

Contribution of Citizenship Education in Developing Civic Skills to Face 4.0 Era During the Pandemic in Indonesia

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ABSTRACT

Opportunities and challenges in the era 4.0 and new normal are sporadically scattered in various aspects of human life, including in the field of education. Citizenship Education as one of the subjects with the nuances of embodiment of good citizens in Indonesia is taking part in contributing to face 4.0 during the pandemic. This study examined and analyzed the contribution of Citizenship Education in developing Civic Skills to face 4.0 during the pandemic. This study was a qualitative literature study. The references used were various references related to the theme of Civic Skill research to deal with 4.0 during the pandemic. The results of the study showed that the contribution of Citizenship Education in developing Civic skills to face 4.0 during a pandemic was emphasized on two points of view, namely: a) intellectual skills in dealing with 4.0 during a pandemic with good insight indicators and being responsible for receiving and spreading news, especially during a pandemic; and b) participatory skills in dealing with 4.0 during a pandemic, namely how a citizen could be sensitive to the surrounding environment during a pandemic. This study concluded that Civic skill was a superior skill for citizens in Indonesia; considering that during the pandemic, there were various new habits that led to new skills.

Keywords: Civic skill, pandemic, civic education, 4.0 era.

1. INTRODUCTION

The world of education is currently faced with a challenge, namely the era of industrial revolution 4.0 amid the pandemic. It is required to design a learning process that is full of skills development of students; not only from the cognitive aspect, but also from the affective aspect and skills aspect. Citizenship Education as one of subjects with the nuances of the embodiment of good citizens takes a part in contributing to face 4.0 during pandemic, especially civic skills. However, learning process cannot turn away from cognitive and affective aspects. As even conveyed in the Studium Generale that:

“the urgency of the MKU PPKn is general education that focuses on personal development with a broader scale; not only intellectual aspects, but also all aspects, such as intellectual, emotional, social, and morale of students.”

Methodologically, the new paradigm of citizenship education should be developed in a systematic and comprehensive pattern with a diversified curriculum organization that refers to the "child life cycle" which relates to the development of cognitive, affective, social-moral, and skills [1].

Civic skills are the second essential components of civic competence that should compulsory be achieved by students in the civic education learning process. These skills are needed, especially in the life of a democratic society. The contents of the civic skills include intellectual skills and participatory skills.

“If citizens practice their rights and fulfill their responsibilities as sovereign members of society, they do not only need a mastery of knowledge, but also to have relevant intellectual and participatory skills” [2].

Somehow, intellectual skills referred to as critical thinking skills that are highly important for an effective,

knowledgeable, and responsible citizen [3]. The critical thinking skill is related to 'identify', 'describe', 'explain', 'analyze', 'evaluate', 'determine', and 'defend' opinions regarding public problems, while participatory skills are expected to benefit in the political process and civil society, and these skills include 'interact', 'monitor', and 'influence' [4]

Education is a strategic vehicle and means to improve the quality of a nation, and that the progress of a nation can be measured and seen from the progress of its education. In facing the era of the industrial revolution 4.0, the world of education is necessarily to be able to adapt, adjust, and develop its curriculum, so that it can accommodate global needs, especially related to skills. Citizenship Education is one of the subjects that must be taught at every level of education, where Citizenship Education has a strategic role in forming a smart and skilled citizen. emphasizes that civic education is a subject to form good citizens with awareness of their rights and obligations as well as ability to think critically, participative, and responsibly [5]. The success of the world of education cannot be separated from the success of learning process. Therefore, civic education learning process must be in line with the spirit to create meaningful learning, so that it affects the quality of the process and learning outcomes, especially in relation to developing intellectual skills and participatory skills [5].

Some novelties on the contribution of citizenship education in developing civic skills to deal with 4.0 during the pandemic in Indonesia have been found in several elements, namely a) providing ideas on the practice of civic education in dealing with 4.0 during the pandemic by developing civic skills; b) providing improvements regarding the principles of civic skills to deal with 4.0 during a pandemic; and c) providing comprehensive knowledge on the contribution of civic education in developing civic skills to deal with 4.0 during a pandemic.

