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Cultural Implications of Citizenship for Creating a Democratic Young Generation

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ABSTRACT

Citizenship culture is a culture that is the foundation of citizenship whose contents are about a set of ideas that can be realized effectively for cultural reception whose purpose is to form citizen identities here. Citizenship culture is very important for developing civics education. This is due to forming citizen identities, especially in the millennial generation where the identity in question is their identity as Indonesian citizens. Through Civics learning which already contains elements of civic culture, of course, the millennial generation will be able to think critically, rationally and creatively to examine various citizenship issues and actively contribute to various community and state activities. The real form resulting from the reactualization of civic culture is the establishment of learning in the form of anti-corruption education. Besides that, it is hoped that the characters of the younger generation will grow and develop positively and democratically in order to be able to compete with other nations without forgetting national identity with elements of technological development in it.

Keywords: Civic, Culture, Pancasila

Introduction

Humans and culture are two things that can not be separated. Culture will not be formed if humans do not take care of it because humans are the dominant actors in society as the shapers of culture. Society is an individual who lives together to form culture. So that there is no human being who does not have culture and vice versa there is no culture without society as its filler. Problems in the environment that take place cannot escape from human actions. Humans and the environment are one unit that is intertwined. The environment plays a dominant role in human life because the environment provides all human needs. Human needs are limitless but if nature is exploited continuously it will certainly be damaged, but humans tend to exploit nature for personal needs without caring about environmental sustainability. Then the environment that begins to fade will eventually lead to various environmental problems which in the end will have an impact on human life. Therefore, it is mandatory to instill an attitude of concern for living things in society, both for humans, plants and animals.

In terms of terminology, the word culture comes from Sanskrit, namely buddhaya which is the plural of the word budhi which means mind or whatever. The meaning of culture is as something related to mind or reason. The term culture is a foreign term which has the same meaning as culture which comes from the Latin word colere, which means to organize or work on. Furthermore, according to Widagdho (2010) are all mechanisms of valid ideas and the results of human work in fulfilling life by means of learning which are entirely formed in people's lives. So that culture is all human action that does not need to be accustomed to through learning because culture is acquired by humans as members of society. Without society, of course culture will not be formed and vice versa, so without culture it is impossible for humans to survive. To preserve culture, of course, there needs to be effort, especially for the younger generation. This is because right now we are in the era of the industrial revolution 4.0 which is followed by developments and modernization so that many young people put aside matters that smell of national culture and ideology. Therefore, a study material was formed in a formal institution, namely a school which is called civics education. Citizenship Education discusses culture, namely the culture of citizenship. Winata Putra (2012) states that citizenship culture is a culture that forms the basis of citizenship whose content is about a set of ideas that can be realized effectively for cultural reception whose purpose is to form citizen identity here citizenship culture is very

important for developing citizenship education. This is due to forming citizen identities, especially in the millennial generation where the identity in question is their identity as Indonesian citizens.

Research Methodology

The method applied in this paper is the literature review method. This method is a method that applies literature study by collecting relevant references related to the themes and topics of the problem then looking for important points that can be integrated and concluding from these points. As for related references, starting from accredited journals and several trusted websites which will be able to support the author's ideas and arguments. This support is in the form of concrete facts and data, both in the form of graphs and narratives. The data will also be interpreted according to the opinion and experience of the author so that it can become information and literacy material for readers

Results and Discussion

1. Citizenship Education in Forming Citizenship Culture

In general, the culture of citizenship is a symptom that comes in the era of globalization. But it is important for current developments that citizen culture based on cultural modernization can be used against a world economy that is constantly growing and the world's development of goods that have elements of culture. This cultural globalization has a process with two characteristics, namely democratization and postmodernization. Citizenship culture is a culture that forms the basis of citizenship whose contents are a set of ideas that can be realized efficiently as representatives of culture whose purpose is to shape the identity of citizens. Organizational culture is needed to develop the continuity of citizenship education in schools. Citizenship education is a source of citizen identity that must be developed through citizenship education in various patterns and backgrounds . socially differentiated.

