are also crucial in a curriculum. In the 2013 curriculum through a scientific approach the educators have the space to develop learning strategies into more creative and innovative learning methods in delivering civic education subjects that enable Students to be able to conduct their learning process actively, creatively and pleasantly, with high effectiveness. The selection or the creation of methods or strategies to run the curriculum that has been made must be in accordance with the materials that will be provided and the objectives to be achieved. Moreover, teachers must have the ability to develop a variety of strategies and learning methods so that students can get their potential and have meaningful learning. Moreover, the demands of the 21st century learning, requiring learners to have learning skills such as critical thinking, Communicating (Communication), collaborating (Collaboration), and creating (Creativity) Students are finally prepared to be a 21st-century citizen who has various abilities such as: Life and career skills, learning and Innovation Skills (4Cs), Information Media and Technology Skills [7].

The evaluation component in the curriculum can be used to determine whether the specified objectives have been reached or not. Evaluation can also be used as a tool to see the success of achievement of objectives, evaluation can be grouped into two types, namely tests and non test. While the evaluation of the curriculum can be classified into three objectives, namely: for improvement, accountability, and the establishment of follow-up.

### III. RESEARCH METHODS

The study used a qualitative approach because of the data collection in this study using qualitative data analysis by analyzing the 2013 curriculum documents and their implementation in schools attributed to the competency components of citizens 21st century. Whether or not it is already in the curriculum document 2013 and how the development of the competence of 21st century citizens in learning.

The research was conducted on the education unit in Bandung, which is the high school which is implementing curriculum 2013 on the subjects of Pancasila education and citizenship in school year 2018/2019. In this case the researcher took several schools in the area of Bandung and some schools in the district Bandung Kanto. Determination of schools studied by purposive random sampling because the sampling was done intentionally according to the sample requirements required by researchers in this study. For qualitative data, the data collection techniques used are interviews, documentation studies, Observations [12].

### IV. RESULTS AND DISCUSSION

Based on the results of the research seen from the analysis of the document curriculum 2013 Pancasila and Citizenship Education and the analysis of the curriculum in the school that the competence of the 21st century citizen in the curriculum documents is already accommodation with Good. Likewise, in the process of implementation, some have followed the guidance in the curriculum document. But there are still things that still need to be perfected related to the process of curriculum implementation in the school, namely in the learning activities and evaluation process. To be clearer the results of this study will be described as follows:

The first component of the document analysis is SKL (Standard competency graduate). This standard is related to the purpose to be achieved by the education of Pancasila and citizenship which constitutes the student into a human who has a sense of nationality and love of homeland in the context of the value and moral of Pancasila, consciousness Constitutions of the Constitution of the Republic of Indonesia 1945, the value and spirit of *Bhinneka Tunggal Ika*, as well as the commitment of the unitary Republic of Indonesia. In general, the purpose of Pancasila education and citizenship in the primary and secondary level is to develop the potential of learners in all dimensions of citizenship, namely: (1) Citizenship attitude including firmness, Commitment and responsibility of citizenship (civic confidence, civic commitment, and civic responsibility); (2) knowledge of citizenship; (3) Citizenship skills including proficiency and civic competence and civic responsibility. In particular the objectives of PPKn contain the entire dimension so that the students can afford: 1) to display characters that reflect the passion, understanding, and practice of Pancasila's value and moral on a personal and social basis; 2) has a constitutional commitment sustained by the positive attitude and the whole understanding of the Constitution of the Republic of Indonesia year 1945; 3) Think critically, rationally, and creatively and have a national spirit and love of homeland that is enacted by the values of Pancasila, the Constitution of the

Republic of Indonesia Year 1945, the spirit of *Bhinneka Tunggal Ika*, and commitment of the State The unitary Republic of Indonesia, and 4) participated actively, intelligently, and responsibly as a member of the community, the shoots of the nation, and the citizens in accordance with their dignity and dignity as the creation creature of the Almighty God who lived together in Various cultural social order. Thus it is seen from the standard of purpose that the curriculum 2013 Pancasila Education and citizenship has fulfilled the criteria of a 21st century citizen's competence, because the aspect of competency of graduates is expected to have a balance between soft skills and A hard skills that encompasses the competency, skill, and knowledge aspects.

