THE ROLE OF SOCIAL STUDIES EDUCATION IN THE FORMATION OF SOCIAL BEHAVIOR AND SOCIAL RESPONSIBILITY IN THE 21ST CENTURY ERA

1Muslim
1Sebelas Maret University of Surakarta/Jalan Ir. Sutami 36 A, Surakarta, Surakarta City, Central Java
Email: muslim_161194@yahoo.com

ABSTRACT
The purpose of this study is to find out how the role of social studies education in the formation of social behavior and social responsibility in the 21st century era. Qualitative research methods with a descriptive approach and literature studies. The results of this study show that: 1) In shaping social behavior and social responsibility in students in social studies subjects can be developed through personal competence, social competence and intellectual competence. 2) The social competence developed is self-awareness as a member of society so that it is necessary to respect and respect each other; tolerance, understanding and awareness of the civility of social and national life; the ability to communicate and cooperate with each other; prosocial attitude; social abilities and concerns for the environment; strengthening the spirit of nationality, understanding of differences and equality. This study is ultimately after social skills and social competencies are developed in social studies subjects, social behavior and social responsibility in students can be formed properly.

Keywords: IPS, social behavior, social responsibility

INTRODUCTION

In the current era of the 21st century, it brings influences that have penetrated various aspects of life, including student life in families, schools, and communities. In
addition to bringing positive impacts, it also brings negative impacts to the flow of globalization, including social problems which are currently a national problem that is quite concerning. Social problems have been seen in students’ daily lives, such as individualistic attitudes, egoistic, lack of ability to communicate effectively, low sense of empathy, lack of sense of responsibility, low level of discipline, lack of cooperation and interaction in life of society, nation, and state. (Ginanjar, 2016). Today's youth are so easily affected by westernization that they can instantly change the values held so far, but today's younger generation is less aware of the threat. Later what happened were brawls between students, disputes between citizens, pornography, tourism, prostitution, promiscuity, when away from parental supervision, dressing casually without thinking about customs, and no longer respecting parents. (Sholeh, 2019).

Education is a conscious effort to develop the potential of human resources through teaching activities. Article 1 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation, and state. The implementation of education must be by the objectives expected in the next article, article 3; National education functions to develop abilities and shape the character and civilization of a dignified nation in educating the nation's life. This means that the implementation of the educational process is expected to form a human being who has faith and piety in God Almighty. Education not only gives birth to someone who is an expert in a certain field but also includes how a person can carry himself in an environment of society, nation, and state following applicable norms and rules (Surahman & Mukminan, 2017).

Education in schools has come under criticism for its lack of development of affective rather than cognitive aspects. This imbalance is suspected as one of the nodes of the above violent phenomenon. The appearance of statements in various discussions; printed generations that are smart, but lack the character the nation needs are an accumulation of constructive aspects that are lagging behind cognitive. This statement seems to be justified by cases of violence committed by teachers against students. (Surahman & Mukminan, 2017)

On the other hand, at the same time, society displays asocial clashes, such as
conflict, violence, juvenile delinquency, social abuse, terrorism, and so on. The social capital of the Indonesian nation which is full of wisdom values seems to have no place until it gives birth to concern, solidarity, justice, unity, and other values derived from the socio-culture of the nation (noble values). (Surahman & Mukminan, 2017). Various social behaviors in schools and communities still occur sporadically and are shown by various media, this situation certainly resonates with various parties including other students who are in a period of character building. As a result, students slowly experience a shift in the manners of social life and moral ethics in the practice of school life. This shift appears to be occurring in various schools in Indonesia (Surahman & Mukminan, 2017).

Education is one of the big responsibilities in producing Indonesian citizens who have strong character as capital in building a high and superior civilization. The strong character of the nation is a product of education. When the majority of people’s characters are strong, positive, and resilient high civilizations can be well-established and successful.