Simply put, it is a form of idea that is celebrated for the many heterogeneous elements in society and against standardization. Turner expressed this hope that this process would prevent this from happening in the young modernization era. In relation to the above phenomenon, how can Citizenship Education become a direction for critical learning and validate the existence of cultural identity. The younger generation is expected to be skilled in making decisions and acting socially in identifying problems in society and learning the ins and outs of culture and its relationship with positive and collective values wisely along with society. Citizenship is limited to economic and political aspects. Marshall revealed that the social dimension aims to seek attention. Citizenship culture is divided into social communities that are potentially competent in contributing fully to the national culture. For example, in the education sector, especially schools and universities, which tend to be dominant in acting as contributors to civic culture because they instill civic values as a culture that must be adhered to in their school and campus environments. This is a must for all residents in their agencies, especially students and students. The family members are already people who recognize their identity as Indonesian citizens. Citizenship as membership in a country usually authorizes certain people to uphold national identity in an institution.

In this democratic country, sociocultural citizenship education must be prepared and realized before it is developed. In addition, citizenship intelligence will be reflected in the attitude and embodiment of its members and commitment in carrying out this civic culture. So in this case it is said that Citizenship Education has a very important role to prepare its citizens to provide support for the development of a culture of citizenship, especially in the younger generation to be precise in the educational environment.

2. Reactualization of Citizenship Culture for the Millennial Generation

Through Civics learning which already contains elements of civic culture, of course, the millennial generation will be able to think critically, rationally and creatively to examine various citizenship issues and actively contribute to various community and state activities. The real form resulting from the reactualization of civic culture is the establishment of learning in the form of anti-corruption education. Besides that, it is hoped that the characters of the younger generation will grow and develop positively and democratically in order to be able to compete with other nations without forgetting national identity with elements of technological development in it. The scope of civic education culture that supports the formation of a millennial generation that is consistent with maintaining the integrity of national identity is as follows :

First: the existence of national unity which is divided into living in harmony and tolerance that is strong, cares for the environment, is proud of the Indonesian nation and adheres firmly to the Youth Pledge. In essence, the younger generation here is expected to be able to participate in elements of defending the country in various environments. Second: there are norms and laws and regulations that must be obeyed. Here it is expected that the younger generation obeys various norms and rules that exist in the educational environment and the environment in which they live. This includes complying with various legal systems in Indonesia, both criminal and civil law. Third: understand the existence of human rights and obligations where the rights referred to are human rights including rights for children, society and international rights. Fourth: the community's need to follow mutual cooperation and freedom to associate

and assemble in accordance with the rights they have. Fifth: understand the existence of a state constitutional structure starting from the proclamation, constitution, state foundation and cabinet composition in Indonesia. This shows that the millennial generation understands the identity of the Indonesian state well.

3. Freedom of Learning Curriculum as a Container for the Embodiment of Citizenship Culture

For certain institutions, of course, they have special policies for reactualizing or refreshing related to citizenship culture for the millennial generation where the Indonesian Generation are students. The millennial generation tends to be familiar with technology and digitalization, so it is necessary to inculcate culture among citizens so that the millennial generation does not lose their attitude of integrity towards national identity. One of the efforts made by educational institutions is a school that organizes learning independence. The independent curriculum is a varied intracurricular-based curriculum which contains optimization of students to make time efficient in understanding concepts and strengthening competence. Apart from that, here the teacher is also free to set a variety of teaching tools that can be adjusted to the learning and learning needs and interests of students. As for the Merdeka curriculum, there is what is called a Project to strengthen the achievement of the Pancasila profile which is developed according to special themes that have been given by the government. The project is not intended to achieve certain learning targets or achievements so it is not tied to the context of the subject.

The Pancasila Student Profile Strengthening Project is a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. The Pancasila Student Profile Strengthening Project uses a project-based learning approach that is different from project-based learning in intra-curricular programs in the classroom. In this project activity, students have the opportunity to study important themes or issues so that students can take real action in responding to these issues according to their learning stages and needs. This strengthening project can also inspire students to contribute and make an impact on the surrounding environment. There are main principles in the project to strengthen the Pancasila student profile which are holistic, contextual, student-centered, and exploratory. The project to strengthen Pancasila student profiles is very beneficial for participants, among others, to strengthen character and develop competence as active world citizens, train problem-solving skills in various conditions, and show responsibility and concern for issues around them.

