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Research Article

The Growth of Citizenship Geographical Education in Indonesia from Social Studies Curriculum

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Abstract
In order to map the growth of citizenship competencies from the beginning to citizenship geographical education geographical education is considered to be important part that could help to know about the growth in the Indonesia social studies perspective. For this purpose, an in-depth literature review and previous studies are required. The literature review was carried out by observing the development of Social Sciences in the 20th century and the era of the Industrial Revolution to the development of the 21st Century Social Sciences in the era of the Industrial Revolution 4.0. Examining the 21st Century Social Sciences curriculum, digital generation students in a digital society in relation to empowering information technology as a demand for social studies in the digital era. Digital community learning was developed referring to research related to information technology, social studies education, and digital literacy in the era of the Industrial Revolution 4.0 to meet the competence needs of today's society.

Keywords:
Citizenship geographical education, information technology, Social Studies, digital literacy, education

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Introduction

Studying the development of Social Studies from its inception to the present in the digital era is fundamental. This is because Social Studies (Social Sciences / IPS) is one of the sciences that is integrated with other sciences and becomes a Tran's disciplinary science in relation to the making of this digital content model. This is inseparable from the initial goal of IPS and its dynamics in line with the needs in society and technological developments that catalyze all the changes that occur (Atabek & Burak, 2020; Farisi, 2015; Heland-Kurzak, 2020; Ratnawati, Sukamto, Ruja, & Wahyuningtyas, 2018; Sapriya, 2011; Suragangga, 2017).

Referring to the historical epistemology regarding the development of Social Studies in Indonesia, it is not easy to experience it due to two fundamental factors, namely (Elbay, 2020; Ismaya, 2017; Kaye & Johnson, 1999; Sapriya, 2017; Winataputra, 2008):

1) The absence of a professional social studies education institution in Indonesia such as the NCSS. Meanwhile, similar organizations, namely the Association of Indonesian Social Studies Education Scholars (HISPISI), are relatively new, and the Association of Indonesian Social Studies Education Studies Programs (APRIPSI).

2) The development of the social studies curriculum and learning as an ontology of the social studies education discipline still relies on the thinking of individuals or groups of experts to develop social studies curriculum tools through the Center for Curriculum Development and Bachelor of Education at the Research and Development Agency (Diknas, 2007) and the Center for Curriculum and Books (Puskurbuk Diknas).

The term IPS was first put forward at the National Seminar on Civic Education in 1972 in Tawamangu, Solo. There are three terms that were sparked at the National Seminar and the terms are often used interchangeably, namely: Social Studies (Social Education), Social Knowledge (Social Science) and Social Studies (Social Studies).

The use of the IPS concept was first sparked in the world of education in 1973 in the curriculum of the IKIP Bandung Pioneer School Development Project (PPSP). In the curriculum, social studies are identified using several terms, namely: Social Studies, Citizenship Education (PKN), and Civic and Law (Somantri, 2001). In that year, the PPSP curriculum regarding the Social Science Education Concept was realized in three forms, namely (Somantri, 2001; Sriwiyana & Akbar, 2010):

1) PIPS (Social Studies Education) is integrated with the name PKN or Social Studies.

2) PIPS is separate, while the term IPS is only used as a concept that covers the subjects of Geography, History and Economics.

3) PKN is a specialized PIPS, while in the Social Studies concept, PIPS is included in Citizenship Transmission.

In the 1975 PIPS curriculum, there are four schemes, namely (Somantri, 2001):

1) Pendidian Moral Pancasila (PMP) replaces PKN as a special form of PIPS that accommodates Citizenship Transmission.

2) Integrated PIPS intended for Elementary Schools.

3) Confederated PIPS which places IPS as a forum for Geography, History and Cooperative Economics lessons.

4) Separate PIPS, including among others: History, Geography, and Economics for SMA (High School) or History and Geography for SPG

Learning Method

The 1984 PIPS curriculum was no different from the 1975 curriculum, however, the 1984 curriculum had undergone many improvements. Furthermore, in the 1994 curriculum, PPKN subjects were special social subjects that were required to be followed by all students at every level of education, including elementary, junior high and high school levels.

