

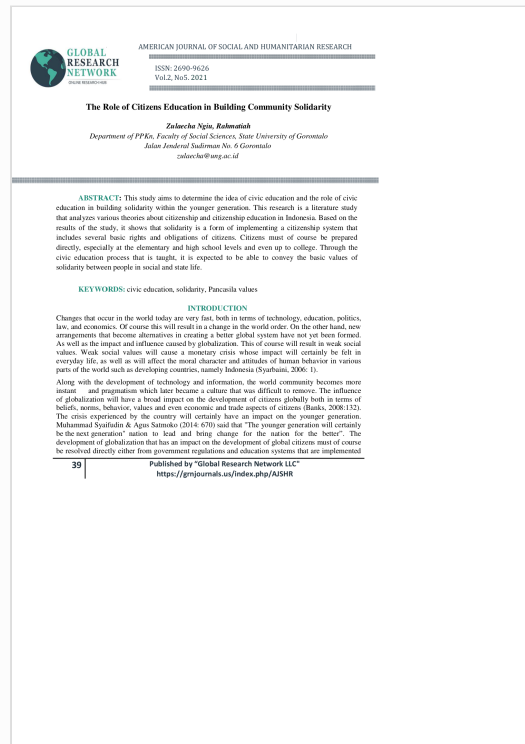


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The Role of Citizens Education in Building Community Solidarity

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ABSTRACT: This study aims to determine the idea of civic education and the role of civic education in building solidarity within the younger generation. This research is a literature study that analyzes various theories about citizenship and citizenship education in Indonesia. Based on the results of the study, it shows that solidarity is a form of implementing a citizenship system that includes several basic rights and obligations of citizens. Citizens must of course be prepared directly, especially at the elementary and high school levels and even up to college. Through the civic education process that is taught, it is expected to be able to convey the basic values of solidarity between people in social and state life.

KEYWORDS: civic education, solidarity, Pancasila values

INTRODUCTION

Changes that occur in the world today are very fast, both in terms of technology, education, politics, law, and economics. Of course this will result in a change in the world order. On the other hand, new arrangements that become alternatives in creating a better global system have not yet been formed. As well as the impact and influence caused by globalization. This of course will result in weak social values. Weak social values will cause a monetary crisis whose impact will certainly be felt in everyday life, as well as will affect the moral character and attitudes of human behavior in various parts of the world such as developing countries, namely Indonesia (Syarbaini, 2006: 1).

Along with the development of technology and information, the world community becomes more instant and pragmatism which later became a culture that was difficult to remove. The influence of globalization will have a broad impact on the development of citizens globally both in terms of beliefs, norms, behavior, values and even economic and trade aspects of citizens (Banks, 2008:132). The crisis experienced by the country will certainly have an impact on the younger generation. Muhammad Syaifudin & Agus Satmoko (2014: 670) said that "The younger generation will certainly be the next generation" nation to lead and bring change for the nation for the better". The development of globalization that has an impact on the development of global citizens must of course be resolved directly either from government regulations and education systems that are implemented

to prepare global citizens who are professional in society and the state. Education in Indonesia is facing big problems related to the challenges of globalization that are increasingly widespread in all aspects of life, including in the world of education (Sutrisno & Mardiono: 2017: 56). Therefore, it is necessary to have a reconstruction in the world of education to prepare prospective citizens who have solidarity with fellow citizens, which is a form of development of basic human values which is carried out in the form of developing the rights and obligations of citizens to carry out their duties and obligations globally. The formation of a global citizen certainly requires a continuous process at every level of education. Of course this has to start from elementary school, to high school and even college.

One form of developing citizen material content can be taught or delivered on Citizenship Education subjects. This is of course considering that the material for Citizenship Education has a purpose.

1) Displaying characters that reflect the personal and social appreciation, understanding, and practice of Pancasila values and morals; 2) Have a constitutional commitment that is supported by a positive attitude and a complete understanding of the 1945 Constitution of the Republic of Indonesia; 3) Think critically, rationally, and creatively and have the spirit of nationalism and love for the homeland which is imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of Bhinneka Tunggal Ika, and the commitment of the Unitary State of the Republic of Indonesia, and 4) Participate actively, intelligently, and responsibly as members of the community, nationals, and citizens in accordance with their dignity as creatures created by God Almighty who live together in various socio-cultural arrangements. (PP Number 32 of 2013)

Pancasila and Citizenship Education have a very important role and function in instilling the values of the Pancasila ideology, in which there are basic humane and fair values which of course become the basis for the concept of global citizenship, this is of course as stated in the objective so civic education.

