

SOCIAL RECONSTRUCTION CURRICULUM IN FACING 21ST CENTURY LEARNING

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Abstract: The research was aimed at analyzing the social reconstruction curriculum in the face of 21st-century competency demands. The results showed that: first, the social reconstruction curriculum focused on the problems faced in society. This curriculum was based on the flow of interactional education. Through this interaction and collaboration, students tried to solve their issues in society towards forming a better community. The primary purpose of the social reconstruction curriculum was to expose students to challenges, threats, obstacles, or human disturbances. Learning activities were centered on pressing social problems. Second, the development of 21st-century learning was not enough in the aspect of knowledge; it was necessary to develop innovative learning and skills such as critical thinking and problem-solving, creativity and innovation, communication, and collaboration. Third, the social reconstruction curriculum was a model for curriculum development in the face of 21st-century learning.

Keywords: Social Reconstruction Curriculum, 21st Century Learning

INTRODUCTION

The concept of social reconstruction has a huge role in dealing with the realities of life in society. It includes how to solve the problems it faces in society towards forming a better community. The implication of social reconstruction in the curriculum concept is a broad and deep problem so that people have never thoroughly discussed it.

Social reconstruction views education as not an effort alone but a joint activity, interaction, and cooperation. Cooperation or exchange occurs between students and teachers and between students and students, people in their environment, and other learning resources. Through this collaboration and interaction, it is hoped that students will try to solve the problems they face, both personal and social so that later they are expected to create a new, more stable society.

The rapid development of information and communication technology in all aspects of life has marked the beginning of the 21st century. Through technological developments, the world is interconnected beyond geographical barriers so that the world becomes borderless. With the narrowing and merging of the "space and time" factors, it is evidence that the context of the use of information and communication technology has entered all aspects of human life, impacting changes in the qualifications and competencies of human resources. This has implications for various risks and uncertainties that students must face where the world life faced by students today is different and much more complex than in previous times. It requires students to learn more and be proactive about various changes. To be able to prepare themselves in facing global challenges. Thus, in this case, the Indonesian government continues to strive to improve aspects of education at every level in a sustainable manner by adjusting the development of world education. One of them is applying the 21st century innovative learning framework initiated by the Partnership for 21st Century Learning (2011) in developing its curriculum. As also contained in the Regulation by the Ministry of National Education No. 16

(2007), which is to make the development of information technology media as one of the main foundations

In the development of the 21st century curriculum, it has implications for all those involved in the education process in Indonesian schools to master I.C.T. literacy skills (Pasaribu, 2020). Teachers, students, and even parents must be literate in technology and communication media to have the readiness to face the challenges of 21st century educational development. In addition, the mastery of 21st century competencies by educators and students is expected to be prepared through education. The challenges of education in preparing for this include creating quality resources that can build social and economic order through curriculum development according to the demands of 21st century competencies. 21st century skills and competencies include communication, collaboration, critical thinking and problem solving, creativity and innovation skills, and mastery of I.C.T., which requires higher order thinking skills (HOTS) so that an educated society can be created in the future, namely being able to face the challenges of an increasingly competitive era to increase the nation's competitiveness. Based on this, it is necessary to study further related to the social reconstruction curriculum in facing the demands of 21st century learning.

METHOD

The type of method used in this research is literature study. This research method limits its activities to utilizing library resources to obtain research data without doing fieldwork. Researchers try to collect library data, read, take notes, and various information about curriculum development in Indonesia facing the 21st century needs through various related sources.

FINDINGS AND DISCUSSION

Social Reconstruction Curriculum in Facing 21st Century Learning Demands

Curriculum Development in Indonesia facing the demands of 21st Century Competence. In the 21st century, human resources are required to continuously improve their quality, one of which is through professionally managed institutions (Karman, 2011). In the 21st century, human resources are needed to constantly improve their quality, one of which is through professionally managed institutions. The demands of the all-new 21st century challenge humans to make breakthroughs in thinking and adjustment, concepts and actions, and professionally managed. The needs of the all-new 21st century are a challenge for humans to make breakthroughs in thinking and adapt ideas and activities.

In developing the 21st century curriculum, it should also consider a global perspective, national or local. The curriculum must be able to bring students to think globally in the sense that students can reveal the breadth of information that can be used as a guide to direct them to become productive citizens and become human beings who have social concern for others around them, can work together and are mutually dependent in harmony.