Strategy Model Implementation of the Independent Curriculum

- a. The Independent Curriculum is carried out on Enduring
There are stages in the Merdeka curriculum approach strategy carried out by the government. The aim is to find out how prepared the various bases for determining the application of the learning curriculum are and to provide regular feedback, which is 3 months. The results will be made as material for mapping the needs of adjustments in the implementation of an independent curriculum from the central government and local governments
- b. Provision of assessment and teaching tools.
In order for schools to be able to implement the Merdeka curriculum to the fullest, the government is synergizing with the Ministry of Education and Culture to provide several tools, platforms along with information and communication technology which contain various assessments and teaching tools such as modules, Project overview textbooks and examples of digital-based curricula that can be accessed by all educational units
- c. Independent teacher learning resources and training
The learning curriculum is not only implemented to provide assessment materials but also provides independent training services and study references for teachers. Examples include podcasts, videos, digital books and audio books which can be accessed online and distributed in soft copy. Teachers and schools are able to include independent training with educational institutions that provide training services and school assistance
- d. Establish independent curriculum sources
To implement the independent curriculum, there should be a supervisor or resource person who acts as a guide through the IKM. In this case the government has established a program in the form of driving schools, driving teachers and PK SMKs who will be resource persons. This implementation can be done online by utilizing webinars or several offline seminars outside of education or local government which are usually in the form of workshops
- e. Providing facilities in the form of developing learning commodities
The last strategy in implementing the independent curriculum is to provide facilities to develop learning communities. This learning community was created by several graduates from driving teachers as a forum for sharing good practices of the independent curriculum. The purpose of this learning community is to observe how well prepared educational units are in implementing the Merdeka curriculum so that there is no element of massive coercion.

Strengths and Weaknesses of the Independent Curriculum:

- a. Advantages of the Independent Curriculum
 1. Interactive and Relevant

With the existence of a project-based learning system which is one of the components of an interactive curriculum where this curriculum is later expected to be able to open up broad opportunities and opportunities for students to be active in exploring actual issues. In addition, this curriculum is also able to provide support for the formation and development of character and competence through one of the other components, namely the Pancasila student profile

2. Simple and Deep

other dominant characteristics in the Merdeka curriculum, namely focusing on essential discussions so that students have enough time to learn more about basic competencies that are still unfamiliar to them, such as literacy and numeracy. In this curriculum teaching and learning activities are also transformed into simpler, more meaningful but still fun

3. Free and Free

The Merdeka Curriculum will eliminate the specialization system for students for the high school level so that students can choose subjects that are relevant to their interests and talents. In addition, teachers can also teach based on student development when receiving learning material

b. Weaknesses of the Independent Curriculum

1. Immature preparations. Their curriculum was launched by the Ministry of Education, Culture, research and technology in 2021 so it is still said to be a very new curriculum but Indonesia is still recovering from the Covid 19 pandemic where the education system is also still taking place face-to-face or online. In some schools, this curriculum seems to have not been well prepared, where the preparation is still not optimal in the preparation of learning media. In fact, some students are considered not ready for the implementation of the Merdeka curriculum because it can be seen in literacy activities, even though they are carried out every day, but there are still some students who do not want to read during literacy activities. And also some other classes sometimes still forget and go through these literacy activities so they think it is not part of learning. Therefore, some further preparation and training by teachers is needed so that the application of the learning curriculum is even more optimal

2. System that has not been well planned

The Merdeka Curriculum will be implemented in 2022/2023 but when the procedure for implementing this education is still lacking in references and discussions on how to improve its quality in Indonesia so that this curriculum still does not have proper planning because it still relies on several references and teaching materials from the government

3. Lack of adequate human resources

elderly people who are less competent in terms of using technology so they tend to teach conventionally. As for the Merdeka program itself, it proclaims and promotes technology as the most important component in the implementation of learning at both the elementary, middle and high school levels. Obstacles in this case are also one of the things that affect the less smooth running of the Merdeka curriculum because human resources competent in technology are still minimal for every school, especially public schools

Conclusion

Citizenship culture is a culture that is the foundation of citizenship whose contents are about a set of ideas that can be realized effectively for cultural reception whose purpose is to form citizen identities here. Citizenship culture is very important for developing civics education. This is due to forming citizen identities, especially in the millennial generation where the identity in question is their identity as Indonesian citizens. Through Civics learning which already contains elements of civic culture, of course, the millennial generation will be able to think critically, rationally and creatively to examine various citizenship issues and actively contribute to various community and state activities. The real form resulting from the reactualization of civic culture is the establishment of learning in the form of anti-corruption education. Besides that, it is hoped that the characters of the younger generation will grow and develop positively and democratically in order to be able to compete with other nations without forgetting national identity with elements of technological development in it.

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