This study specifically examined and analyzed the contribution of Citizenship Education in developing Civic skills to face 4.0 in the pandemic era. This study focused on: a) intellectual skills with good insight indicators and responsibility in receiving and disseminating news, especially in the pandemic era; and b) participatory skills with an indicator of how a citizen has a sensitive feeling to the surrounding environment in the pandemic era.

2. DISCUSSION

2.1. Intellectual Skills to Face 4.0 Era during Pandemic Era

As civic skills, intellectual skills include some concepts, namely (a) ability to identify, such as recognizing and interpreting something tangible (values

and ideals); (b) ability to identify and capture language and emotional symbols; (c) ability to describe, such as identifying clear or vague objects, processes, institutions, functions, objectives, tools, and qualities through a written and oral report [4]; (d) ability to explain and analyze, such as identifying, describing, clarifying something and a person's ability to distinguish facts and opinions, means and goals; (e) ability to evaluate, take, and maintain positions, such as assessing existing issues; and (f) ability to discuss assessments in the realm of private and public matters [3].

Based on the results of studies, it showed that the era of the industrial revolution 4.0 brings a demand for the world of education to prepare students to have soft skills, affective and psychomotor skills that also have a very important role. The skills that are indispensable in global competition in facing 4.0 include critical thinking, problem solving, communication, collaboration, and creativity (invention). In addition, one of the well-known international schools (JIS) has implemented 2 types of curriculum, namely (a) International Baccalaureate (IB) program which aims to encourage students to have a global perspective, creative, develop emotional, intellectual and social skills, and contribute positively to the environment and culture; and (b) Advance Placement (AP) program that aims to enable secondary school students to be prepared academically for college entry (a kind of course class). Each class of AP course is modeled on a comparable college course. Thus, JIS believes that the dream to produce high-quality and competitive children is not just wishful thinking.

Based on this information, it is certain that the world of education is enthusiastic to prepare students with skills that will support them in facing the industrial revolution era through their curriculum. In this case, there is a common goal between Civics education and learning through positive intellectual skills that will build a positive contribution, especially in disseminating news/information in the midst of a pandemic.

In the current pandemic, it is important to always pay attention to our health and immunity recommended by the government as a part of our obligations as citizens in response to Covid-19. In the context of social phenomena that occurred at the beginning of the pandemic up to now, the role of younger generation dominates in their contribution during the pandemic. The media also reported that youths are a civil society group with broad reach and potential resources to promote effective policies to ensure the prevention and control of Covid-19 in various regions in Indonesia.

Based on this information, the role of youth is sufficiently large, and youth's participation must be accompanied by responsible intellectual skills, so that the digital dissemination of information and data related to Covid-19 does not cause a new problem, such as the spread of false news (hoaxes). The spread of hoax news

or misinformation is the most dangerous issue in social life (nation and state), because many people do not know that slander is a tool and the biggest weapon of conflict today. During the pandemic, hoaxes are no less dangerous than the disease (Covid-19). Hoaxes are seen as dangerous which can lead the public to wrong actions, and can even endanger public health [6]. there were 568 false information contents about Covid-19 with a distribution of 1,260 cases, in the period from January 23, 2020 to April 21, 2020.

The study conducted by [6] shows that in the delivery of news, the news is presented whether it is an experience or an opinion, and supplemented by the standard of news, editing process and so on. Moreover, the differences in the standard of information dissemination of news on each website managed by the government can affect the quality of the news/information disseminated. Therefore, it is important for everyone to be able to equip themselves with responsible intellectual skills and ability to produce hoaxes.

Intellectual skills are good comprehension skills in identifying, describing, analyzing, re-explaining news, and that its dissemination needs to be based on a sense of responsibility. This was reinforced by the opinion of one of the Itera students, that during the lecture process at the First Class F MKU PPKn Meeting, they were required to be intellectually intelligent in using social media, and smarter in creating a content on social media . They said that these contents should not create new problems, namely the destruction of national unity and unity itself. Moreover, people should strengthen each other as well as maintaining unity by not spreading inaccurate news (false information).

