STRENGTHENING THE COMPETENCE OF CIVIC EDUCATION TEACHERS IN MERDEKA CURRICULUM

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ABSTRACT

Pancasila and Civic Education is an important subject in the education curriculum in Indonesia. This subject is not only to provide an understanding of national and civic values, but also builds students' good character and prepares them become cultured, moral, and responsible citizens. In today's increasingly advanced digital era, the knowledge and skills possessed by civic education teachers in implementing an merdeka curriculum are very important. Civic education teachers need to master information and communication technology and be able to apply effective learning methods to form strong and resilient student characters in facing the challenges of the digital world. Strengthening the competence of civic education teachers through training and professional development can help teachers improve their ability to teach and motivate students to learn civic education better. Teachers can also utilize available digital resources to create an engaging and effective learning environment for students. In implementing the merdeka curriculum, civic education teachers need to pay attention to students' ability to develop critical, creative and innovative attitudes in solving problems faced in the real world. Teachers also need to develop students' skills in communication, cooperation, and critical thinking, so that students can become productive citizens and contribute positively to society. Strengthening the competence of civic education teachers needs to be done in several aspects, including mastery of learning materials, utilization of technology and information, development of social and emotional skills and project-based learning. By strengthening the competence of civic education teachers to building student character through the implementation of an merdeka curriculum in digital era, it is hoped that students can have better abilities to face future challenges and become competitive and responsible citizen.

Keywords: *Civic education, Teachers Competence, Merdeka Curriculum, Digital Era, Student Character*

1. INTRODUCTION

In today's digital era, education has become increasingly important in shaping a generation that is ready to face future challenges and needs. Therefore, strengthening the competency of Pancasila and Civic Education teachers is very important in implementing the merdeka curriculum (Kemendikbud, 2017). civic education teachers play an important role in shaping student character because this subject instills national values, obedience to law, awareness of democracy, and diversity. As part of the merdeka curriculum, Civic education teachers are required to focus more on learning on developing student character, which in this digital era requires different skills and competencies from the previous era. future challenges, such as digital skills, media literacy, understanding digital ethics, and so on. Civic education teachers must be able to adjust to technological developments that are constantly changing and adapt to an increasingly complex environment (Kemendikbud, 2020). In the context of the merdeka curriculum, Civic education

teachers are also required to be more creative and innovative in choosing learning methods and strategies. Teachers need to choose the right method and according to the characteristics of students so that the learning process becomes more effective and enjoyable (Sitompul, 2022). Referring to research conducted by Lexi Lonto, Telly Delly Wua, Theodorus Pangalila (2018) entitled Pedagogic Competence of Teacher Learning, Management in Strengthening the Implementation of Civics Education Curriculum, stated that the main problem in this study is about the low pedagogic competence of teachers and learning management in Indonesia which has implications for the low quality of students. This research was conducted with the aim of knowing how the pedagogical competence of Civics teachers in schools and how the pedagogical competence of Civics teachers in schools and how teachers manage the Civics learning process. This research is a type of case study research with data collection through observation and interviews with Civics teachers. Although the results showed that the pedagogical competence of Civics teachers in general was categorized as very good, considering that Civics teachers have applied management in Civics learning, this study recommends further research on four teacher competencies. Thus, it can be interpreted that the need for holistic research on strengthening Civics teachers competence to produce the best quality of students.

In essence, what is of great urgency is the need for teacher competence to be considered in the world of education, is to give birth to generations who are not only educated to have intellectual skills, but also educated in terms of character. The research results of the Program For International Students Assessment (PISA) McComas, 2014), stated that Indonesia is the 5th highest country out of 78 countries as the country with the most students experiencing bullying, with a total of 41.1% victims, in addition to experiencing student bullying in Indonesia 22% experienced humiliation and theft of goods, 18% experienced bullying by being pushed, 15% was intimidated, 19% was ostracized, 14% claimed to be threatened and 20% experienced disgrace or bad news spread to the public.

Darling-Hammond, L., & Bransford, J. in their book entitled Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do mention several factors that can lead to actions lacking character in students, including 1) Lack of attention to developing students' social and emotional skills. 2) Too much focus on academic assessment and lack of attention on character building. 3) Lack of teaching and practice of character values in everyday life in the family, school and community. 4) Policies that

limit student autonomy and independence too much, so that students are not taught to be responsible and independent. Darling-Hammond and Bransford's book also emphasizes the importance of character education in the education system and the need for a holistic educational approach, so that students can develop as a whole and become individuals with good character.

By strengthening the competence of civic education Education teachers, it is hoped that they will be able to create students who have strong character and are ready to face challenges in the digital era. Students will have the ability to think critically, creatively, collaboratively, and communicatively which is the key to success in the future. Therefore, strengthening the competence of civic education teachers is very important in implementing the merdeka curriculum in this digital era.

2. LITERATURE REVIEW

Competence can be interpreted as a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting. In the teaching system, competence functions in demonstrating professional skills, namely knowledge skills and conceptualization at a higher level. Competence can be obtained from the existence of education, training and experience that a person undergoes (E. Mulyasa, 2004: 37-38). Law No. 14 of 2005 concerning Teachers and Lecturers, explains that competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by teachers or lecturers in carrying out professional tasks.

