Curriculum of Pancasila and Citizenship Education Department in the Industrial Revolution Era 4.0

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Abstract

Curriculum is an important reference to achieve the goals of educational process that needs to be well prepared. Globalization requires human being to be prepared with various possibilities in the future. The curriculum of the Pancasila and Citizenship Education department has not been able to find common ground in its core curriculum. However, demands in curriculum development must continue to be carried out. The development of the era has turned to industrial revolution 4.0 which relates to the use of digital technology. This study was to find out the curriculum of digital -based Pancasila and Citizenship Education department in Indonesia during industrial revolution 4.0. This study used literature study method to understand the curriculum of Pancasila and Citizenship Education department. We also conducted studies through observational media. The results obtained indicated that the curriculum of Pancasila and Citizenship Education department was identical with the contents of the rights and obligations of citizens, democracy, human rights, nationalism, geopolitics, and geostrategy. The curriculum of the department needed to update the learning system and model to sustain in the development of time. In the 21st century, the need for final results in education is not for humans who can only read, write and count, but for humans with ability to communicate, collaborate, think critically, and having a creativity.

Keywords— Curriculum, Pancasila, Citizenship, Industrial Era 4.0

I. INTRODUCTION

In the industrial revolution 4.0, education sector should improve and adjust the curriculum over times. Christ and Desjardins (2018) state that to monitor the progress of educational decisions, curriculum forecasts depict realistic estimates. In this case, the Pancasila and Citizenship Education department is one of the departments that must also adjust its curriculum in the industrial revolution 4.0. The content of Pancasila and Citizenship Education subject in Indonesia is a subject that contains civic values. Somantri (2001) argues that Citizenship Education is an effort to equip students with basic knowledge and skills related to the relationship between citizens and the state. Also, preliminary education to defend the state to become citizens for the sake of nation and the state.

The learning system is intended to re-adjust the beginning of the digitalization of education. Cone et al. (2021) state that digitalization of education resulted in the emergence of various digital networks and collaborative online platforms. Besides, Bormann et al. (2021) state that increasing social inequality in education is a potential starting point for central actors in the digitization of education. It is only an essence that the world of education can adjust these developments in line with these very fast technological advances. This matter does not mean replacing the role of an educator in conveying knowledge to students in the context of higher education, but it is the method to adjust to the times.

The role of universities is very vital in shaping the character of students. In this regards, university as a higher education institution creating a young generation of national leader has a very strategic role in the process of young generation's character building (Komalasari, 2012). Pancasila and Citizenship Education department is one of the departments that must also adjust its curriculum to the industrial revolution 4.0. Taglietti et al. (2021) stated that the era of disruption as an acceleration point in mapping the production of knowledge about space, time, and school subjectivity. The learning system that has been implemented is to re-adjust to the beginning of the digitalization of education. The era of the industrial revolution 4.0 or also known as the era of disruption introduced us that everything can be done by computers.

There are some problems which relate to the curriculum of the department. **First**, the absence of a core curriculum for the Civics department as mutually agreed upon by the department forums, associations, and supporting stakeholders. In the Indonesian context, this is in accordance with the Regulation of the Ministry of National Education No. 045/U/2002 concerning the Core Curriculum of Higher Education. **Second**, the curriculum for the Civics department has not yet been established, where it should be oriented to the development of the industrial revolution 4.0. This is possible due to the unpreparedness of students as prospective educators in facing the era of technology - oriented education. **Third**, there has not been a similar curriculum for the Civics department throughout Indonesia as a form of equalizing graduate competencies produced by the department. This can result in inequality of scientific understanding that exists in graduates of the Civics department. So far, the conventional education system that has been implemented has not focused on creating graduates with readability to work (Kanuru & Priyaadharshini, 2020). Therefore, a successful planned curriculum change is one that produces educators who are empowered through

activities to develop the application of best practices in education, improve the education system, and students who are able to display the expected results at graduation (Harris et al., 2003).

Fourth, prospective educators formed by Pancasila and Citizenship Education department still think that the industrial revolution 4.0 is technology minded, even though the connection with education is sufficiently great. Educators must be able to provide learning to students by adjusting to the periods and have the ability to apply information technology in a learning process. The Covid-19 pandemic that has hit the world has certainly affected learning habits that have been carried out. Student readiness in online learning depends on several aspects, such as equipment capabilities, technology skills, motivation, and perceived usefulness of the benefits of online learning (Widodo et al., 2020). **Fifth**, conventional attitude by rejecting the influence of technology that affects various aspects of human life.

