

The Existence of Civic Education Teacher in the Era of Asian Economic Community

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Abstract

Every nation has a determination and way of life that becomes the base to maintain and to make relationship among the nations individually and collegially. This collective consciousness makes the nation have the ideology and way of life in order not to oscillate in the globalisation stream. In the education field, the purpose is given to the Civic subject from elementary to higher education. It means that the professional Civic teachers are needed forever. The task and roles carried by the teachers in Asian Economic Community (AEC) in the future will not be easy because they have to produce students with the Indonesian character in the relationship among the nations. Based on that fact, the purpose of this article writing is to describe firstly the existence of the Civic subject when AEC is enacted and secondly the readiness done by the Civic teachers to enter AEC.

Key Word: Teacher, Civic Education, Asian Economic Community (AEC)

Introduction

Humans as God's creatures have the autonomy to develop themselves both personally and communally. With all its potential, humans are cultured and can develop knowledge. Culture as a dialectical process between the bid and challenge is something that knows no stopping point. What is clear is through the phenomena observed in adult life; it appears that the dominance of science and technology is increasingly prominent (Toffler, 1990). Technology is essentially the child of science which proudly appears as substantive force in human life, touching all aspects and fields of life extensively, which in turn has transformed human culture intensively. One of the results of human culture is the information and communication technology which has made it easier to share information among peoples and nations. The events as well as the cultural values of a nation would be so quickly accessible and moving to other nations, integrate globally. This is the era of globalization with the support of electronic technology which has created a new culture. On the one hand, new cultures bring progress but on the other hand the new culture was becoming a threat to the existence of various forms of local cultural heritage that has been the identity of a nation.

According to Gardner (2007) the opportunities and threats posed by global integration move through three main channels. First, globalization enables learners and nations to operate more effectively in an increasingly competitive global economy. Second, globalization makes countries more close so that the necessary cross-national communication capabilities are needed. Third, globalization is affecting an increasing speed of change in education. Important challenge caused by globalization to the world of education is the tension between the pace of change in education and economic, social, and cultural rapid transformation. The rapid pace of economic transformation compared to the social and cultural is not a strange thing, because economic factors are often the main foothold in conducting cooperation among countries, as well as the emergence of the Asean Economic Community (AEC). At first, the ASEAN Economic Community (AEC) will be realized in 2020, but for many reasons it is then accelerated into 2015. The AEC is a form of economic integration which is considered potential in the local region and the world. Goods, services, capital, and investment will move freely in this region. The existence of regional economic integration may lead to competition that thrusts the opportunities and challenges for all countries.

Every nation has conviction and view of life which become the basis for maintaining the relationships among nations both individually and collegially. With the collective consciousness, a nation has an ideology and view of life in order not to be tottering on the currents of globalization. For Indonesia, Pancasila is an ideology, view of life, and the foundations of the nation. Pancasila is the character and identity as well as unifier of the nation of Indonesia. Empirically, Pancasila has been able to unite all components of the nation. That is why the socialization and learning a mission of Pancasila should be continuously carried out and promoted. Since the strategy is considered more appropriate through education, then 'officers' who have the competencies of knowledge, attitudes, and skills to teach the values of Pancasila and the character of the nation and who are willing and able to become the pioneer of the establishment of Pancasila all time are needed.

In school, the noble goals above are mandated to the subject Pancasila and Civics Education, starting from basic education to higher education. Civics subject is functioned as a means of character development (nation and character building) and the empowerment of citizens. This means that until whenever Civics professional educators are always needed. Even tasks and roles carried out by Civics teachers in the coming AEC era are not easy because they are demanded to produce learners with Indonesian character in the interaction with other nations. Based on the above brief description, the problem that will be answered in this paper consists of two things: first, how the existence of Civics Education subject is when AEC is performed and second, how the readiness of the Civics teachers in entering the AEC is.