According to Government Regulation No. 19 of 2005 concerning National Education Standards article 28 (3) states that the competencies that a teacher needs to have as a learning agent are as follows; (1) Pedagogic competence is the ability to manage student learning including understanding students, designing and implementing learning, evaluation of learning outcomes, and development of students to actualize the various competencies they have. (2) Personal competence is the ability of a steady, stable, mature, wise and authoritative personality, being a role model for students, and having noble character. (3) Professional competence is the ability to master learning material broadly and in depth which enables it to guide students to meet established competency standards. (4) Social competence is the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community.

From the analysis of the literature review that has been carried out, it is obtained a concept of strengthening the competency of civic education teachers to shape student character in the implementation of the merdeka curriculum in the digital era as follows.

2. 1. Pedagogic competence

a. Utilization of Technology and Information

There are several methods of utilizing information technology that can be used in learning Civics (Pancasila and Citizenship Education), including:

1) E-learning

E-learning is one of the utilization methods information technologies that is most commonly used in learning. In the context of Civics, e-learning can be in the form of interactive learning modules, learning videos, or online learning platforms (Elga, dkk 2023).

2) Simulation

Simulation can help students understand difficult and complex concepts in Civics. In the context of Civics, simulations can be in the form of simulations of choices in decision making, debate simulations, or social conflict simulations.

3) Game-based Learning

Game-based learning can make Civics learning more interesting and fun. In the context of Civics, game-based learning can be in the form of interactive games that teach moral values, social life simulation games, or challenging educational games (Jati et.al, 2022).

4) Multimedia

Multimedia can increase the attractiveness and effectiveness of learning. In the context of Civics, multimedia can be in the form of multimedia presentations, learning videos, or interactive animations that help students understand difficult concepts (Nuramelia, 2021).

5) Social Media

Social media can be used as an effective learning medium. In the context of Civic Education, social media can be used as an online discussion forum, information sharing platform, or educative social media that helps students interact and learn together (Astuti, 2021).

b. Project Based Learning.

Project-based learning in Pancasila and Citizenship Education is a learning method that emphasizes the application of concepts in everyday life by carrying out projects or tasks that are integrated with learning materials (Novitasari, 2018). The following are several forms of project-based learning in civic education.

1) Making a Reflection Paper or Journal

Making a reflection paper or journal can be a form of project-based learning in civic education. Students may be asked to write a reflection paper or journal on certain topics related to the values of Pancasila and citizenship. In this assignment, students must conduct research, analyze and reflect on their thoughts on the topic they have chosen.

2) Creating a Social Campaign

Creating a social campaign is a form of project-based learning that can help students understand the values of Pancasila and citizenship. Students can be asked to create social campaigns about social problems that occur in their environment. In making this social campaign, students must analyze social problems, design campaign strategies, and carry out promotions to increase public awareness.

3) Making Presentations

Making presentations is a form of project-based learning that can help students understand civic education concepts better. Students may be asked to make presentations on certain topics related to Pancasila values and citizenship. In making this presentation,

students must conduct research, analyze information, and convey information in a way that is clear and easy to understand.

4) Making Short Films

Making short films about Pancasila values and citizenship is also an effective form of project-based learning in civic education. Students can be asked to make a short film showing how the values of Pancasila and citizenship can be applied in everyday life. In making this short film, students must plan scenarios, take pictures, and edit films.

5) Creating a Debate Simulation

Making a debate simulation is a form of project-based learning that can help students develop speaking and listening skills, as well as an understanding of the democratic process. Students can be asked to create debate simulations on issues related to Pancasila values and citizenship. In this debate simulation, students must plan arguments, prepare evidence, and present their arguments in an effective way.

3. 2. Professional competence

Teacher professional competence is competence that prioritizes mastery of learning material. There are several methods that can be used by a civic education teacher to deepen their knowledge, including:

a) Reading civic education Books and Materials: A civic education teachers can deepen his knowledge by reading books and materials regularly. This can help civic education teachers understand concepts and theories related to civic education.

b) Discussion with fellow Teachers: Civic education teachers can discuss with fellow civic education teachers to deepen their understanding of Civics concepts and theories. These discussions can help Civics teachers gain new perspectives and enrich their knowledge.

c) Conducting Research: A Civics teacher can conduct research to deepen his knowledge of a particular topic. By conducting research, Civics teachers can develop a better understanding of Civics concepts and theories and acquire more in-depth knowledge.

d) Participate in Training and Seminars: Civics teachers can attend training and seminars to deepen their knowledge. Training and seminars can help civic education teachers gain new knowledge about Civics concepts and theories, as well as update their knowledge about the latest developments in the field of Civics.

e) Make Lesson Plans: Civics teachers can deepen their knowledge by making structured and well-organized lesson plans. By making lesson plans, Civics teachers can review Civics concepts and theories in detail and deepen their understanding of the material being taught.

f) Using Learning Media: Civics teachers can deepen their knowledge by using various learning media, such as video, audio, and picture. Learning media can help civic education teachers illustrate concepts and theories better and deepen students' understanding of the material being taught (Sumaryati et.al, 2020).