2.1.2. Participatory Skills to Face 4.0 Era in the Pandemic Era

The results of the study that have been carried out show that facing 4.0 during a pandemic can be emphasized on participatory skills that are manifested in the way a citizen is sensitive to the surrounding environment. [7] states that the era of the industrial revolution is marked by the emergence of intelligent engineering which had an impact on various areas of human life. Along with the coming of industrial revolution, this impact is increasingly evident in the current pandemic. Participatory skills in dealing with 4.0 during a pandemic can be described as follows:

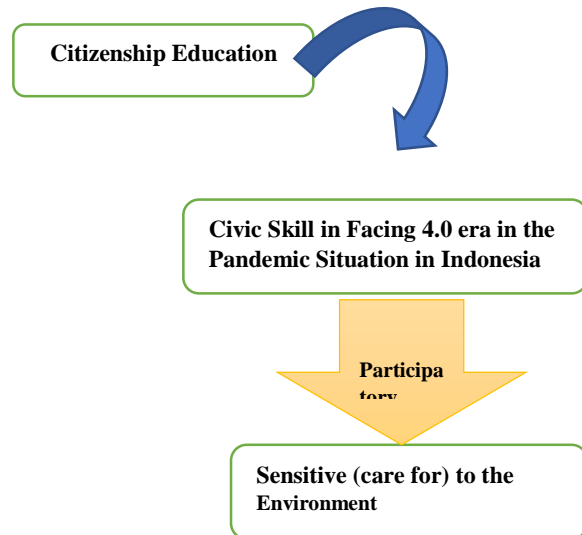


Figure 1. Participatory Skills in Dealing with 4.0 during a Pandemic

Based on Figure 1, during a pandemic, citizens need to prepare to face the challenges of the pandemic which lead to a variety of new skills.

Furthermore, the results of the study show that in dealing with these problems, the education path can be used as a great asset to face industrial revolution 4.0 [9]. state that learning is a "life skill" and can bring important new opportunities in the Indonesian context. Therefore, the role of teacher is needed to cover the needs of students and the success of learning [10].

Participatory skills dealing with 4.0 during a pandemic lead to a variety of new skills in the form of sensitivity to the environment. [11] state that most skills are likely to be influenced by the environment. As learning subjects, students as agents of change must be able to transmit values and norms in society. This is in line with the function of education according to [12] in which he stated that the main function of education is to transmit values and norms in society. These values are closely related to social science subjects; one of which is Pancasila and Citizenship Education. Social science education has specific objectives that must be achieved.

In addition, the contribution of Citizenship Education in developing civic skills needs to be encouraged by emphasizing participatory skills through the integration of caring values for social situations. [13] states that social science education has a purpose to become good citizens, so that they can make decisions and participate actively in society, nation and the world.

In citizenship competence, Citizenship Education includes 3 skills. They civic knowledge, civic skills and civic disposition [4]. Citizenship competence is developed to form a good citizen character as a shape for the character of nation. [10] states that as an effort in shaping character, it can depart from engagement

learning, because Citizenship Education has a very strategic position in developing the character of nation. Similarly, [14] state that national character development requires development from various dimensions. Therefore, citizens must also have variety of skills to build the character of nation.

The results of the study show that during a pandemic, citizens are expected to be able to play a role in development in accordance with the conditions of nation. A citizen at this time must have competence in cognitive development, a critical and adaptive attitude towards technological developments and social situations. [15] state that cognitive development becomes a feedback in showing personal branding. This needs to be supported by one of the citizen skills contained in the civic skills. Civic skill development needs to be done in dealing with 4.0 in a pandemic.

Citizens need to have the skills to become citizens who participate actively in life [16]. In this case, a citizen needs to have social sensitivity. [17] revealed that social skills and emotional skills are important for leadership. Participating actively can be used as social capital in facing a pandemic as well as the implementation of Pancasila values. [18] state that moral education that teaches the embodiment of citizens' attitudes in a comprehensive manner can develop crystallized values in the understanding of these values.