Conversely, if the majority of society's character is negative, negative and weak characters result in a constructed civilization being weak (Surahman & Mukminan, 2017). Related to these educational responsibilities, Social Sciences (IPS) is one of the subjects taught at the elementary, middle, and high school levels. Social Studies is not an independent science like other social sciences, but social studies materials use social science materials that are selected and adapted to the purpose of teaching and education (Endayani, 2017). Social studies are very important to teach to students because humans are social beings who live in society. An understanding of the concepts and principles of social science is indispensable to making students good citizens. Thus, the student must be equipped with knowledge about society (social) so that with this knowledge he has a good attitude and skills that are useful both for himself and for society (Endayani, 2017).

Social Studies in education is a concept that develops knowledge, attitudes, and social skills to form and develop the personality of a good citizen, and has become part of from discourse curriculum and education system in Indonesia, and is a social education program on the school education track (Surahman & Mukminan, 2017). As stated by (Nursid, 2008) that social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude toward the improvement of all inequalities that occur, and are skilled in overcoming every problem that occurs daily both that afflicts themselves and that afflicts people's lives.
In line with that, Wijaya said the purpose of social studies education is to prepare students or the younger generation to become good citizens in their lives in society. (Wijaya et al., 2016). In today's 21st century era, every citizen including students is required to have several skills and competencies necessary in life not only as citizens but also as citizens of the world so that student life can be more functional and more meaningful.

According to Wagner, some of the skills needed in the 21st-century era include: 1) critical thinking and problem solving, 2) collaboration across networks and leading by influence, 3) agility and adaptability, 4) initiative and entrepreneurialism, 5) effective oral and written communication, 6) accessing and analyzing information, and 7) curiosity and imagination (Wagner, 2010).

In its implementation, the social studies learning process has so far placed more emphasis on cognitive aspects only, teachers do not prepare students to become good citizens and at the same time citizens of the world, who have the skills and competencies to live in society, coexist, work together, control themselves, control emotions and share with others (Ginanjar, 2016). While (Muchtar A, 2007) stated the results of research on social studies learning that "in social studies learning the orientation of teachers becomes strong in the process of providing subject matter, while the development of the ability to think and behave as a provision to become a good citizen is not paid much attention to".

This is the reason for the important role of social studies education in the formation of social behavior and social responsibility in the 21st-century era so that social studies education does not only focus on the cognitive realm, but social studies education can also develop students' social skills and social competencies in social studies learning so that it can prepare students to live more functionally and meaningfully in the era of the 21st century. In this study, the author examines the role of social studies education in the formation of social behavior and social responsibility by developing students' social skills and social competencies which include interpersonal skills, cooperation or collaboration skills, interactive communication, and global awareness, as well as personal competence, social competence, and intellectual competence.
METHOD

The method in this study is a descriptive qualitative method. The descriptive qualitative method is a research method that presents findings in the form of descriptive, detailed, complete, and in-depth sentences that describe the actual situation to support the presentation of data. The data collected is in the form of words, sentences or pictures that have a more meaningful meaning than just presenting numbers or frequencies (B.S, 2006). In this study, the author uses library research, which is a study carried out through collecting data or scientific papers that aim to solve a problem that basically relies on a critical and in-depth study of relevant library materials.

RESULTS AND DISCUSSION

1. 21st Century Era Life

The population projection and the composition of today's young generation in the next 15 years provide an overview of the role of today's young generation that greatly determines the life of the nation in the future. In the population projections by 2030, those who are now 7-19 years old will be residents aged 12-34 years, the largest part of the productive age because they will account for about 71% of the total Indonesian population at that time. They are the active heirs of the Indonesian nation who have a decisive position in continuing, changing, or developing the new heritage of the nation. They are a group of nations that will determine whether their generation is the generation of the Indonesian nation with a national identity or they is a new generation of Indonesians with a new identity that is different from the identity of the previous generation of Indonesia (Hasan, 2019).

The data shown above comes from McKensey's (2012), Archipelago Economy: Unleashing Indonesia's Potential. By 2035 Indonesia has a population aged 15-64 years almost 70% of the entire Indonesian population and they are a productive population. The rest are those under the age of 14 and over 70 who have not been or are no longer productive. Such a large number of productive groups are considered a demographic bonus, they will become supporters of a productive economic life and a dignified nationality. In economic life, they will produce various economic products that are needed by the nation and prosper the nation's economic life but they can become the biggest users of economic products produced by other nations and are not following the identity of the nation. In national life they become the majority group that shows behavior with national character, becomes an example in the life of the state and nation that is a nation but can also become an Indonesian human group with a different identity from the nation's heritage (Hasan, 2019).