The second component, namely the content standards related to the scope of the material being studied. Specifically in this study the material studied in class XI of Senior High School, namely the material on the dynamics of cases of human rights violations and their fair handling, values and morals contained in articles of the 1945 Constitution of the Republic of Indonesia, the spirit of overcoming threats to build national integration in the frame of Unity in Diversity, The dynamics of national and state life according to the concept of the Republic of Indonesia and Indonesia's geopolitics. Based on the scope of the material learned in class XI, it can be seen that the material contained in the 2013 Curriculum of Pancasila and Citizenship Education has fulfilled the criteria of 21st century citizen competency achievement, because the material provided includes problem solving and analysis which are categories of critical thinking skills and analytical categories High order thinking skills.

The third component relates to Process Standards. According to the 2013 Curriculum the learning process of Pancasila and Citizenship Education in high schools is carried out with a scientific approach consisting of the process of observing, asking for information gathering, processing information, and communicating. Thus the learning approach developed and must be implemented in schools has described a learning process that emphasizes the active role of students in constructing their knowledge and skills. Although in this learning process there are still things that need to be optimized, such as in the process of gathering information, processing information and re-communicating the information they have made. In these activities, students need to be guided to be able to obtain valid information and process information properly and correctly in accordance with applicable scientific principles so that it can become a factual and informative information. In communicating information, students are trained to have competence in the field of communication skills.

The fourth component is the assessment standard that discusses the evaluation of the learning that has been done. Referring to the 2013 curriculum document, the PPKn learning evaluation used is authentic assessment, which measures all attitudes, skills and knowledge competencies based on the learning process and outcomes, both through tests and non-tests. Likewise in the practice of learning in schools, assessment is done both using tests and non-tests. Knowledge assessment is usually done through written tests or oral tests, while the attitude and skills assessment is done by the performance of students' assignments and portfolios.

Based on the results of research on the analysis of curriculum documents and analysis of the implementation of 2013 curriculum in high schools in the Bandung region related to 21st century citizen competencies, the author can take the picture that the 2013 PPKn curriculum documents have met the 21st century citizen competency criteria. However, in their implementation at school, there are still things that need to be improved, especially in the development of students' critical and creative thinking skills that have not been optimally explored. The role of the teacher in providing stimulus needs to be increased so that it can more optimally stimulate students to actively think critically and creatively. Of course, when students are taught to think critically, they will be accommodated in communication, collaboration and creative activities which are the characteristics of 21st century learning skills [7]. So that students are expected to have characteristics of 21st century citizens, such as: 1) the ability to see and approach problems as members of the global community; 2) the ability to cooperate with others in a cooperative manner and accept responsibility for their roles / duties within the community; 3) the ability to understand, accept, appreciate differences; 4) capacity to think in a critical and systematic way; 5) the desire to resolve conflicts in a nonviolent manner; 6) the desire to change lifestyles and consumptive habits to protect the environment; 7) ability to be sensitive and protect human rights; 8) the desire and ability to participate in politics at the local, national and international levels [5].

In addition, in the process of implementing the 2013 curriculum in digital education based learning PPKn subjects are still not widely used and have not varied. Therefore, to support the competence of citizens of the 21st century, the use of digital-based learning media needs to be continuously used to be able to adjust to the demands and needs of the current age so that students are literate in technology and information. The Partnership for 21st Century skills identify 3 things that must be prepared by citizens of the 21st century, namely: life and career skills, learning and Innovation Skills (4Cs), Information Media and Technology Skills, so that various skills need to be developed in students through the learning process and Education, especially in learning PPKn [7].

However, 21st century citizens' competencies are not enough if they only prioritize knowledge and skills, aspects of attitudes and values must also be sought to balance these abilities so that Indonesia that is empowered in this millennial era can be realized and can color citizen action in positive things . Banks suggested components that must be developed in Citizenship Education which include: knowledge, skills, attitudes and values, citizen action [4]. All aspects are really needed and must be optimized in the learning process to form smart and good citizenship in the 21st century.

## V. CONCLUSION

Based on the analysis of the curriculum document 2013 Pancasila Education and citizenship that the competence of 21st century citizens is well-accommodation in the

curriculum 2013 Pancasila Education and citizenship in class XI but need to be integrated About material relating to moral value, anti-corruption education, and also awareness about the importance of protecting the environment. It is meant to provision learners in the face of real life in the community. While in the implementation aspect, judging by the standards of objectives, standards of content, standard process and evaluation standards that there is still a deficiency to be perfected related to the development of competence of citizens associated with the skills Depart such as critical thinking, communicating, collaborating or co-operation, and creating

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