

THE ROLE OF CIVIC EDUCATION IN THE GLOBALIZATION ERA

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By:

WARMAN



***FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY MULAWARMAN
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By: Warman

Alamat: Kampus FKIP Jl. Muara Pahu Gn. Kelua Samarinda.
Email: cahaya.warman@gmail.com atau cahaya.warman@yahoo.com

Abstract: *This paper explain: (1) Background of civic education in Indonesia (2) Problems in implementing civic education in Indonesia (3) How the character of civic education in Economic Asean Society (MEA) civic education in Indonesia as the background by along history of Indonesian since colonialism era until filling independence era that can make different ruled based on each era. Many problems in implementing civic education in Indonesia is : (a) study more give high knowledge but less applicatioan, (b) some teacher not able to manage classroom efectivety, (c) between material of civic education and time allocation is not balance, (d) civic education in Indonesia can make negative effect for students perceptions, (e) some teacher teach still use the conventional model, (f) activities teachers more dominant than students. The role of civic education in in the era of globalization is (a) increasing in establishing a global perspective of citizens (b) Civic education role is not limited to studying the rights and obligations of citizens, but a wider and deeper includes preparing citizens become global citizens (c) Civic education role in schools equip learners with the knowledge of global issues, global culture, institutions and the international system, equipped with the knowledge, attitudes, and skills they need to become competent citizens, responsible and humane.*

Key words : Civic education, globalization

INTRODUCTION

Globalization era which took place today resulted in a world without borders, in terms of both space and time so that the information in the whole world can be accessed easily and quickly by every human being without distinction of race, ethnicity, religion, children and adults.

The information that came and went state impact on the lives of people in the world. Ideology, lifestyle, and faith or a growing belief in one country can affect the habits and patterns of life are already well established in other countries. Basic values in the form of the ideology of a nation that has long been used as a foundation for life citizens slowly began to erode. It can be seen from the behavior exhibited by the younger generation, and if allowed, not close possibility the basic values that will be washed out and faded.

In the era of the 21st century, every country in the world will face global problems that need to be addressed seriously. Cogan (1998:7) in Murdiono (2014) asserts that there are at least three major global problems facing countries around the world. All three issues include: (1) the development of the global economy (2) the rapid advances in technology and

communications; and (3) the increasing world population, followed by the emergence of environmental problems.

Cross-country global issues arising as a result of the onslaught of globalization and technological progress is so rapid needs solving through new approaches in citizenship education. This new approach is called Charles Titus in Murdiono (2014) as civic education for global understanding, in the form of a new perspective and dedication to the civic education. From the description above, this paper will discuss about the role of civic education in the era of globalization.

DISCUSSION

The world of education is still faced with many problems, ranging from about the formulation of educational goals or less in line with the demands of society, to the issue of teachers, methods, curriculum and so forth. This paper will discuss the conceptual basis of what civic education background in Indonesia, what problems in the implementation of Civic education in Indonesia, and how the role of civic education in the era of globalization.

Background Of Civic Education In Indonesia

The long journey of Indonesian history began in the era before and during colonization, followed by the era of the struggle for and defend the independence until charging era of independence, creating conditions and in accordance with the different demands of his era. Based decision Dirjen Dikti No.267/Dikti/2000, in Takwin, 2011:1)

Civic education objectives are: (1) general purpose provide basic knowledge and skills to the students on the relationship between citizens and the state as well as the State Defense Introduction Education in order to become citizens who can be relied upon by the nation. (2) Specific purpose: (a) that the student can be understand and exercise the rights and Liabilities Operating polite, honest and sincere as well as democratic citizens of the Republic Indonesia The educated and responsible, (b) that the scholar know and master the basic problems in the life of society, nation and state, and can cope with critical thinking and responsibility which is based on Pancasila, insight archipelago and national security, (3) that the scholar has the attitude and behavior in accordance with the values kejuangan, patriotism and self-sacrifice for the country.

The development of national life Indonesia experienced a tremendous change, especially with regard to the reform movement, as well as changes in legislation, including UUD 1945 amendments and Tap MPR NO.XVIII/MPR/1998, which stipulates restore

Pancasila notch in its original position, as the basic philosophy of the State. , This has led to varying interpretations, as a result of late Indonesian nation are facing a crisis of ideology. Today many political elites as well as most people assume that Pancasila is the label of New Order politics so as to develop and review the Pancasila considered to restore the authority of the new era. Cynical view as well as an effort to weaken the role of the Pancasila ideology in the era of reform today would be fatal for the nation of Indonesia, namely the weakening of people's trust in the state ideology which then in turn will threaten the unity of the nation Indonesia, which has long been developed, maintained and coveted people in Indonesia since former , Therefore, in order to intellectuals, especially students understand and are able to implement the rights and obligations to be Indonesian citizens who are intelligent, skilled and humane as mandated by Pancasila and the 1945 Constitution, it is necessary civic education at various levels of education.

Implementation Issues Citizenship Education

In subsection 37 paragraph (1) and (2), Law No. 20 of 2003 National Education System confirmed that the civic education is one of the subjects that must be taught in Indonesia at all levels of education from elementary school to the university. However, the fact that not all schools are able to give the impression of the meaning of education, including civic education. Currently the school has not become a fun and educational facilities provide extensive knowledge to students, but schools are burdening students with the knowledge that a lot, but less meaningful (Takwin, 2011:1). This statement is related to students' understanding of teaching materials, including civic education, where students are able to present a good level of memorizing the material received, but it is difficult to apply in daily life. Suryadi and Somardi (2000) in Takwin, M. (2011) believes that the system of statehood (as a field of study civic education) is the basic structure for the development of civic education. Moh. Mujib Zunun (2010) in Takwin, M. (2011) said a student before accepting learning has had a concept Early ABOUT different phenomena Surrounding and if concept new the admission to the school relation with concept Beginning Students, then Learning will be easy for a review is received, otherwise if contrary between concept Early Dan concept is new, then students will find it hard to accept even the reviews tend to reject such a review pretend not to hear, ignorant or exit class.