Based on this, as an effort to solve educational problems in responding to the challenges of the 21st century, it is necessary to study several possible curriculum concepts that can be applied in schools, especially the issue of curriculum development which is more suitable to be used in the present era and the future. In developing the 21st century curriculum, it should also consider a global perspective, national or local. The curriculum must be able to bring students to think globally in the sense that students can reveal the breadth of information that can be used as a guide to direct them to become productive citizens and become human beings who have social concern for others around them, can work together and are mutually dependent in harmony.

In ancient times, when humans were still living in small groups, isolated and simple, education for children in the community was held outside of school, without school. Children obtain everything necessary for their education from people in their environment without formal education at school. Many children imitate the actions of adults so that children are good at cultivating the land, hunting, and so on. In this way, they can take care of themselves and earn a living in the community. However, education is no longer compatible when changes occur in society, demanding higher and heavier requirements from each citizen. The more advanced the more society the children have to acquire, the more subjects the children must master and therefore the longer they have to go to school.

The view of social reconstruction in the school curriculum has been started around 1920. It was created by a social reconstruction figure Harold Rug, where he saw a gap between the curriculum and society (Murry, 1987). He wants students with new knowledge and concepts to be able to identify and solve social problems. He was once expected to create a contemporary, more stable society. The social reconstruction curriculum is undoubtedly different or has differences from other curricula. This was stated by Sukmadinata (2000: 91). He argued that "This curriculum focuses more on the problems that are being faced by society." According to social reconstruction experts, education is not an effort alone but a joint activity, interaction, cooperation. Cooperation or exchange occurs between students and teachers and between students and students, students and people in their environment, and other learning resources. Through this interaction and collaboration, students try to solve their problems in society towards forming a better community.

Theodore Brameld, in the early 1950s, presented his ideas on social reconstruction. In a democratic society, all citizens must participate in the development of community reform funds. To do this, the school has a somewhat important position. Schools can build individuals to develop their social skills and help them participate in social activities as well as possible.

Social reconstructionist do not want to overemphasize individual freedom. They want to convince students how society made its citizens what they are today and how the community meets the personal needs of its citizens through social consensus. Brameld also wanted to give confidence about the importance of social change. These social changes must be achieved through democratic procedures. Social reconstructionist oppose intimidation, intimidation, and artificial compromise. They encourage students to have sufficient knowledge about pressing social problems (crucial) and cooperate or solve them.

Several characteristics are owned explicitly in the design of the social reconstruction curriculum, which is as follows:

1. Assumptions: The main objective of the social reconstruction curriculum is to expose students to challenges, threats, obstacles, or disturbances faced by humans. These challenges are fields of social studies, which need to be approached from other areas such as economics, sociology, psychology, aesthetics, even natural science, and mathematics. The problems of society are universal, and these can be studied in the curriculum.
2. Urgent social problems: Learning activities are focused on urgent social issues. These problems are formulated in questions, such as: Can live as it now provides strength to face threats that will disrupt the integrity of humanity? Can the existing economic and political order be rebuilt so that everyone can utilize natural resources and human resources as equitably as possible? These questions invite more in-depth disclosure, not only from books and laboratory activities but also from real life in society.

Organizational patterns: At the secondary school level, the curriculum organization pattern is structured like a wheel. In the middle as the axis, a problem was chosen, which

became the central theme discussed in the plenary. Several topics were discussed in group discussions, exercises, visits, and others from the main article. The issues with various group activities are the radius. All the activities of the fingers are summarized into a single unit as a frame.

Characteristics of 21st Century Education and Competency Demands

Knowledge skills, skills, attitudes, and mastery of technology become an integrated part of 21st century education. These skills require higher order thinking skills (HOTS), which can be developed by considering the characteristics of competencies and learning materials through various learning models based on activity.

The trend of the 21st century has contrasting differences with the previous century, including that 20th-century education that still uses LOTS (Lower Order Thinking Skills) or low-level thinking skills that include "remembering, understanding and practicing" needs to be improved in the 21st century. LOTS cannot be used as the only instrument in enhancing human resources but can be used as a basis for gaining knowledge. LOTS is only limited to memorizing and understanding so that they cannot form human resources who can create a product that results from their wisdom. One of the essential parts of education in the 21st century is to increase LOTS to HOTS (Higher Order Thinking Skills) or higher order thinking skills. These skills include "analyze-evaluate and create," which can be passed by continuing the skills on the LOTS. These three words should be practiced in today's teacher classrooms.