Social studies subjects in the 1994 curriculum were implemented (Somantri, 2001):

1) Integrated PIPS at the grade 3 to grade 6 Elementary School level.

2) PIPS becomes a unit in junior high school which includes Geography, History and Cooperative Economics subjects.

3) Separate PIPS at high school level, which has similarities with Social Studies.

In the 2004 PIPS curriculum, social studies subjects are similar to those in the 1994 curriculum. The difference lies at the high school level, namely the Sociology subject which was originally only

intended for high school grade 3 students, in the 2004 curriculum it has been given to students at grade 2 high school level. .
There are also different PIPS schemes for higher education and higher education (Muhammad, Kumaidi, & Mukminan, 2020; Somantri, 2001):
1) Social studies education provided at primary and secondary levels. Social studies education is meant in this case the simplification or adaptation of social sciences, humanities and basic human activities organized scientifically and pedagogically/ psychologically for educational purposes (Somantri, 2001).
2) Social studies education which is given to the social studies education department in higher education. Social studies education is meant in this case is a selection of disciplines of social sciences, humanities, and basic human activities organized scientifically and psychologically for educational purposes.
The starting point for thinking about the conceptual position of the Social Studies Discipline Education (PDIPS) or the object of study of the PDIPS knowledge system, namely (Somantri, 2001):
1) Characteristics of potential learning behavior of students at the elementary, junior high and high school levels.
2) Characteristics of the potential and learning behavior of students of the Social Studies Education Faculty - Teacher Training and Education Institute (FPIPS-IKIP).
1) 3) Social studies curriculum and teaching materials in elementary, junior and senior high schools.
2) 4) Social sciences, humanities and other relevant disciplines.
3) 5) Theories, principles, strategies, media and evaluation of social studies learning.
4) 6) Social problems and science and technology problems that have a social impact.
5) 7) Religious norms that underlie and strengthen professionalism.

Digital Enabler

The changing times change the way humans are educated, because humans must meet the needs and conditions in society as well as the demands in society. This started with several time periods (JothiLakshmi & Thangaraj, 2018):
1) Industrial Revolution version 1.0: which began around the 18th century AD with the use of equipment in factories which was a form of early industrialization. The driving force of the production machines at that time was mechanical power such as water and currents.
2) Industrial Revolution version 2.0: which began in the 19th century AD with the use of equipment in factories that produced mass-assembled products with labor power and electric-powered production machines.
3) Industrial Revolution version 3.0: which started around the 20th century with the use of automated tools. The driving force for the production machines used is electricity and computer equipment.
4) Industrial Revolution version 4.0: which started around the 21st century until now, at this time we are still in the industrial era version 4.0. The industry that is happening is smart production with artificial intelligence with the main technology being IoT (Internet of Thing), Cloud Technology, and Big Data. The presence of the internet and various sophisticated computer devices are examples of the development of the industrial era version 4.0.
Even various methods and learning tools have undergone a transformation, as was felt during the era of information which were all computerized. Computerized learning devices and digital learning materials or materials. The development of Information Technology and Communication (ICT), is able to change the way we learn and get information, the emergence of e-learning or distance learning systems, various sophisticated computer devices, and the availability of educational digital content are forms of from the development of the current industrial era (Munir et al., 2017).

The Development of Social Sciences in the 21st Century (Industrial Revolution ver 4.0)

Social studies education is seen as a discipline education using a field of study that uses methods from various sciences known as "an integrated system of knowledge", "multidimensional", "synthetic discipline", and "systemic conceptual study" is a new study. It is different from monodisciplinary fields of study or traditional scientific disciplines. The monodisciplinary approach, also known as a structural approach, is a form or model of approach that only focuses on one scientific discipline, without

being connected to other scientific structures (Somantri, 2001).
Taking into account the complexity of the problems of national and state life in Indonesia, in the 1970s, Social Studies Education (PIPS) was introduced as an educational discipline. The term scientific discipline education was first coined by (GEZEGİN & Melike, 2020; Melike & AVCI, 2020; Somantri, 2001). The idea of PIPS has an impact on the creation of PIPS having distinctive features when compared to other subjects. PIPS as a scientific discipline, has integrated, interdisciplinary, multidimensional and even cross-disciplinary studies. This need is manifested in the development of PIPS as a subject in schools whose study space is expanding along with the increasing complexity and various social problems that involve many studies in an integrated manner from various disciplines of social sciences, technology, humanities, environment and even belief systems and science definitely like Natural Sciences.