Citizenship education is a compulsory subject that is prepared to create citizens who are active in carrying out their duties and responsibilities as good citizens. Therefore, Cogan 1999: 5) states that civic education is "education for citizenship is the large overarching concept here while civic education is but one part, although a very important part, of one's development as citizen". shape the character and character of citizens in order to be able to compete in the global era. Citizenship education has always been the main developer in improving the national education system so that it is ready to participate in becoming global citizens.

The existence of globalization certainly has an impact on various aspects of the lives of citizens. The concept of a global citizen is certainly an issue that continues to grow for all people in the world. Global citizens cover every citizen of the community has the same role in carrying out their rights and obligations as citizens. The development of citizenship caused by globalization will certainly be a joint demand for equality between citizens where freedom and equality are the main goals. The concept of a global citizen is the main thing that is prioritized by countries around the world.

In general, each country has differences in developing and carrying out their duties as citizens in each country. Citizens have duties and responsibilities to be able to carry out their duties as citizens properly. However, the role of citizens will experience a fundamental shift by the development of a globalization system in every aspect of life.

Therefore, it is necessary to prepare prospective citizens who are ready to face the shift in the order of state life. Thus education is considered to be an important institution to understand the concepts of global citizenship through civics education in the classroom and outside the classroom.

Through the Global Citizenship Education concept, citizens are expected to gain a wider knowledge of the role of global citizens in working together and building the life of the world together in resolving the various conflicts, environmental or climate change issues that threaten the world. Education Citizenship Education from a global point of view should be carried out directly at the element from school to high school and even in higher education.

Civic education is one of the forms of instilling the role of young generations so that they can have a global perspective in the efforts to build a more civilized human life. Through civic education with a global perspective, young people will be able to think about how to become part of global citizens, in which they will gain the knowledge, skills and character of responsible citizens of the world. This is, as Osler and Starkey explain (in Bourke et al., 2012: 163), that civic education reflects the maximum approach to ensuring that students are ready to assume the role of mature and responsible citizens of the world. In this regard, Dill and Jeffrey S. (2012) also explained that global civic education is the fastest form of education reform in the current era. Global Citizenship-Education is considered as one of the subjects that can prepare the citizens of the world so that they can cope with various global problems.

Through civic education, he hoped that the basic personality of young citizens would be smart, kind and reliable. To be able to form smart, good and reliable citizens of the world, he must have two characteristics, namely an attitude that cares about the state of society and an attitude that must be to make a difference for the better. The caring attitude in question shows how to develop abilities not only for the environment of the community, but also places greater emphasis on the context of the global society. Meanwhile, the attitude towards a person contributes to the fact that this change should take place in the direction of good both within the community and in society on a global scale, since thanks to this change it will become the standard of progress in the development of nations and countries of the world (Lickona, 2002). The caring attitude in question shows how to develop abilities not only for the environment of the community, but also with an emphasis on the context of a global society.

METHOD

Types of research

This research includes literature study research by looking for theoretical references that are relevant to the characteristics or problems found. The theoretical reference obtained by means of a literature study is used as a reference for developing new concept theories when practicing research in the field.

Research Time and Place

This research was conducted at a high school in Gorontalo . City

Research subject

The subjects of this study consisted of teachers of Pancasila and Citizenship Education Subjects in high schools, reference books on Global Civic Education, as well as research results on global citizenship and global citizenship education. while the object in this study is the subject of civic education which is applied at the high school level.

Procedure

The procedure in this study is to analyze the results of research on global citizenship education and global citizenship in theory and then reconstructed with various learning theories on Citizenship Education in Senior High Schools. After the hypothesis is formed from the reconstruction of research questions, then it is actualized in the form of a new theoretical study that discusses the role of civic education in building global citizens.

Data, Instruments, and Data Collection Techniques

The research instrument used in this research is observation, literature study and documentation, while the form of data collection from this research is by analyzing the results of data from observations in senior high schools, especially on Pancasila and Citizenship Education subjects and educators. The results of the instrument from the literature study and documentation are analyzed in the form of a theoretical study to draw general conclusions and be actualized in the form of learning concepts.