The analogy often used to describe the LOTS process is that a child is given a fish, and a child is given a hook. Then the answer is the second child. Children will learn more things when offered an angle, catching and eating fish, and practicing how to solve bait, ponds, or other lessons as learning in life. This is what distinguishes the 20th and 21st centuries. The progress and demands of the 21st century require education to make adjustments in all aspects, including the curriculum. One of the demands of developing a 21st century curriculum in schools is to change the learning approach to be student-centered from learning that was previously centered on educators. This is following the thinking and learning skills that children must have as the demands of the future world as contained in the 21st century innovative learning framework initiated by the Partnership for 21st Century Learning (2011).

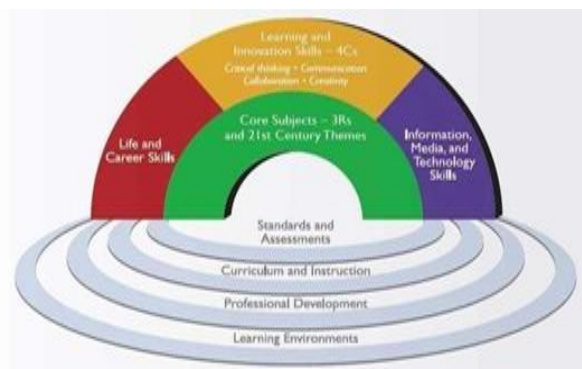


Figure 1. 21st Century Learning Framework

From the picture, the framework shows that the concept of developing 21st century learning is not enough on the knowledge aspect alone, so it needs to be equipped with the following skills:

- 1) Learning and innovative skills such as critical thinking and problem solving, creativity and innovation, communication, and collaboration.

- 2) Life and career skills include flexibility and adaptability, initiative and independence, social and cultural skills, productivity and accountability, leadership, and responsibility.
- 3) Information, media, and technology skills mean that students must be sensitive to information, media, and I.C.T.
- 4) Based on this, the government continues to strive to improve the quality of education in Indonesia by making the framework for 21st century learning as the basis for the development of its education, including developing national education standards, reviewing and revising curriculum regularly and continuously, developing professional skills for human resources, and the development of a learning environment that refers to the framework for 21st century learning.

Educators' ability to develop lesson plans is a powerful thing for students to have all these skills. Activities that challenge students to think critically in solving problems, encourage collaboration and communication are essential things that must be included in the lesson plans made.

CONCLUSION

First, the social reconstruction curriculum focuses on the problems faced in society. This curriculum is based on the flow of interactional education. Through this interaction and collaboration, students try to solve their issues in society towards forming a better community. The primary purpose of the social reconstruction curriculum is to expose students to challenges, threats, obstacles, or human disturbances. Learning activities are centered on pressing social problems. The second, 21st century learning requires planning and developing 21st century educational strategies; educators and students have 21st century skills, skills, and competencies which include: communication, collaboration, critical thinking and problem solving, creativity and innovation skills, and mastery of I.C.T. who require higher-order thinking skills (HOTS) so that an educated society can be created in the future, namely able to face the challenges of an increasingly competitive era to increase the nation's competitiveness. Third, the concept of a social reconstruction curriculum is appropriate in responding to the challenges of 21st century learning, from the objectives and contents of the curriculum, methods, and evaluation (a). Curriculum objectives and scope; oriented to the problems that are being faced by the community around where the education is held, constantly evaluating plans with criteria for meeting the needs of people in general. And strengthening 21st century learning skills (b). Method: In the teaching and learning process, one must seek harmony between the goals, materials, and interests of students and be oriented to the needs of the community and students' social environment, which includes improving communication, collaboration, critical thinking, and problem-solving, creativity and innovation skills and mastery of I.C.T. which requires higher order thinking skills (HOTS). (c). Evaluation: the implementation of the evaluation is not only the mastery of the material by students, but also assesses the achievement of community development goals and the influence of school activities on the community and the standard of living of the community.

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