The urgency of establishing a core curriculum as an effort of the Pancasila and Citizenship Education department in achieving its final achievement to produce graduates with ability to compete with other fields and outside the field of department. Mitescu-Manea et al. (2021) state that in the education system, governmental and non-governmental actors should understand their role in articulating policy responses on policy. However, the reality on the ground shows that the use of the Pancasila and Citizenship Education department's curriculum does not use the same core curriculum in every Pancasila and Citizenship Education department in Indonesia. This is an indication that the students the department have non-uniformity of abilities (cognitive). Meanwhile, there are several Citizenship Education competencies which can be seen in the following diagram.
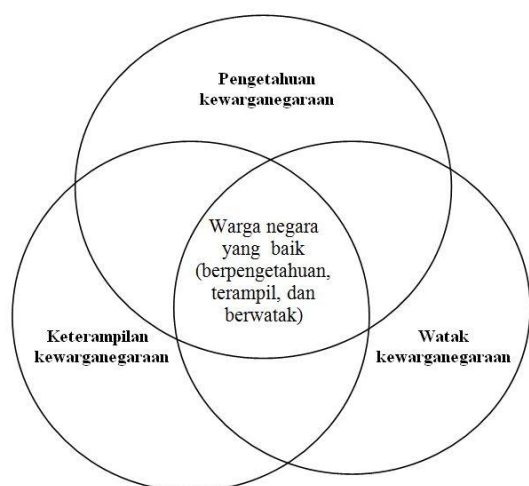
Diagram :
Aspek-aspek kompetensi dalam Pendidikan Kewarganegaraan

Source:
https://usuallymembaca.blogspot.com/2016/0
8/kompetensi- Pendidikan-
kewarganegaraan.html

The previous figure addresses that the competency aspects include civic knowledge, civic skills, and civic dispositions. On the other hand, another experience that can be seen is that graduates of the department do not work in fields that match their expertise. McConnell et al. (2013) state that the comprehensive construction and non-academic behavior of students were related to work and post-secondary education. In this case, many of the graduates are work in non-educational fields, because in addition to job opportunities that are not wide open, it is also caused by the incompatibility of the abilities of the graduates to the Civics field. So that graduate users must be more selective in selecting prospective teachers who graduate from the Civics Department. If the existing problems are not immediately resolved and a solution is found, then what can happen is the inequality in the ability of Civics teachers throughout Indonesia. Today's curriculum will continue to lack minimal uniformity in its core curriculum, so that if it is not resolved as soon as possible, there will be inequality in learning outcomes in every Pancasila and Citizenship Education department in Indonesia.

It is important to be able to study and explore the curriculum of Pancasila and citizenship education departments in Indonesia in the industrial era 4.0. Kingsley (2001) states that at the beginning of the 19th century, there were many challenges apart from survival. Therefore, in terms of the curriculum of Pancasila and Citizenship Education department in Indonesia during industrial era 4.0, it needed to be prepared and implemented seriously. Fry and Mees (2017) state that there are broader implications in the analysis of the industrial relations phenomenon. Therefore, the competency aspect of Citizenship Education which is developed from various political, legal and moral theories or concepts requires affirmation, and clarity with the curriculum of the department.

II. RESEARCH METHOD
This study was to identify and describe the macro concept of the curriculum of the Pancasila and Citizenship Education department oriented to the industrial revolution 4.0. This study used qualitative study with literature review as method. Nazir (1998) states that literature review is a step where after a researcher has determined the research topic, the next step is to conduct a study related to theories related to the research topic. This study also conducted studies through observational media.

III. RESULTS
Changes in Higher Education Curriculum
The curriculum is an object that will continue to experience renewal along with the development of people's lives. Students, lecturers, advances in research, regulators, and society influence the general design of the curriculum in higher education (Anderson & Rogan, 2011). Verge et al. (2018) state that the higher education curriculum is still a widespread phenomenon. This update certainly talks about what, where, when, who and how, so that we can prepare how the curriculum process must be continuously updated. In terms of what, the nature of the curriculum needs attention from this side. If viewed in terms of where, the location where the subject to be subject to the curriculum must be discussed.