2.3. Personality and social competence

Studies related to the personality (emotional) and social competencies of a teacher are one of the most important to note from the other two competencies. Civic education teachers as educational agents who develop students' social and emotional skills, also need to continue to train their own social and emotional skills so that they can be good role models and examples for students. Here are some methods of training the social and emotional skills of a civic education teacher (Jones & Weissbourd, 2013).

a) Self-Reflection

A Civics teacher can self-reflect to recognize their emotions and responses to situations that arise in everyday life. Self-reflection can help teachers to better understand themselves, increase emotional awareness, and overcome stress and pressure.

b) Effective Communication

A Civics teacher must be able to communicate effectively with students, colleagues, and parents of students. Effective communication involves listening skills, understanding other people's points of view, and expressing ideas clearly and decisively. By practicing good communication skills, a teacher can help create a positive and inclusive learning environment.

c) Practice Empathy

Empathy is an important skill in developing healthy interpersonal relationships. An Civics teacher must be able to empathize with students and understand their feelings and perspectives. By practicing empathy, a teacher can help create a safe and inclusive learning environment, and assist students in developing their social and emotional skills.

d) Developing Emotion Management Skills

Emotion management involves the ability to recognize and manage emotions positively. A civic education teacher must be able to manage their own emotions well to maintain emotional balance and avoid conflict. By developing good emotion management skills, a teacher can become a good role model for students in managing their own emotions.

e) Enriching Social Knowledge

A Civics Education teacher also needs to enrich their knowledge of social and political issues relevant to their class . By deepening social knowledge, a teacher can give students a better understanding of the issues they face, as well as help students develop better social and emotional skills in dealing with these challenges. By practicing social and emotional skills yourself, an Civics teacher can be a role model and a good example for students in developing their social and emotional skills.

Of all these concepts, civics teachers can apply them to strengthen their own competence as civic education teachers who have the duty and function to shape student character. Thus it is hoped that teachers who are increasingly intelligent and have character can give birth to students who are intelligent and rooted as well.

4. METHODS

This article was written using a literature review approach in the form of a description of the theory, research findings, and findings obtained from various sources which were used as study material. A literature review can provide information about findings that are relevant to the research being conducted, link research with existing literature, and fill in gaps in previous research. The author analyzes and examines competency aspects that need to be improved by

teachers to shape student character on the basis of an merdeka curriculum in the digital era.

5. RESULTS & DISCUSSION

Strengthening the competency of civic education teachers is very important to attention. Because its role is not only to provide an understanding of the values of nationality and citizenship, but also to shape the good character of students and prepare them to become citizens who are cultured, have morals, and are responsible. From the literature that has been obtained, it can be analyzed that teachers need to pay attention to several aspects, including mastery of learning materials, use of technology and information, development of social and emotional skills and project-based learning. These four things are a manifestation of the competence promoted by the government in PP No. 19 of 2005 concerning National Education Standards article 28 (3) states that the competencies that must be possessed by a teacher are pedagogical, professional, personal and social competencies.

Referring to Ertmer & Ottenbreit (2010), Fraillon dkk (2019) and Beetham & Sharpe (2019), associated with the implementation of the merdeka curriculum in the context of the current digital era, the results of the competency analysis that are most important for teachers to master are related to digital literacy as well as cultural and civic literacy. The rationale for this is because the merdeka curriculum is a curriculum that aims to provide schools with freedom and flexibility in designing a curriculum that suits the characteristics and needs of students as well as the local potential of each school. The Ministry of Education and Culture provides guidelines and a basic curriculum framework that can be adapted to the needs and conditions of each school. And also encourage the development of 21st century skills in students, such as critical thinking skills, creativity, and collaboration. The Merdeka Curriculum emphasizes the development of better quality education that is relevant to the needs of the world of work and society in the future, as well as helping to increase the competitiveness of the Indonesian nation at the global level.

Civic education teachers must be able to integrate cultural and civic values in digital concepts that ultimately build students' skills or competencies. In accordance with its objectives, civic education as a subject that helps students to prepare them to become citizens who are cultured, have morals, and are responsible. Therefore, civic education teachers really need to carefully understand the needs of students, the needs of the 21st century generation and their challenges, so that teachers are able to create interesting teaching methods, which lead students to enjoy learning civic education and realize the goals of an merdeka curriculum, namely to shape student character and can be formed into a generation that is able to face challenges in the digital era.

6. CONCLUSION

Strengthening the competence of civic education teachers to build student character in implementation of merdeka curriculum in digital era can be done by paying attention to the competency points according to PP No. 19 of 2005 concerning the National Education Standards article 28 (3) concerning teacher competence namely pedagogic, professional, personal and social competence. The description regarding these competencies is adapted to the needs of the current era as written in the literature presentation.

Strengthening teacher competence is very important because a teacher with character becomes a basis for producing students with character.

7. ACKNOWLEDGMENTS

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