The Existence of Asean Economic Community

Nowadays we are living in a global era. According to Giddens (2005: 84), globalization is defined as the intensification of social relations that connect far-flung localities so that the number of social events shaped by the events occurred at miles distance. Different view was expressed by Ulrich Beck (in Sindhunata, 2003); he revealed that in the notion of globalization there are three keys, namely (1) deterritorialization, which means the boundaries of geography are eliminated or no longer play a role and are no longer decisive in interstate commerce. (2) transnationalism, is negating geographic boundaries, such as blocks, and (3) multi-local and trans-local, where globalization provides an opportunity for people in various parts of the world to open the horizon of his life throughout the world, without losing their local wisdom. According to Thomas L. Friedman (2000), globalization is a neutral system, which can provide a positive or negative influence, strengthen or weaken the life aspects, unify, democratize or vice versa; it all depends on how people respond to it. The presence of AEC cannot be separated from the 'spirit' of globalization. AEC is a form of economic integration that aims to boost economic growth, reduce poverty, and improve the living standard of the citizens of ASEAN countries (Santoso 2008). With AEC, countries of Southeast Asia become such a concept of new state federation promising new economic powers which were projected as a balance of global economic power (Triansyah, 2007). Society can be free to carry out economic activities, both in the goods and services sectors. With these achievements, the ASEAN region will become a single market and production base where occurs the free flow of goods, services, investment and skilled labors as well as more free capital flows.

According to Fernandez (2014), for the early stages, the implementation of AEC prioritizes 12 sectors called *free flow of skilled labor*. The twelve sectors include health care, tourism, logistics services, e-ASEAN, air travel transport, agro-based products, electronics, fisheries, rubber-based products, textiles and apparels, automotive, and wood-based products. All of that makes the opportunities and challenges for each of the ASEAN countries, including Indonesia. According Wahyudin (2014), with AEC 2015 Indonesia will be a country whose economies are rising sharply. Even, the decrease of trade barriers will result in increased exports and ultimately the GDP (gross domestic product) of Indonesia will increase. The challenge in this case is that Indonesia will probably receive a lot of flow of imported goods. The existence of local industries could be threatened as the industry is faced by competition with overseas industry which has higher quality products. Most economists also stated that from the investment side, the AEC will support the entry of foreign investors that can stimulate economic growth. However, these conditions can raise the risk of exploitation if Indonesia still has a less binding regulation. This can happen because others can use it to exploit the availability of natural resources. In terms of employment, investment growth will also have the potential to increase the number of jobs in the country. Job seekers will have greater opportunities as job vacancies are available with a variety of needs of diverse expertise.

In addition, Indonesian job seekers can look for a job abroad with the easier rules. Yet it is a challenge for Indonesian people because they must compete with people from other countries to find work in their own country.

Eventhough there are many opportunities offered by AEC for ASEAN countries, such as the decline in the poverty rate, the growth of investment, and an increase in gross domestic product but the challenges cannot be taken easily. The challenge not only from domestic but also greater is the competition among other ASEAN countries and several countries outside of ASEAN, such as India, Korea, and China (Plummer, 2009). According to Wahyudin (2014), challenges faced by Indonesia, among them are the rate of inflation, the rate of increase in exports and imports, the similarity of products, the competitiveness of human resources, the negative impact of more free capital flows, national interests and sovereignty. That is a brief description of the Asean Economic Community, we hope that our only nation of Indonesia not only becomes markets for overseas industry but also should be able to seize on every opportunity.

Discussion

1. The Existence of Civics Subjects

For the nation of Indonesia, Pancasila is not only an ideology (Bell, 2000) but also the national philosophy as well as the national view on life. Understanding the nature of Pancasila is the same as understanding the basic meaning of Pancasila values in the life of the nation. The position and function of Pancasila is essential that it underlies the life order of society, nation, and state.

a. Pancasila as the national philosophy of life

Indonesian nation inherited cultural values of its ancestors. Until now the cultural values has become the basis of the life order of Indonesian society. The core and peak of socio-cultural value of Indonesian society are the values underlying the life order of a society that refers to as a view of life. Every individual has the belief and view of life which are considered the best, as well as for the nation. The core and peaks in the socio-cultural values of the nation of Indonesia appears on the belief in God the Almighty, the family principle, the principle of consensus, the principle of mutual cooperation, and the principle of tolerance. Various fundamental principle of the Pancasila is the main characteristic of Indonesian society throughout history. People's life order that is based on these principles has been entrenched and is a typical character of Indonesian society. Value basic view of life was practiced throughout the history and has been proven for its truth and goodness; it can even guarantee the unity and harmony, congeniality and prosperity. Therefore, the ideal basic values in the socio-cultural context will always be embodied and defended as the identity of Indonesia.

b. Pancasila as the Ideology of Indonesia

Pancasila as the national ideology is imperative, binding and forcing all that is in the territory of Indonesia state law to faithfully carry out, bequeath, develop, and conserve it. Every citizen, officials or leaders, state institutions, even the law of compulsory legislation sourced and in accordance with the values of Pancasila. This means that the position of Pancasila is as the ideology, the highest and the most objective norm in the country, the source of all law that is applied to the nation.