When viewed from the point of view of when, it is the timing for the implementation of the curriculum that needs to be discussed. Petersen (2016) states that to understand teacher's perspective on students with significant cognitive disabilities regarding access to the educational curriculum. Furthermore, if viewed from the perspective of how, the thing that should be taken into account is how the curriculum is structured, how the curriculum is implemented, and how to evaluate the implementation of the curriculum. The influence of these points encourages higher education institutions to modify content, learning outcomes, educational approaches, educational environments, assessment methods and learning environments related to their curriculum (Dent et al., 2021). Nolet (2006) states that educational context has changed in the last quarter century.

It is strengthened that in the implementation of the curriculum, it consists of at least three activities that must exist, namely planning, implementation and evaluation (Oliva & Gordon II, 2012). In addition, Olson et al. (2016) state that in exploring education personnel, there is a commitment to provide access to the general education curriculum in general education classes and carry out this mission through shared responsibilities. The curriculum is essentially a pattern prepared by the government and educational actors to prepare the educational process and produce a generation in accordance with the times. The planned curriculum change is a development process that in a managed manner produces the latest teaching and assessment materials, methods and strategies by prospective implementers (Marsh, 2009).

The curriculum transition process must be prepared in a careful process according to needs and oriented to the future. If it is not properly prepared, curriculum shift is described as a dangerous process that results in discrepancies between the applicable curriculum and those described in the approved documents in curriculum development (Wilson et al., 2012). Therefore, the curriculum shift must also

consider any consequences. Drissi (2014) explains that Citizenship Education is greatly important to build democratic culture and national commitment, so that it must be considered properly.

Furthermore, changes in the higher education curriculum are plans for the future. Ballard and Dymond (2017) state that in the education curriculum, there are four main themes, namely access methods, types of curriculum, barriers/ problems, and benefits. In this case, the change of higher education curriculum becomes an experience for most universities. The curriculum as a plan for all experiences experienced by non college students consisted of a number of plans (Oliva & Gordon, 2012). The development of the notion of curriculum implies that the curriculum has a different place in each individual involved in it.

The curriculum is a competition with various obstacles in the form of subjects that must be passed (Marcs & Willis, 2007). The curriculum has four dimensions, namely idea, document, process, and outcome (Hasan, 2007). Understanding the curriculum in higher education is defined as the distribution of various courses that have been prepared, by considering the breadth of the aspects being studied and the adequacy of the material being taught. Barkas and Armstrong (2022) state that knowledge artifact presents an exploration of higher education. The curriculum in higher education is developed based on the guidelines made by the Ministry of Education and Culture in Indonesia. Zais (1976) states that in higher education, the curriculum is more identical with the distribution of various subjects or subjects that are scattered and must be passed as a standard of success.

IV. HIGHER EDUCATION CURRICULUM IN DEVELOPED COUNTRIES

The higher education curriculum held in developed countries lies in how education can facilitate students, so that they can lead them to their ideals as closed as possible. O'Sullivan et al. (2021) state that the new curriculum pursues

teachers' core beliefs about educational goals. It is undeniable that globalization has changed the world, including changing the character and function of education. Spring (2012) states that political, economic, and social forces can shape global education policy.

Conventional learning practices are slowly abandoned and switched to more modern learning. Auxier (2020) states that literacy on technology keeps up with changing trends and new technologies used in industry, although some departments integrate it into their courses. In higher education curriculum in developed countries, Van Jaarsveldt et al. (2019) state that the decolonization of the higher education curriculum refers to books, theories, and learning content which still dominantly reflect the thought of Western colonial powers. In relation to learning practices, changing the curriculum becomes an important part in the learning process.

Higher education curriculum in developed countries are also influenced by the lifelong learning model emphasized by the world bank. Lifelong learning is a learning process designed to develop students' abilities and improve their quality of life. "Lifelong learning is defined as intentional learning to enhance the quality of life" (Yap & Tan, 2022).There are some characteristics of traditional learning and lifelong learning as follows:

Table 1. Characteristics of Traditional and Lifelong Learning

Traditional Learning	Lifelong Learning
The teacher is the source of knowledge	Educators are guides of knowledge sources
Students receive knowledge from the teacher	People learn by doing
Students work alone	People learn in groups and from each other
All students do the same	
Tests are given to prevent progress until students have mastered a set of skills and to sustain further learning	Assessment is used as guide
	Learning and identify pathways for further learning
	Educators develop

Teachers receive initial training and Ad-hoc in service training	individual learning plans
	Educators are lifelong learners; initial training and continuing professional related development
Students who are well identified are allowed to continue their education	People have access to lifelong learning opportunities

The gap between the curriculum and the world of work is still wide, while the competencies given to the Department are not comparable to the minimum abilities required by the world of work in Indonesia, especially in the education sector. Posillico et al. (2021) state that curriculum development in higher education contextualizes construction management programs specifically to produce a wider polemic discourse and new insights into existing provisions. Therefore, in the future, it is expected that the competency skills of students can increase and change dynamically, so that the foundation for lifelong learning can be built.

