

Development of Civic Education in the Modernization Era and Globalization

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Abstract—This research aim to exploring the correlation between emotional quotient and family environment on the teacher performance. Emotional quotient and family environment are two psychological and sociological strengths which influence someone's behaviour and attitude. This research involves teachers of Civic Education in high schools in North Sulawesi. Data are collected from the questionnaires distributed to 61 teachers and 183 students by using a multistage sampling technique. Data are analysed in descriptive and inferential methods using multiple regression and correlation analysis. The finding shows that the emotional quotient and family environment have a positive correlation with teacher performance. Teachers with stable emotional quotient, calm attitude, and ability to control emotion can perform their professional work well. Also, a conducive family environment can improve teacher performance to work professionally. This research has implications for the recruitment and teacher management systems. This research recommends that teacher recruitment put more emphasis on emotional quotient in addition to the intellectual quotient. Schools also need to develop some activities which aim at strengthening the bond among schools, homes and families.

Keywords—cultural competence; globalisation; internalization and value integration; modernisation

I. INTRODUCTION

The development of civic education in the context of globalisation and modernisation becomes one of the issues that many experts have. This issue becomes urgent when conflict and ethnic, religious, and sense issues, annexations and other global issues such as environmental destruction, global warming and human rights abuses are common in many countries including Indonesia. In anticipating global developments, many countries are strengthening civic education. There are several trends in the development and strengthening of civic education. This tendency is aimed at strengthening the Civic Education curriculum by examining the implied globalisation of curriculum goals [1]. In addition to the curriculum, the study also focused on developing models within the framework of global citizenship education [2]. Global trends in civic education are observed in the goals, content, and learning of civic education conducted in many countries [3]. On the other hand, observed the weakness of civic education teaching practice is the fact that efforts to achieve the mission of Civic Education still charged on the

shoulders of Civics teachers, has not become the responsibility of all teachers in the school [4]. The study by Budimansyah and Suryadi found that Citizenship Education needs to use maximal interpretation, which means that Citizenship Education must develop critical and reflective skills, freedom of thought on social issues, and the ability to participate actively in social and political processes. Therefore, with maximal interpretation, Civics is not merely carrying out the tradition of transmitting citizenship values, but it should also be a more reflective inquiry, which means educating students to examine and solve community problems critically, and to apply the values of Pancasila and nationalism with confidence [4]. Although there have been many studies on the trend of civic education in the globalization era, the globalization curricular implications and the modernization of civic education and the weaknesses of civic education practice, but the study of efforts to integrate the values of globalization and modernization with the value system owned in the school environment of children, not enough done.

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This study aims to examine the effort to integrate the values of globalisation and modernisation with living values developed in the community, in the school environment of children. Integration of this value becomes very important because globalisation and modernisation bring the implications of the shift in value in society. Democratic values and demands for public participation are increasing in line with the strengthening of the global democratisation process [5]. In a global perspective, civic education is challenged to act as an instrument in creating world peace and security [6]. In the community or the child's environment, there is often a value conflict, even in the community there is often a clash of values. For Indonesia with a very diverse society is the possible disintegration of the nation if the diversity is not managed correctly.

Many experts have done studies conducted on the role of civic education. There is a study of the new paradigm of civic education: the formation of participating citizens [5]. The formation of civic responsibility and civic intelligence [7]. During this Civic education is understood as a valuable education to form a good character [8]. Comparing the various studies mentioned above, it appears the breadth of the role of civic education. However, there have not been many studies on the integration of global values and modernisation within the community value system and the local value system in which

the students live and interact. Therefore, the study of this article enriches the knowledge of the significance of civic education in strengthening the role of students as citizens, namely the ability to integrate various value systems in the midst of the process of perceived value due to globalisation and modernisation. As a model of study, the results of this article review will enrich the understanding of civic education learning process in various social settings.

II. THEORETICAL

Globalization and modernisation are realised to have an impact on all aspects of human life, including in education. Education is not sterile to the effects of globalisation and modernisation. The influence of globalisation and modernisation is evident in the development of thinking that gave rise to new paradigms in education, such as Global Citizenship Education [6] or Global Economic Education [9]. Globalization is also addressed differently so that there are various studies on the impact of globalisation in each country such as the global education trend in Russia, Citizenship Education in Singapore. This study examines the globalisation and implications of value shifts that will occur as well as efforts to integrate with the value system in society so that there is no conflict and conflict of values in the community.