Efforts to maintain and preserve the Pancasila are performed preventively and repressively. Preventive security efforts done in various ways, for example by increasing understanding, comprehension, appreciation and practice of Pancasila through education, information, development of national consciousness, fostering awareness on archipelago insight and other prevention efforts. Law of the Republic of Indonesia number 20 of 2003 on National Education System firmly stated that the curriculum and educational content that contains Pancasila Education, Religious Education, and Civics should continuously be improved and developed in all lanes, types and levels of education. Consequently, Pancasila education in schools should be continually improved in terms of material instruction accuracy, teaching methodology, and effectiveness of learning management, including its quality.

In the Civics there includes Pancasila education, which is a subject focusing on the formation of self-diverse in terms of religion, socio-culture, language, age, and ethnicity to become Indonesian citizens who are intelligent, skillful, and have the character that is based on Pancasila and The 1945 Constitution (Ministry of Education, 2005: 33). Historically, the first civic education is civic and applicable curriculum is the curriculum of 1968. Due to the times grow more rapidly and education is also doing so, the civic is replaced with Pancasila Moral Education (PME) by the issuance of curriculum 1975. The subject PME was born in 1975 / 1976 with the vision and mission oriented to establish value (Value Inculcation) with values of Pancasila and the 1945 Constitution in it. This condition persisted until the 1975/1976 curriculum of PME was perfected in 1984. PME was richer with new content in the form of appreciation and understanding of practice guidelines of Pancasila (P4) or Eka Prasetya Pancakarsa with 36 points of the values of Pancasila.

These conditions continued until the curriculum of PMP 1984 was changed into Curriculum of 1994. In 2004, curriculum of 1994, known as Pancasila and Civic Education (PPKn) was renamed to Civic Education (Civics) as the Competency-Based Curriculum (CBC) was applied. Entering the 2013/2014 school year, Civic Education was turned into Pancasila and Civic Education again through the curriculum of 2013, although in the end the majority of schools re-imposed the Competency-Based Curriculum.

Civics is a field of study that is multifaceted in the context of cross-field of knowledge or well-known as multi-dimensional field of study as the integration of the disciplines of political science, law, education, psychology, and other disciplines that supports the formation of a good citizen. In the philosophy of science, civics has basic ontology of political science, in particular the concept of "political democracy" for the aspects of the "duties and rights of citizens" (Chreshore, 1886). From this Ontology evolved the concept of "Civics", which is in Indonesia adapted into Civic Education.

As a subject in the program of teacher education, Civic Education has a mission as the education of Pancasila values and Civic Education as well as the "subject-specific pedagogy" or learning subject material for Civics teachers. As a subject at the unit level of education, Civic Education has a mission as educational values of Pancasila and civics for young citizens. Ontologically, the subject of Civic Education is started from the values of Pancasila and the conception of citizenship. Epistemologically, the subject of Civic Education is an individual development program. In axiological aspect, the subject of Civic Education is aimed at the realization of the maturation of the students as members of society, citizens, and parts of Indonesia. Therefore, the characteristics of the Civic Education curriculum developed will always be directed in order to achieve the target until the articulation of the process of "learning about, through the process, and to foster constitutional democracy of Indonesia based on Pancasila and the 1945 Constitution", which is conceptually adapted from the concept of "learning about, through, and for democracy" (Winataputra, 2001).

Civic Education in school is closely associated with the two disciplines related to the country, namely the Political Science and Law which are integrated with humanities and other scientific dimensions packaged scientifically and pedagogically for the sake of learning. Civic Education at the level of schooling prepares the learners as citizens who are intelligent and good. According to Budimansyah (2012), a citizen is a person who masters the knowledge, skills, attitudes and values that can be used to foster a sense of nationalism and patriotism.