The challenge of lifelong learning means continuously updating the competencies taught to students, so that they are able to follow and respond to needs quickly and positively. As Longworth and Davies says "the challenge of lifelong learning for universities is to view lifelong learning as an opportunity to expand their activities in all fields and to understand, and respond positively to, the very different needs of their new customers" (Longworth & Davies, 1996). This indicates that that education must be affordable by society (Bergen, 2005), especially students.

Lifelong learning should include the following elements (Knapper & Cropley, 2021):

Lasts a lifetime for each individual.

Leads to the structured acquisition, continuation, enhancement, or completion of knowledge, skills, and attitudes.

Growing its existence in the ability and motivation of people to learn.

Depends on all accessible educational influences on contributions including formal, non-formal, and informal.

For instance, UK is a country that develops higher education curricula by personalizing learning activities. As Mok says,"In response to this fundamental shift, the UK government has started promoting a new learning approach which attaches weight to personalized learning, developing new strategies to help students learning to learn" (MOK, 2010). In previous statement, the response given by the British government to the changes in globalization was to promote new learning patterns by personalizing learning activities.

The personalization of learning process is to encourage students to learn outside of conventional study habits. Learning that is meant is to explore independently related to the complexities as a result of the influence of globalization including in the social, economic, political and religious fields throughout the world. When viewed from the practice of learning in the classroom, the continuity of lifelong learning is also related to the learning styles and strategies used in achieving learning goals in the era of globalization (Cabi & Yalcinalp, 2012). Learning styles that can be used for lifelong learning can be in the form of accommodator, divergent, converger, and assimilator learning (KILIÇ & Karadeniz, 2004).

Furthermore, McFadden et al (in Morey, 2000) say that curriculum that address the complex issues posed by the challenges of globalization should include some points, namely (a) promotion of equality and social justice; (b) improving intergroup relations and increasing intercultural competence; (c) the reduction of prejudice, stereotypes, and discrimination; (d) acquiring and imparting knowledge about human diversity and similarities; (e) acquisition of knowledge for cultural awareness about one's own culture and other cultures; and (f) developing skills in critical understanding of the knowledge construction process. In line with previous view, the curriculum at higher education level should be able to increase the willingness of students to think globally and inclusively, increase the awareness of local implications for the international community as well as improving self-awareness (Leask, 1999).

The curriculum that follows the development of globalization has set its sights on changing the structure of the curriculum which is more oriented to multiculturalism. Students are more encouraged to appreciate various kinds of diversity and complex problems from various views in human life. More than 100 American colleges have implemented curriculum that make their students more aware of cultural diversity and prepare them to become socially complex societies (MOK, 2010). The view related to diversity is equated with multiculturalism which is reinforced by Morey's statement as follows (Morey, 2000):

The enhancement of faculty expertise in multicultural and international education.

Increase the knowledge base on multiculturalism and internationalism through faculty research and other forms of scholarship.

Instilling curriculum with appropriate content and learning strategies to improve teaching and learning in a multicultural/international context.

Establish relationships and consortia with higher education institutions and other appropriate organizations to utilize their expertise and resources.

V. ENHANCE STUDENT ETHICS AND INTERNATIONAL DIVERSITY

One country that has implemented this system is Singapore. Singapore has encouraged universities with the subject being lecturers to develop a curriculum by developing a consortium, so that the resulting curriculum is able to match market developments and demands. One Australian university has re-structured its 22 departments into 8 curriculum-oriented learning areas (Vidovich, 2004). This re-structuring plays a role in changing the direction of learning from the traditional curriculum dominated by science and mathematics to a more integrated and interdisciplinary curriculum.

Globalization which has changed the joints of life, especially in education sector, cannot be separated from various kinds of problems. Taylor and Bovill (2018) state that there are three ecological dimensions of participation in curriculum development in the globalization era, namely the process of 'becoming', oriented, and current thought on higher education curriculum. In addition, many countries in Asia (e.g., Japan), have internationalized their curriculum using English; this is not the case with countries on the African continent. Countries in Africa are more likely to interpret the use of English as an introduction in education as a re-colonialization and social stratification (Gough, 2002).