The results of the study show that Citizenship Education in developing Civic Skills to deal with 4.0 during a pandemic can be emphasized from the perspective of participatory skills. [19] state that the skills that individual should have include five skills, namely self-efficacy, previous experience, cultural sensitivity, social networks, and proposes expatriate adjustment. [20] state that the state has an obligation to protect citizens. As an Indonesian nation that has a great wealth and social capital, participatory skills are manifested in the way a citizen is sensitive to the surrounding environment during the pandemic. Environmentally, sensitive actions can be shown when some of neighbors suspected for Covid-19 and be given any basic food assistance and other needs.

A concrete example of the activity that illustrates the sensitivity to the environment during the pandemic carried out is in dealing with the Covid-19 pandemic. Liana Christianty, an Icon of Pancasila Achievement in the Laboratory of Civic Education department, Faculty of Teacher Training and Education, Sebelas Maret University (PPKn FKIP UNS, hereafter), altogether with her friends provide counseling and assistance to scavengers affected by Covid-19. This outreach activity is a part of the practice of caring values based on volunteerism. [21] stated that volunteerism can increase social cohesion. Therefore, counseling and providing assistance affected by Covid-19 are values in social sensitivity. In addition, another activity is a fundraising activity carried out by the PPKn FKIP UNS Laboratory

in a Humanitarian Gotong Royong event. The results obtained exceed the predetermined target, and this proves that there are still citizens who have social sensitivity as a form of participatory skills.

It is important for citizens to have participatory skills in dealing with 4.0 in the pandemic era. [22] states that the change in perceptions about digital transformation due to the Covid-19 pandemic predicts the long-term consequences of the pandemic on the digitization of jobs. In line with this, the 4.0 era has challenges and opportunities that can be exploited by citizens during a pandemic. The challenges of 4.0 era include the emergence of resistance to demographic, social and political conditions, limited resources, disasters and demand for the use of technology that cares about the environment [23]. On the other hand, there are some opportunities that citizens can take advantage of. 4.0 era is marked by smart technology that connects technology with one another. This technological advancement must be balanced with the skills of citizens.

Citizens need to have participatory skills in facing the industrial revolution during the pandemic. They need to have social sensitivity to the environment. [24] reveal that technology plays a very important role in human activities during a pandemic. The results of the study show that it is necessary to have sensitivity to the surrounding environment, although there are many social restrictions during the pandemic period. However, this is not an excuse not to care for the environment. Sensitivity can still be done by utilizing technology. One of the things that can be done is fundraising through virtual concerts or virtual seminars, such as the PPKn FKIP UNS Laboratory. Civic Skill. This skill is a superior skill for citizens in Indonesia, because there are various new habits in the daily life of citizens that led to new skills.

3. METHOD

This study was a literature study with qualitative approach. The use of a qualitative approach was based on Bodgan and Taylor's opinion that qualitative research is a research whose results are in the form of written words [25]. The type of literature study used in this study was carried out by referring [7] that literature study is a research conducted by looking for relevant reference sources.

The literature study stages referred to the goal of Citizenship Education contribution in developing civic skills to face 4.0 during the pandemic in Indonesia. The stages of literature study in research include four stages according to Zed, a) dealing directly with text; b) using literature that fit the theme; c) using secondary sources; and d) using static information [8].

The analysis of data was directed to the context of the theme by referring to Klaus concept [26]. Meanwhile, this study used five steps in analyzing data, namely: a) determining research problem; b) developing mapping

concept; c) developing tools; d) determining method of analysis; and e) interpreting data [27].

4. CONCLUSION

Based on the results of the study that has been carried out, this study can conclude that the intellectual skills are necessities in dealing with 4.0 during a pandemic with good insight indicators and being responsible for receiving and spreading news, especially during a pandemic. Besides, participatory skills in dealing with 4.0 during a pandemic focuses on how a citizen is sensitive to the surrounding environment.

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