Data analysis technique

The data analysis technique used is descriptive analysis method, namely by describing or analyzing a research result but it is not used to make conclusions but is actualized in the form of theory development, implications, and suggestions.

RESEARCH RESULTS AND DISCUSSION

The Nature of Global Citizens (Global Citizenry)

Globalization in the current era certainly brings very significant developments in various fields of human life. Globalization can be interpreted in various ways depending on which angle you understand the meaning of globalization. There are many debates that discuss the impact of globalization, especially on developing countries. The existence of globalization will make the country become richer and richer, or it will make poor countries even poorer in the face of globalization. Social conditions of citizens. Social conditions of society in globalization are bound by three dimensions in globalization, namely economic, political and cultural. Economic globalization has an impact on the development of various conditions of global economic markets, free trade, and the exchange of goods and services. Political globalization has a role in world globalization, namely the dominance of the role of international organizations in regulating countries under the control of the United Nations and the European Union which resulted in the emergence of global politics. Cultural globalization is the development of social conditions of society in the realm of technology and information globally, this globalization model becomes the concept of understanding of global citizens (Melcom Waters: 1995).

The concept of a global citizen is certainly not a new thing. The emergence of an understanding of global citizenship has emerged since ancient Greece, precisely in the 4th century BC. The emergence of this conception of world citizenship stems from the disapproval of the public loyalty of citizens proposed by one of the philosophers of Diogenes. Then Linklater (2002) stated that the idea became a reference for criticizing the state regarding the existence of a universal form of sovereignty. With the aim of realizing a just, prosperous and peaceful life for citizens of the world is someone who is rooted in their national identity, but they have a greater awareness than that, namely respecting various cultural diversity, tolerance towards other beliefs and beliefs and seeing various global issues as the main study of the boundaries of their own nation. .

Global citizenship focuses on the role of global citizens in carrying out their rights and obligations globally. The concept of global citizenship tends to develop terms in global citizenship which in this case according to Bringham world problems in the era of globalization for the realization of a just and peaceful world life.

As one component of the nation's citizens, in general, humans must be able to place their position at the level of when to become a citizen of the nation and when to become a global citizen. Of course this is not merely an embodiment of the notion of global citizenship, but one thing that is more important is being able to become citizens who have a global perspective to be able to jointly solve global issues and conflicts that occur (Wahab AA & Sapriya, 2011). Thus, it is necessary to prepare early so that this perception can be transformed through continuous education at the school level, both formal and non-formal. This can be done to students in every learning process inside and outside the classroom.

Global Citizenship Education Ideas

Citizenship education is certainly the main goal in developing the attitudes and skills of citizens in carrying out their rights and obligations as citizens. Citizens who have intelligent, skilled and character traits, of course this is related to the mandate of Pancasila and the 1945 Constitution. In this case Sumantri (2001: 59) explains that Citizenship Education is formulated as a selection and adaptation of cross-disciplinary sciences, social, civic science, humanities, and basic human activities that are organized and presented psychologically and scientifically to participate in achieving educational goals or objectives. Agree with Sutrisno's opinion (2017:

Citizenship education seeks to form smart and good citizens as citizens, this is as explained by David Kerr in Winarno. Citizenship education in a broad sense is "process to encompass the preparation of young people for their roles and responsibilities as citizens and in particular, the role of education (through schooling, teaching, and learning) in that preparatory process." In this sense it is said that citizenship education has a special meaning as an educational process that is realized in order to prepare the younger generation for their rights, roles and responsibilities as citizens (Winarno, 2013: 5). In social studies, civic education is one of the multidimensional scientific fields, this is viewed from a pedagogic review, states that civic education includes curricular programs and socio-cultural activities. Thus, the multidimensional nature of civic education can be addressed as values and moral education, community education, national education, political education, legal education, and democracy education.

The concept of a global citizen certainly cannot be separated from citizenship education, considering that the basic values of global citizenship exist and are developed in citizenship education. Thus the idea of a global citizen becomes the main goal in civic education to grow and develop the basic values of world citizens which are carried out through the role of implementing the rights and obligations that must be carried out by every citizen of the world.

