

The Implementation of Curriculum 2013 at Civic Education as an Effort to Improve Competence Building of Citizens in Facing Global Competition

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Abstract- Developments in information technology and communication in the global era of the 21st century have changed the world so quickly. Today Indonesia is confronted with problems arising from the progress of civilization and strong currents of globalization and no choice that can be selected in addition to preparing all Indonesians to strengthen the character of citizenship and the character of dealing with these changes. This study aims to determine the process of developing the 2013 curriculum in PPKn subjects, especially related to the competence of global citizens. The research design used is a mixed method with descriptive analysis research method. Data collection techniques were carried out using interviews, observation, literature study, documentation study, and questionnaire. The results showed that: (1) implementation of the curriculum in PPKn subjects focused on the ability of teachers to package the design, implementation, and evaluation of learning. (2) The process of developing the 2013 curriculum in learning PPKn ideologically and conceptually by design is good, but in its instrumental aspects, it has not. (3) The constraints in learning are in the learning material and the achievement of competencies, complexity is not only caused by differences in historical experiences in the process of growing nationalism, but also by the reality of Indonesia which is very pluralistic. (4) There needs to be the readiness of teachers, schools, and students to prepare a culture of openness for differences that arise in global life with the support of citizenship competencies from individuals, schools, and communities that are stronger.

Keywords: 2013 curriculum, PPKn, competence, global citizens

I. INTRODUCTION

Civic education has a purpose that is in line with national education. In general, civic education has the main mission to humanize which is to make people able to develop their potentials to function optimally, about concerning the rules following with the teachings of religion and the state foundation, Pancasila (Five Principles). Civic education is a subject that is multidimensional and able to build the skills of students in cognitive, character, moral values, love of the homeland, participation, political education and legal awareness. In that regard, it is necessary to teach civic education from primary to higher education

levels. Civic education is effective to build the competence of the younger generation to have the character of being responsible and democratic. The young generation is the successor to the nation that plays an important role in strengthening the national identity through the embodiment of the character. A Character can be strengthened by utilizing the best possible education.

Today, Indonesia is confronted with problems arising from the progress of civilization and strong currents of globalization. There is no other choice be selected but preparing all the people of Indonesia to strengthen the character of citizenship and character to deal with these changes. Thus, the existing values are not affected by the incoming values as a form of civilization changes. Globalization in life involves all citizens of the world. Global Citizenship Education (GCE) is the effort of the education agency that aims to develop the knowledge, skills, values and attitudes that requires learners to be able to contribute to a world that is just, peaceful, and sustainable. Data from the World Economic Forum (WEF) on Global Competitiveness. Indonesia is ranked 36th and is still below other ASEAN countries namely Malaysia and Thailand [1].

But global competition learning process must synergize with improve competence building of good citizens. The teacher designs student work by making learning evaluations related to the competency of global citizens. So in this case the learning assessment sets the PPKn competency standard. How is the evaluation of the learning process to improve the competence of global citizens? This study tries to uncover how the evaluation in the research learning process in improving the competence of good global citizens for students.

II. THEORETICAL REVIEW

In this section the researcher shows some previous research results that are relevant to the field under study. Here are some previous studies that are in line with research that researchers do.

Zaky Farid Luthfi in his thesis, "Analysis of the Content of the Civics Education Curriculum in Preparing Global Citizens (Analysis of the Content of the 2006 Curriculum and the 2013 Curriculum at High Schools)". Citizenship education as a multidimensional aims to prepare students to become global citizens through the topic-topics included in the curriculum" [2]. Syifa Siti Aulia in her thesis, "The Effect of VCT-Based Citizenship Education Learning Analysis of the Value of Moral Dilemmas Against the Competence of Citizens' Global Insights. The value of moral dilemmas has an influence on citizens' global insight competencies. Developing the competency of global citizenship insights into three domains is a strong element for the formation of good citizens as the goal of citizenship education learning" [3]. John Buchanan in his article, "Maintaining Global Citizenship Education in Schools: A Challenge for Australian Educators and Schools." "Increasingly difficult national and international contexts and its marginal place in the school curriculum, there is an urgent need to help maintain support for global citizenship education. Recognizing the challenges and limitations, key ways to raise its profile include considering available pedagogies, drawing on the existing Australian Global Education framework, taking up existing curriculum opportunities, accessing quality educational resources and relevant teacher education programs, and working in partnership with key Non-Government Organisations"[4]. Duarte B. Morais in his article, "Initial Development and Validation of the Global Citizenship Scale. "The findings provide support for a three-dimensional Global Citizenship Scale that encompasses social responsibility, global competence, and global civic engagement. Global competence and global civic engagement are both strong dimensions of global citizenship, and each has three reliable subdimensions that add further refinement to the construct. Social responsibility proves to be a dimension of global citizenship with a less clearly defined structure. The Global Citizenship Scale and its conceptual framework have important implications for education abroad outcomes research and practice" [5].