Civic Education in Indonesia as it developed in other countries also has a multidimensional nature, not only for one purpose. Winataputra (2001) suggested that there are three dimensions in civics, namely: (1) as a curricular program, (2) as the academic program, and (3) as a socio-cultural program. In practice, the three dimensions can be run simultaneously, especially in achieving the common goal, which is to form an intelligent and good citizen. Especially for the Unitary Republic of Indonesia, the purpose of Civic Education is stipulated in Law No. 20 of 2003 on National Education System in the elucidation of Article 37 paragraph (1) stating that "Civic Education is intended to shape students into human beings who have a sense of nationalism and patriotism". The provision of Civic Education in the National Education Law as a compulsory subject in primary, secondary, and higher education indicate that the subject of Civics occupies a strategic position in achieving the goals of national education in the country.

2. The Readiness of Civics Educators

Discussing about teachers is always interesting because of their role in determining the human civilization and progress of the nation. Anyone will admit that the existence of teachers cannot be discharged in the overall life of mankind. The notion that advances in technology and rapid flow of information makes the teacher no longer the only source of learning could be true, but it must be recognized that the role of the teacher is still needed, especially when associated with the importance of giving a psychological-educational touch for students. The Education Law of 2003 only contains two words of teachers, namely Article 39, paragraph 3 and 4. This happens because the notion of teachers is expanded to 'educators' which is differentiated dichotomously from the 'education personnel', as stated explicitly in Chapter XI of Educators and Education Personnel. 'Educators' is described in paragraph 2, namely: 'Educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training, and conducting research and community service, particularly for educators at the college'. In paragraph 3 it is explained further that 'Educators who teach in primary and secondary education units are called as teachers and educators who teach in higher education unit are called as lecturers'.

Meanwhile, the term 'education personnel' is described in Article 39 paragraph 1 that 'education personnel are in charge of the administration, management, development, supervision, and technical services to support the educational process in the educational unit'. Apart from terminological issues, what is obvious is that both has noble task as professional workers, who have the professional rules as the other professions do, such as doctors, accountants, attorneys, and judges. As the knowledge and life are growing, the teacher's task ahead is not easy. According to Tilaar (2000) some of the demands of the teachers in the future, are: (1) they should become agents of renewal, that are the teacher who are really smart and have strong commitment to the profession; (2) they should become developers of tolerance and mutual understanding, that are the teacher who have high social competence with good level of emotional intelligence; (3) they should become professional educators, which have the following properties: (a) having mature and developed personality in order to provide guidance to students who are in the development phase, (b) having strong and balanced personality, having a vision of the ethics of human behavior as individuals and as members of society, (c) mastering science and technology well because teachers have to bring learners to enter the world of science and technology which are constantly evolving, (d) having the skill of establishing the learners' interest, and (5) capable to continuously develop their profession.

Humans need education because through education they can develop all of their potential and ability to organize, to control and to promote self-determination. Through education, human can have integrity, personality, and competence as a basic capital to compete in the global competition. However, all of which will require appropriate instructional design that enables learners to conduct the learning process as it should be. Here is where the essence of the role of teachers in developing the personality and competence of learners. Any investment implanted to improve the quality of education without the presence of teachers who are competent, professional, dignified and prosperous will certainly be futile. In fact, in the era of global transformation in AEC ahead, learners still require the development of new skills which are much better and advanced than the previous education system. Education in a global vision requires the readiness of children and youth to become citizens and participate in the new millennium era (Suarez-Orozco & Gardner, 2004: 252). The existence of Civics teachers are always needed, especially for carrying out the noble task of education and the nation. Teacher is a profession for the teaching profession refers to a job or position that requires expertise, responsibility, and loyalty to the profession. A profession, theoretically, cannot be done by anyone who is not trained or prepared (Smith S, 1998). One characteristic of teacher as a profession is that teachers must have the competence, as required by the disciplines of education (pedagogy). Competence as knowledge, skills, and values are reflected in the habit of thinking and acting. These competencies will be realized in the form of mastery of knowledge and acting professionally in carrying out its function as a teacher.