The problem is how to find the best approach to deliver various concepts Civic education for students to use and remember longer the concept. Is Civics teachers have been

able to communicate effectively with students who always asked about the reason of things. How to unlock insights and diverse thinking of all students to the concepts learned can be attributed to real life. This is our challenge for teachers, especially Civic education teachers.

Implementation Problems of Teachers In Civics

Some of the problems faced in the implementation of Civics Teachers, among others:

1. Problem In Classroom Management

Classroom management is a skill a teacher create and maintain an optimal learning conditions. In fact, there are still some Civics teachers are still not able to manage the classroom effectively. Other contributing factors include: factors of teachers themselves, and policy factors recruiting. Therefore, there needs to be a priority development programs of teachers and employees need recruiting policy evaluation.

2. Comparison with Time Allocation Learning Materials

Breadth material Civics that are not balanced with the allocation of time available during school hours effective in schools, which is about 2 class time in 1 weeks (Note 1 class time = 35 minutes: primary school, 40 minutes: Junior high school, 45 minutes: Senior High School) will have an impact on the quality of learning outcomes. Civics material is extensive and includes the relationship of citizens to the state and educational introduction to defend the country from time to time the scope of the material is changed in line with the dynamics and political interests.

3. The existence of Civics in the Determination of Completion

The exclusion of Civics in subjects at UN (national exam) in determining the graduation of the students in units of primary and secondary education for the negative impact on the perception of students, parents, and some teachers. They considered that the subjects Civics less important.

The students were more likely to study subjects in the UN right, parents provide funding for study additional subjects in the UN right, the school when before the UN, the subjects Civics sometimes overlooked in favor of activities compaction subject matter to be in the UN, during the implementation of the National Examination, the process to achieve the competency standards are sometimes done in a way that is dishonest. If the condition of the stretcher was not immediately evaluated and followed up, there will be the formation of character of the nation that is not fit for purpose Civics and not in accordance with the

national education goals, namely human form noble character, have a noble certain character, intelligent, skilled and responsible.

4. Lack of Creativity Master in Learning

The fourth problem is the lack of creative teachers of civics teachers in making props, media and learning method. As long as there is still a Civics teacher who uses only lecture method in teaching. Consequently, the learning process (PBM) seem rigid, less flexible, less democratic, and teachers tend to be more dominant in the learning process.

The Role Of Civic Education In The Globalization Era

Civic education has a strategic role in developing a global perspective of citizens. Civic education is not limited to studying the rights and obligations of citizens, but a wider and deeper includes preparing citizens become global citizens. Civic education in schools equip learners with the knowledge of global issues, global culture, institutions and the international system and is indicative of a minimalist approach that could take place exclusively in the classroom. Osler and Starkey (Bourke dkk, 2012:163) in Murdiono (2014) said that the Citizenship Education reflects Maximum Its approach aims to ensure Learners review Ready for review take Roles as a global citizen and responsible.

Civic Education for review Building a global insight necessary Very For learners as citizens. Agbaria (2011:61-62) in Murdiono (2014) explains the importance of global education to build a global view of citizens in the global era. The younger generation will face a new world order. Daily contact they include people from diverse ethnic, gender, language, race, and socioeconomic backgrounds. Children who successfully complete education (graduate) in the 21st century must be equipped with the attitude, knowledge and skills they need to become competent citizens, responsible and humane.

Civic education should be developed in order to equip young citizens with adequate global understanding. Banks (2008: 135) in Murdiono (2014) suggests that there needs to be reset to the conception of civic education in the 21st century to be able to effectively educate students to become functioning citizens.

CONCLUSION

- 1. Civic education in Indonesia triggered by the long journey Indonesian history that began in the era before and during colonization, followed by the era of the struggle*

for and defend the independence until charging era of independence, which created the conditions and in accordance with the different demands of his day , The general objective of the Civic education are: provide basic knowledge and skills to the students on the relationship between citizens and the state as well as the State Defense Introduction Education in order to become citizens who can be relied upon by the nation.

2. *Various problems faced in the implementation of Civic Education in Indonesia is: more schools provide a lot of knowledge, but less marked, the student is able to present a good level of memorizing the material received, but it is difficult to apply in everyday life, there are still some civic education teachers are still not able to manage the class effectively, comparison material Civic education with the allocation of instructional time is not balanced, the existence of Civics in determining graduation have an impact on the perception of a negative for students, parents, and some teachers, against Civic education, civic education teachers teaching more chasing a target-oriented final exam scores, still using the conventional model is monotonous, the activities of teachers are more dominant than the students, as a result, teachers often ignore the coaching process order of values, attitudes, and actions; so the subjects of Civic education not considered as a subject of coaching that emphasizes citizen awareness of their rights and obligations, but more likely to be subjects of saturated and boring.*
3. *The role of Civic Education in Era Globalization are: (a) play a role in building a global perspective of the citizens; (B) the role is not limited to civic education learn the rights and obligations of citizens, but a wider and deeper includes preparing citizens become global citizens; (C) Civic education role equip learners at the school with the knowledge of global issues, global culture, institutions and the international system, equipped with the knowledge, attitudes, and skills they need to become citizens who are competent, responsible and humane.*

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