III. RESEARCH METHODS

In this study, researchers used the descriptive analytical method is a method that provides an overview and analysis of Improve Competence Building of Citizens in Facing Global Competition. Step the next processing data collected by analyzing data, describing data, and draw conclusions, Analyze this data using quantitative by questionnaire and using qualitative data analysis techniques.

IV. RESULTS AND DISCUSSION

This study attempts to improve competence building of citizen in global competition between evaluations of aspects competence to be developed in Citizenship Education learning. These aspects of competency include civic knowledge, civic skills, and civic dispositions. This is analogous to Benjamin Bloom's concept of developing

students' abilities including the cognitive, psychomotor, and affective domains. The idea of strengthening the competence of insight into this global citizen applied the method mix. This is because basically the study of global insight strengthening citizens requires a broader analysis. This means that this idea will raise Civic Education alternatives containing citizenship global insight implemented in the education program. Data processing and analysis were conducted to find the relationship of the contents of various data acquired from the real condition to get the meaning as the answer to the research question. In relation to increasing the competence of global citizens, according to Cogan's research recommends five main attributes about the importance of developing a model in "citizenship Education" called multidimensional citizenship. The five main attributes, including: 1) a sense of identity which means making aware of his identity as citizens who have rights and obligations, 2) The enjoyment of certain rights, 3) The fulfillment of corresponding obligations, 4) a degree of Interest and involvement in public affairs, 5) an acceptance of stale societal values [6] .

The idea of Global Citizenship Education would be the main objective in developing the attitudes and skills of citizens in carrying out their rights and obligations as citizens and citizens who have the intelligent, skilled and humane characters, which, of course, is related to the mandate of Pancasila and the Constitution 1945. In this case, Somantri explains that civic education is defined as a selection and adaptation of social interdisciplinary sciences, civics, humanities, and a basic human activity that are organized and presented psychologically and scientifically to achieve educational purposes [7].

Civic education seeks to form citizens who are intelligent and well-behaved as explained by David Kerr in Winarno that civic education, in general, is the process to encompass the preparation of young people for their roles and responsibilities as citizen and in particular, the role of education (through schooling, teaching, and learning) in that preparatory process [8].

The concept of global citizens would not be separated from civic education given that the basic values of global citizens exist and are developed in civic education. Thus, the idea of a global citizen becomes the main goal of civic education to grow and develop the basic values of citizens worldwide run through the role of the implementation of the rights and obligations that must be performed by every citizen of the world. The concept of global citizens cannot be separated from the developing globalization today. Thus, the global citizen should be required to participate actively. The concept of basic values in the social development of the culture of a country must not be lost because the existence of the shared perception is one part of a global citizen. However, perceptions of the similarities of global citizens will be the reference of every citizen to be able to contribute to uphold

the values of unity regulated in the concept of a fair and civilized humanity. Perception of global citizens in civic education will guide them to participate resolving global problems that occur. Such forms of participation will be used as a reference in civic education in each country [8].

Learning using Flipped Classroom is a new pedagogical method by integrating a material explanation with video and deepening of the material carried out by students at home. The real learning is done in the classroom, individually or in groups according to the students learning strategies. Flipped classroom is a unique combination of problem-based learning (PBL) with behaviorism learning theory. On observation activities, the students are asked to have examined national integration resource materials provided to teachers through a video on the issue of terrorism which poses a threat to national integrity. The teacher prepares some questions to stimulate the observation process by the students.

Student responses to national integration material to improve the competence of global citizens, can be seen regarding the statement of students obtained that the SS answers as much as 62%, S as much as 30%, TS as much as 8%, and STS 0%. In general it can be seen that students provide a positive view of the implementation of the PPKn curriculum on the National Integration Material to improve the competence of global citizens.

In line with the learning process that adheres to the theory of behaviorism with flipped method classroom, all students are given the same opportunity to seek and review (analysis) of learning materials through instructional videos or tutorials to acquire the big picture of factual knowledge before discussing it in the classroom instead of lectures by the teacher. The knowledge, through study or tutorial video course, of each student is different. Then, their metacognition will continue to grow, and the real learning process is ongoing.

V. CONCLUSION

Based on the results of this study, there is a competence of global citizens, can be seen from the evaluation of learning through assessment by the debate method, from that learning students begin to show an active role. A good learning process, requires the creativity of teachers to make an innovation. Research related to the implementation of the PPKn curriculum to improve the competence of global citizens, consisting of planning, implementation, constraints, and efforts to overcome obstacles. From planning to arrange the components in the lesson plan as well as possible, so that learning objectives can be conveyed properly. The process of implementation in learning the teacher does a series of learning innovations using the Flipper Classroom learning model with the debate method, on learning activities. Learning activities consist of preliminary, core, and closing activities. Introduction teacher learning conveys experiences related to the controversial issues observed by teachers to

students. The teacher shares the experience with the students in the form of a story that is able to stimulate the feelings and emotions of the students. Students who see the assessment closely related to various learning activities, they will be very enthusiastic in learning.

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