Spencer in Hamza (2007: 63) states that competence is a characteristic that stands out for someone and be ways of behaving and thinking in all situations, and takes place over a long period of time. Five characteristics of the competencies that should be there are motives, traits, self-concepts, knowledge, and skills. Directorate of Technical Manpower and Teacher Education formulated ten teacher competences, namely: (1) having a personality as a teacher, (2) mastering the basic of education, (3) mastering the learning materials, (4) developing teaching programs, (5) implementing the learning process (6) carrying out the assessment process of education, (7) executing the guidance, (8) completing the administration of the school, (9) establishing cooperation and interaction with the teacher colleagues and the society, (10) implementing simple research. Moreover, in 2003, the Directorate of Education Personnel issued a Teacher Competency Standards, consisting of three interrelated components, namely (1) learning management, (2) potential development, and (3) mastery of academic, packaged by aspects of attitude and personality as a teacher. Furthermore, the standards competency of Civics teachers have been assigned into four clumps (Ministry of National Education, 2004: 11), namely: (1) Mastery of Civic Education subject, which includes: mastering the scientific substance Civic Education, linking the scientific substance with curriculum materials of Civic Education, developing the concept of Civic Education.

Mastering the basic framework, structure and materials in Civic Education curriculum, capable of adjusting the civics curriculum materials with the development of the students, and capable of managing laboratory of Civic Education; (2) Understanding of students, which include: identifying learners' common potential which have to be developed, performing inference about the characteristics of the potential of learners, having strong commitment to the rights and obligations of learners, being able to take advantage of the rights and obligations of learners, being able to clarify the way and style of learning, acting and behaving empathically to learners, and guiding career development;

(3) Mastery of learning Civics that educates, including: planning and designing a creative and educating learning, mastering the approach, methods and instructional media of Civic Education, implementing learning that educates in Civics, planning and guiding the practice-learning of Civic Education, mastering the principles and procedures of evaluation process and the learning outcomes of students in Civic Education, and planning and carrying out research in order to improve the quality of learning. (4) Development of Personality and professionalism, including: being able to adapt to the working environment, being able to assess their own performance as a teacher of civics, being able to work independently and in collaboration with others, being able to look for new sources in the field of study, having strong commitment to the profession as Civic Education teacher and to professional duties, and being able to improve professional performance as Civic Education teacher.

For additional information about the Civics teachers' performance, especially their role in shaping the character of students is the result of research conducted by Ricky and the researcher himself. Ricky (2012) investigated the role of teachers in shaping the character of discipline of students and he found that that the teachers' efforts have been proven in shaping the students' discipline character. Civics teachers' effort in shaping the character of student's discipline is to foster self-discipline through the stages of planning, preparation, and implementation of the process of learning activities. Bambang Sumardjoko (2014) who studied about the development model of civic education in junior high school based on local wisdom as a revitalization strategy of Pancasila values for strengthening the character and identity of the nation found the similar result. The results showed that the learning model of Civic Education based on local wisdom was able to increase the knowledge and strengthen the character of the students.

Conclusion

The implementation of the ASEAN Economic Community by 2015 could be either an opportunity or a challenge, depending on the readiness of all stakeholders of a country. The nation of Indonesia must be able to utilize the momentum by improving competitiveness, improving the quality of human resources, and remaining firmly on the character of the national identity, not merely as a 'spectator'.

Pancasila is the most fundamental value for Indonesian nation so that the principles are embodied in basis, ideology, and the identity of the country. Indonesian society's task including the task of Civics educators is to implement the noble values appropriately in the life of the nation. Civic Education has dimensions as curricular program, academic program, and socio-cultural program which aim at establishing intelligent and good Indonesian citizens. Through the subjects of Civics and Pancasila Education, learners are directed to become citizens who have a sense of nationalism and patriotism. Civics Educators occupy a strategic position in realizing the goal of national education in the country.

Civics Teacher is a profession that requires expertise, responsibility, and loyalty to the profession. Therefore, Civics teachers must have the competence, as required by the disciplines of education (pedagogy). Competences expected are knowledge, skills, and values which are reflected in the habit of thinking and acting to be good models for learners. These competencies will be realized in the form of mastery of knowledge and acting professionally in carrying out the function as a teacher.

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