Relationship between Social Sciences and Social Sciences

There are several relationships between social sciences and social studies, namely (Hasan, 1995):
1) Social studies is not a scientific discipline like social sciences, it is more appropriately seen as a field of study.
2) IPS takes a multidisciplinary or interdisciplinary approach, while social sciences uses a disciplinary or monodisciplinary approach.
3) Social Studies is designed for educational purposes. In contrast to the social sciences which are implemented in a broader scope.
4) IPS implements social sciences in developing learning by also considering psychological and pedagogical aspects.
The similarity between social studies and social sciences lies in the objects studied, namely humans and social life. Both of them discussed problems that arise as a result of human relations (interrelationship), both of them also studied human society, and all aspects of social life, as well as various problems that arise in society.
The fundamental difference between the social sciences and the social studies lies in the objectives of their respective sciences. Social science aims at advancing and developing concepts and generalizations through scientific research, making hypotheses and generating new theories. Meanwhile, the goal of Social Studies is to have a tendency to educate, and not to discover social science theory, even though it is possible.
One of the main goals of Social Studies is the success in educating and how students can apply Social Studies in their activities and life, in the form of creating instructional goals. It is for that purpose that Social Studies takes parts of the social sciences for teaching purposes. Simplification of the concept of social science is intended to make it easier for students to understand.

Scope of Social Studies

Regarding the basic framework and concepts of IPS, it can be described as follows (Hasan, 1995):
1) Social Studies (IPS) is not a scientific field or an academic discipline, but is a field of study that focuses on social problems in society.
2) The social studies framework examines scientific fields which are social science fields, which are non-theoretical in nature, but practical, by studying the symptoms and social problems that exist in the community, generally taught at the school level, namely in elementary schools (SD) to Higher Education.
3) IPS uses an interdisciplinary or multidisciplinary approach by using various scientific fields to review social symptoms or problems from various dimensions or aspects of life, while the social sciences approach is disciplinary.
4) The social studies field is basically a combination of social sciences. For example, at the Elementary School (SD) level, IPS combines geography and history. At Junior High School (SLTP), IPS combines geography, history and the economy of cooperatives. In Senior High School (SLTA), IPS combines geography, history and economics of cooperatives and anthropology. Whereas at the tertiary level, the social studies field of study is known as social studies, which is a combination of various social science scientific fields. Social Studies also basically has fundamental differences from the social sciences.

Digital Era

The social studies education learning process is carried out in stages and continuously, adjusting to the needs and age level of students. The learning method is also adapted to social life, especially in the Industrial era version 4.0 where various aspects of life are transformed into digital form. Therefore digital literacy is a fundamental aspect that is part of social studies education in preparing students as part of society with digital literacy competencies.

Implementation of Todays Citizenship Geographical Education

Social Studies (IPS) is a field of study that studies, examines, and analyzes social symptoms and problems in society, which are viewed from various aspects of life in an integrated manner. Social studies are taught in primary and secondary education, as a basis or introduction in studying social studies or social sciences at a higher level.

IPS which is given in Elementary School, fundamentally examines facts, concepts, and generalizations related to social problems. The material in IPS is a combination of material on history, geography, sociology, and economics. Through the social studies subject, students are educated to become responsible, democratic citizens of Indonesia, as well as peace-loving citizens of the world. Social studies in elementary schools have changed from time to time due to the demands of the development of science and technology as well as the needs of society along with the times.

Basically, the development of each curriculum is a refinement of the previous curriculum. The curriculum is basically an arrangement of objectives and content of learning materials that are intended as guidelines for implementing learning to achieve certain educational goals. Two dimensions of the curriculum, namely: (1) planning and arrangement of the objectives, content, and learning materials, and (2) methods used for learning activities.