The concept of a global citizen certainly cannot be separated from the current current of globalization. Equality of rights and obligations of citizens in carrying out their duties and obligations as citizens who are not limited by the territory of the state is the basic concept of global citizenship (Gerzon, 2010: 78). Various phenomena of global problems concerning citizens demand a joint solution which is stipulated in legal regulations clearly on the basis of equality as one of the citizens of the world. The form of cooperation in participating global citizens is a positive example of citizens

in an effort to build a good international world order. Citizens in a global perspective will always uphold the basic values of justice, humanity, care in the form of a unified global community.

Global citizens have an important role in making all nations in various countries have a sense of unity and unity in building a better world. Sense of unity and unity will emerge with global problems. Hater (2004) states that the level of unity and integrity of various nations will be formed when there are problems that include public interests related to the rights and obligations of global citizens which will ultimately influence people to declare themselves as part of global citizens as citizens. Power to advance global interests.

Global citizenship education basically has a very good goal of creating an equal perception of the duties, rights and obligations of citizens in carrying out their duties to be good citizens and not discriminating against equality of race, ethnicity, culture, religion or groups alike. have human rights. Thus there is no difference between citizens of one country with another citizen. The difference lies only in the basic rights inherent in the country where he lives. This is what is generally referred to as equal rights among all human beings. As explained by Linklater, A (2002:325) that global citizenship education will be more meaningful if the rights and obligations of citizens globally can be united in the form of internationally regulated laws. With a note that every citizen is able to have a common sense of unity and unity in resolving and maintaining international stability to gether and not distinguishing between existing differences.

The idea of global citizenship is certainly an alternative to unite perceptions of the resolution of every international problem, both from the economic, political, health, and even environmental aspects, which in fact continuously threaten international stability in various countries. Thus, global citizens must be required to be able to participate actively. The concept of basic values in the socio-cultural development of a country cannot be lost because of the form of shared perception as part of a global citizen. However, the perception of the equality of global citizens will be a reference for every citizen to be able to contribute in upholding the value of unity and integrity which is regulated in the concept of fair and civilized music. The perception of global citizenship in citizenship education will be a guide for citizens to be able to participate in solving global problems that occur. This form of participation will be used as a reference in citizenship education in each country. Through global citizenship education, it is hoped that citizens will be able to prepare themselves to be able to actively participate and cooperate in building an international world order that is always based on the values of nationalism. This is of course as explained by Cogen (1998:2-3) that Global citizenship education has several main components, namely "the enjoyment of certain rights: the fulfillment of corresponding obligations: a degree of interest and involvement in public affairs and an acceptance of basic societal values". This component will be the basis of the nation's personality in forming global citizens who are still based on the values of state nationalism and uphold the feeling of unity and unity of citizens globally to build a progressive international life.

The Role of Citizenship Education in Building Global Citizens

Citizenship Education in general makes a very large contribution to solving various global problems. Basically humans will always relate to each other, because in essence humans can be interpreted as social beings who always need the help of others. Likewise the concept of a citizen of the nation, every country has universal problems regarding the state and nation, which of course in this case requires assistance and cooperation from other nations and countries in the world.

Citizenship Education in general contributes to fostering and developing the character of intelligent and good citizens. This of course has become part of the ideas, instrumentation and praxis in national education in Indonesia, as explained by Winataputra (2015) that its existence has been manifested in five statuses, namely first, as a subject that is developed and is in the school curriculum. Second, entering the realm of the compulsory subject program (MKU) in the higher education curriculum. Third, enter the realm of the branch of social science education within the framework of the teacher education program that is fostered and developed by the Citizenship Education study program institution at the educational staff education institution (LPTK). Fourth, entering the realm of political education programs packaged in P4 upgrading in the era of the 1970-1990s or similar forms which are managed and developed and regulated by the Government. Fifth, as a conceptual framework, in the form of individual thoughts or related expert groups which were developed as the basis and frame work for thinking about civic education.

Civic education is education that can direct the formation of character and students to have awareness as global citizens. Citizenship Education is certainly an option to train the attitudes, knowledge and skills of citizens to be able to participate in solving problems, conflicts, and global issues that occur through applied learning patterns. In this regard, Dill, Jeffrey S (2012) explained that Global Civic Education is the fastest form of education reform in the current era. Global Citizenship Education is considered as one of the subjects that can prepare global citizens to be able to understand various global problems.