Civic Education in the era of globalisation is a process related to the achievement of the ultimate goal of the educational process, namely to overcome the various gaps that occur in it is a value gap in society between modern values and traditional values or local values. An essential instrument for the integration process is Civic Education that can strengthen one's attachment to another [10]. Strengthening attachment is significant as globalisation and modernisation bring new values that can lead to the process of alienation (alienation) of children with their environment. Civic Education functions as well as the political intelligence, participatory civic participation, and civic responsibility. In a global perspective that allows for global interaction is very important is the formation of cultural competence [11]. Therefore, the study of this article is based on the idea of the process of integrating values in schools for the establishment of cultural competence. Cultural competence refers to the ability to respond effectively and especially to other people who have differences due to their beliefs, religions, languages, tribes, and or socio-economic background.

III. METHOD

4 This study uses a qualitative approach with the descriptive method, aims to describe the process of value integration in learning Civic Education in Manado State Junior High School 4. Data collection was conducted on teachers. With data collection techniques such as observation, interviews, and using the instrument in the form of questionnaires. Observations and interviews conducted to observe the process of learning Civics. Questionnaires are used to reinforce observations and interviews, with the scope of issues: an understanding of aspects of globalisation and modernisation, the identification of globalisation values and modernisation and local values, learning activities that strengthen the integration process. The data were analysed using descriptive analysis, and

the data was processed by using the analysis of percentage count units.

IV. RESULT AND DISCUSSION

The findings of this study indicate that globalisation and modernisation have been experienced in schools. Students and teachers have an awareness of globalisation and have taken place in schools. It is understood by teachers and students that the phenomenon of globalisation has been influenced by the modernisation of public life, private and public spaces, and globalisation. Globalization has brought people together from different parts of the world, and by information and communications technology, there is a process of interaction between people beyond national borders and geographical boundaries. A necessary implication of globalisation is cultural implications. The integration of values of globalisation and modernisation is the result of the cultural identity. The results of a study by Budimansyah and Suryadi indicate that strengthening the integration of values through civic education learning in schools is very important. The globalisation of cultural values can have implications for the process of alienation of a person with his or her environment with students' cultural values [4]. Efforts to strengthen self-identity in the context of interaction with the environment and in interaction with the global community.

Indonesia already has Pancasila as the identity of cultural values. The process of internationalisation and reinforcement is needed in the context of global interaction and modernisation. One effort to internalise the values of Pancasila ideology to all citizens of Indonesia is through the process of Citizenship education as the education of values, morals and norms. Civic Education is a humanisation process that leads people to live by moral principles because man is necessarily a moral person [12]. **7** formation of Indonesian human beings who have moral values can be done through the process of civic education, allowing each state wage as a dynamic organism to be able to renew and improve the quality of life by maintaining all the potentials themselves and the environment to the fullest.

The next finding of this study is the process of internalisation and value integration through learning activities. Found the learning process that centred on students was beneficial internalisation process and value integration. The process occurs through learning activities both in the classroom and outside the classroom. In the classroom is done through activities such as discussion, group work. While activities outside the classroom can be done through curriculum activities such as observation, group work and extra-curricular activities such as scouting activities, camping, and love nature. Internalization and value integration also occur through habituation (habitation) through scheduled activities such as flag ceremonies, daily apples, marching lines, and environmental cleaning activities.

These findings reinforce the results of studies on constructivism and student centre approaches in value learning [13]. Student-centred learning is an implementation of constructivism theory where the process of education and learning begins with the students themselves. This theory reinforces the process of internalisation and value integration

through active student learning and which is done through curricular, extra-curricular and habituation activities. In the context of globalization and modernization there is an essential aspect in the process of integration and value internalization that needs to be developed core values, such as positive thinking, creative thinking, critical thinking, and other values such as honesty, respect, care, trustworthiness, truth, justice [14]. These values are essential so that students and learning processes are not trapped in instrumental values.

V. CONCLUSION

It is concluded that teachers have an awareness that globalisation and modernisation are being experienced not only at the level of global society but also in the school environment. It is realised that globalisation and modernisation have a cultural impact that implies there is a shift in value. Civic Education has an essential role as an instrument in strengthening the process of internalisation and integration of values for the formation of cultural competence. Values of virtue that can be developed are critical thinking, positive thinking, creative thinking, respect, care, honesty, and trustworthiness. The process of internalisation and value integration can be done through student-centred learning through curricular, non-curricular and habituation activities.

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