The 21st Century Pancasila and Citizenship Education Curriculum: An Urgency

Curriculum needs that are relevant to today's developments are adapted to learning that prioritizes communication, collaboration, critical thinking, creative and innovative. Kubey (2004) states the importance of media for teaching citizenship through media literacy. Therefore, in such a learning pattern, it becomes an object that must be raised in the 21st century learning model. Vinokur (2018) states that a global collaboration is needed to make it easier to know culture, religion, and the realities of other people's lives. In this case, students at Pancasila and Citizenship Education Department as prospective teachers are required to be able to adapt with times.

In the 21st century, the need for final results in education is not for humans who can only read, write and count. Vasil (2020) states that recent changes in education policy have placed the 21st century skills at the forefront of education. To adapt with the needs of the 21st century Pancasila and Citizenship Education curriculum, the Department had carried out various innovations. In University of Buana Perjuangan (UBP), Karawang, West Java, Indonesia, had implemented a national reputation and provided the following program as follow.

Source:
https://www.youtube.com/watch?v=Um0y0Bs6p24

In the 21st century, human needs to survive are indeed the needs that were previously written. Kahila et al. (2020) state that skills are useful in the context of school, sports, and friendships. In this case, in developing 21st century skills, Pancasila and Citizenship Education Department prepared humans to be able to communicate, in order to build good relationships with other people. As a prospective teacher, communication is highly required in a learning process. Collaboration is needed by humans to find new things that can be useful for many people. As a prospective teacher, collaboration is needed to explore new knowledge that can be learned later. Critical thinking is useful, so that the essential truth can be found and interpreted.

Creativity is useful to survive in the ongoing changes. As a prospective teacher, creativity is needed to find new breakthroughs in the learning process to make it more enjoyable and not leaving scientific elements. From here, students can collaborate education with technology in the dynamics of dynamic life (Antonelli et al., 2019). The need for a curriculum to prepare graduates of the Department is needed in responding the challenges of an increasingly globalized world and the availability of available resources in the world. As Teo says, "this is in response to a perceived need to help students navigate and optimize opportunities and resources available in an increasing globalized world and inter-connected educational landscape" (Teo, 2019). This statement means that the resources are

currently available in the world, and require a joint management which must ultimately be collaborated and prepared in the form of education.

According to Sahin, the 21st century learning is classified into 3 categories, namely information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills (Sahin, 2009). Based on Sahin's opinion, the role of information skills and media literacy as an elaboration of the need for technology and as a supporter of the learning process, has proven that technology is important in constructing a learning process. This is supported by Sahin's statement, that throughout human history, education has been shaped by human needs. Because the need for technology is felt important for humans, the educational process at every level is directed towards increasing critical thinking and technology literacy. In the future, internet usage will continue to grow even higher as the production of mobile devices has exceeded 2 billion and is expected to exceed 2.7 billion (Hanchman, 2011).

The important of citizen skills needs to be acquired to prepare for a better future (Osman & Marimuthu, 2010). This opinion indicates that the changes has made humans depend on the skills to prepare for better future. The future is prepared with human skills in it. A prospective teacher must have skills that can improve literacy in today's era and support the 21st century learning activities. The digitization of various aspects of life makes the curriculum at the Department must be oriented to the skill process of using technology, especially digital technology.

VI. CONCLUSION

The direction of a nation's progress is determined by the education in that country. An education system that continues to innovate and make big leaps in educational activities. The problem that arises in the current flow of technology and digitalization in Indonesia is the conventional attitude that shuts off itself from the influence of technology. This even occurs in a few educators at higher education level. In fact, people may not be able to stem the entry of the influence of technology. At the beginning of the 20th century, when Henry Ford took about 20 years to market 15 million cars, even though currently smartphone manufacturers have managed to market 1.5 billion smartphones in just one year (in 2015).

Search engines (e.g., 'Google' and 'Wikipedia') have succeeded in overthrowing the Encyclopedia Britannica which has been running for 250 years. The time spent by internet users is more than 20 hours per week, so that Pancasila and Citizenship Education Department must adjust these developments in accordance with advances of technology and information. This does not mean replacing the role of educator in conveying knowledge, but rather as a method. In other word, the development of information technology does not simply eliminate the teachings on morals and character, but preparing for the digitalization of education. The role of universities is greatly large in growing students' abilities to master technology. The technology used in the learning process in the department is inseparable from the learning process that uses digital technology, both learning models and the use of learning applications in daily lectures

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