Based on Law Number 20 of 2003 concerning the National Education System Article 36 Paragraph (2) states that the curriculum at all levels and types of education is developed with the principle of diversification according to the educational unit, regional potential, and students. On the basis of this thought, the Education Unit Level Curriculum (KTSP) was developed, which began to be implemented in the 2006/2007 school year.

The 2006 IPS curriculum only focuses on the achievement of the required Competency Standards and Basic Competencies. This provides opportunities for educators as curriculum developers to create active, creative, effective, and fun social studies learning (PAKEM). Thus students can develop skills, attitudes, and understanding with an emphasis on learning while working, while educators use various sources and learning aids, including utilizing the environment so that learning is more interactive, interesting, fun, and effective.

Social studies subject matter in elementary schools is an integration of geography, history, sociology, and economics. Elementary social studies lessons in grade 1 to grade 3 are implemented through a thematic approach, while in grades 4 to grade 6 are implemented through a learning approach. Social studies subjects are arranged systematically, comprehensively, and integrated in the learning process towards maturity and success in life in society. With this approach, students are expected to gain a broader and deeper understanding of related fields of science (Winataputra, 2008).

The 2013 curriculum is a further step in the development of the Competency-Based Curriculum which was initiated in 2004 and the Education Unit Level Curriculum which was initiated in 2006 which includes competency attitudes, knowledge and skills in an integrated manner. This development is carried out to answer the internal and external challenges that develop in the community.

The 2013 curriculum was developed with a paradigm shift as follows (Wahab, Rahmat, Yusof, & Mohamed, 2016):

1) Learning patterns that are only teacher-centered are transformed into student-centered learning. Students are enabled to make choices with competencies commensurate with the material being studied.
2) One-way learning patterns, which initially only occur between teachers and students, turn into interactive learning, which involves teachers, students, society, the natural environment, sources and other media.
3) Isolated learning patterns are transformed into networked learning, so that students can learn from anyone and from anywhere, including using the internet for learning media.
4) The pattern of passive learning is changed to active learning seeking, so that active seeking student learning is further strengthened by the science approach learning model.
5) The self-learning pattern (alone) is changed to group or team-based learning.
6) Single device learning patterns are changed to multimedia-based learning.

7) Problem-based learning patterns are transformed into user needs by strengthening the development of the special potential that each student has.
8) The pattern of single science learning (monodiscipline) is transformed into multiple science learning (multidiscipline).
9) Passive learning patterns are transformed into critical learning.

The 2013 curriculum is aimed at preparing Indonesian people to have the ability to live as individuals and citizens who have aspects including: being faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization.

Of the various curricula that have been developed, all of them have their own strengths and weaknesses, and there is no curriculum that is without weaknesses, especially with the dynamic development of society which also requires curriculum updating to meet increasing needs.

By mapping the ideology of each generation and especially creating Z, and the context that creating this generation in the current technological era to be part of a digital citizen, careful knowledge is needed in relation to educating digital citizens on digital competence. This is in line with the theory of citizenship geographical education which refers to the quality of individual behavior in cyberspace, responsibly, in accordance with appropriate norms and ethics. Citizenship geographical education deals with the ability to manage and monitor behavior in using technology, which includes governance, ethics, norms, and culture. For a healthy and dignified digital citizen, a different kind of education is needed. In schools, students need to process how to access various information via the internet properly and become a culture, not only in the classroom but in the community (Ribble & Bailey, 2011). In theory, several components that enable digital citizen competence are contained in the following diagram, one of which is digital literacy. Digital literacy is the competence of knowledge and information use in the digital era that contributes to citizens who are competent in using appropriate information technology tools.

Figure 1. Digital Citizen Competencies (Ribble & Bailey, 2011)

Conclusion

The most important thing in this research is to fulfill the objectives of social studies education in educating the digital society in the technological era such as in the current era. And there are many aspects involved in realizing this, one of which is known as digital literacy. Meanwhile, in Social Science education, digital literacy is one of the many social studies.

And in realizing the goals as set out in the introduction, namely making a digital content model containing Social Studies is part of the scope of digital literacy. Many aspects are reviewed so that basically this research is a social studies study and Trans disciplinary research. And in this case the main aspect is the content of Social Science Education and this is inseparable from the objectives and dimensions of Social Science Education.

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