Through Citizenship Education, it is hoped that the main personality of young citizens is intelligent, kind and reliable. To be able to form smart, good and reliable global citizens, they must have two characteristics, namely an attitude that cares about the condition of society and an attitude to be able to make changes for the better. The caring attitude in question is how to develop the ability to care not only for the community environment but more emphasis on the context of global society. Meanwhile, the attitude to be able to make this change is something that must be done in the direction of goodness both within the community and society globally because through this change it will become a benchmark for the progress of the development of nations and countries in the world (Lickona, 2013). Of course, this kind of attitude can be formed through the process of education and learning, especially in the subject of Citizenship Education. The learning process for Citizenship Education can use various approaches, strategies, models, media, and learning resources that are able to teach students, especially at the level of ability to develop attitudes, knowledge and skills about caring among human beings in the world as part of a citizen. global.

In order for this Citizenship Education to be able to build global citizens who have the ability to participate in global society, there are several roles that can be done. First. Educators must be able to improve the attitudes, knowledge and skills of students universally. As explained by Dill, Jeffery (2012) that educators/teachers in the 21st century are trying to make their students become global citizens. These abilities can be applied through the development of student competencies regarding awareness of living in a more just, tolerant and peaceful world. This competence according to Richard Remy (quoted in Wahab AA and Sapriya, 2011) can be developed through several procedures which include, "1) Acquiring and Using Information, 2) Assessing Involvement, 3) Making Decision, 4) Making Judgment, 5) Communication 6) Cooperating 7) Promoting Interest".

While the second role is strengthening the values of moral commitment and empathy beyond the interests of individuals and groups. Strengthening moral values and empathy beyond the interests of individuals and groups is the main key in the view of the concept of global citizenship. This means

that citizens are required to minimize the existence of personal or group interests above the general interest. Therefore, it is very necessary to have a general understanding for young citizens, especially at the level of citizenship education to be able to improve the attitudes, knowledge and skills of citizens which according to Merryfield (quoted in Surya Dharma, 2016) includes 1) upholding the value of diversity in every process, learning, 2) fostering a perception of the importance of social ties between people, namely the world is a unity that is interdependent and bound to each other, 3) human relations which are always influenced by global relationships and organizations in various worlds.

This role must be supported by an integrated learning mechanism and process. This integration can be applied through the concept of a learning approach (learning approach) strategy (teaching strategy) and a learning model (model of teaching). The three concepts of learning integration can be developed in the form of authentic education. Authentic education is a form of education that applies humanistic psychology which emphasizes education to build a whole person. Authentic education according to Gulikers, Bastiaen and Kirchner (quoted in Winataputra, 2015:395) explains that "authentic education is by placing the concept of authentic learning, authentic instruction, and authentic assessment in the authentic education paradigm".

Citizenship Education is certainly the main axis in preparing global citizens in the era of globalization that continues to develop. Global citizens have several characteristics that must be visible, and these must be applied to every learning process on Education Citizenship. These characteristics according to John C. Cogan, (1999) consist of several abilities, namely 1) the ability to recognize and approach problems as citizens of a global society, 2) the ability to cooperate with others and assume responsibility for their roles or obligations in society,

1. The ability to understand, accept and respect cultural differences,
2. Ability to think critically and systematically
3. Ability to resolve conflicts in a peaceful manner without violence,
4. Ability to change lifestyle and usual staple food patterns to protect the environment,
5. The ability to be sensitive to and defend human rights (such as the rights of women, ethnic minorities, etc.),
6. The ability and ability to participate in political life at the local, national and international levels of government.

These characteristics of global citizens must continue to be developed and improved in every learning process of Citizenship Education at various levels of education, so that they will be able to prepare prospective global citizens who can participate globally in solving various problems, conflicts and global issues together as one of the a global citizen duty. This will create a just and prosperous civilized human life in the global community.

CONCLUSION

Citizenship Education can build the concept of global citizenship if the learning process is oriented to the development of attitudes, knowledge and skills in solving various problems, conflicts and global issues based on authentic education with the application of strategies, approaches and integrated learning models. This is a form of practicing the basic values of the Civic Education learning process to build the character of global citizens who are both intelligent and reliable.

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