They are the main support groups of political, economic, scientific, technological, social, and cultural life because they will determine the life of the Indonesian nation. Therefore, they are
called the golden generation with the hope that they will bring beauty to the life of the nation and state of the Indonesian nation and bring influence human life in various nations. In the nation's present life, the way of thinking of agricultural people who are poor in innovation is challenged by technological thinking that is rich in innovation, and which is the main characteristic of disruptive thinking and innovation in digital technology, the Internet of Things (IoT), artificial intelligence (AI), cloud technology changes a lot of what the past already has and there are new developments that change the life of the present.

These changes proceed without requiring a revolutionary action but will continue peacefully in the direction of the impact of the change that is difficult to measure (Hasan, 2019). The element of sustainability with a large element that concerns the social and cultural basics will be able to change the identity of a nation if the sustainable (continuous) aspect is smaller in magnitude and about aspects that are not fundamental to the heritage of the nation or a cultural group of the nation's people. Meanwhile, the nation's legacy as an international trader has gained reinforcement in doing business with the technology produced by the Industrial Revolution 4.0. The forms and types of markets developed by the Industrial Revolution 4.0 technology have created a virtual market that can reach consumers who are no longer limited in geographical space, transportation, and time. The goods being marketed are becoming increasingly limitless by traditional definitions of goods, opening up the possibility of goods that never existed in those definitions.

Indonesia's traditional agrarian way of thinking attaches importance to plants for the prime needs of life (basic needs) while for the market is that the advantages are already based on the principle of a closed economy cannot be maintained. Indonesian agricultural products such as kaka, coffee, tea, and even cassava processed with disruptive thinking and the latest technology have produced sophisticated products that place Indonesia as a consumer. This reality will always put the Indonesian nation as a nation that no longer determines the market but is always determined by the market. Another factor that needs to be considered for social studies education is globalization, the future life of the nation can no longer be fully determined by the Indonesian nation. Global and regional economic, political, scientific, technological, and even cultural and educational life will have a greater influence than ever before.

Globalization has changed the color of people's lives into a system that places international, and national interests alongside local interests (provincial/state level and the communities around schools). Advances in technology have caused international influence to reach homes and private spaces that have never been touched before. The business world is increasingly open with international MEA, AFTA, and APEC free market deals that have had a significant influence on the life of the state and nation. The lives of Indonesia's young generation in 2030 will face greater free market challenges and prove their presence as Indonesia's Golden Generation or
vice versa. When Indonesia celebrated 100 years of its independence, the life of the nation Indonesia has been largely determined by the success of the younger generation to become the Golden Generation.

2. The Role of Social Studies Education in the Formation of Social Behavior and Social Responsibility in the 21st Century Era

The many skills that must be mastered by every Indonesian citizen, including students in the 21st-century era, have implications for the world of education to be able to prepare students to actively participate in the global community. Meitri Group puts forward four main skills in today's globalization era, namely digital age literacy, intellectual capital inventive thinking, interactive communication social and personal skills, and quality and current results (Ginanjar, 2016). With so many skills to master, schools are required to change the learning process so that students can master several skills necessary in the life of 21st-century society. This includes the social studies learning process, where social studies have a very important role in shaping social behavior and social responsibility by improving students’ social skills and social competence.

a. Skills in Social Studies Education

Social studies subjects are subjects that aim to educate students to be good citizens, namely citizens who can live democratically, get along, and interact with others positively, this is following the objectives of social studies according to the National Council of the Social Studies (NCSS), namely help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (Blanchard et al., 1999). This is also strengthened in Permendiknas No. 22 of 2006 concerning Social Studies Subject Content Standards, namely: (a) getting to know concepts related to community life and the environment; (b) having basic abilities for logical and critical thinking, curiosity, inquiry, problem-solving, and skills in social life; (c) have a commitment and awareness of social and humanitarian values; and (d) have the ability to communicate, cooperate and be competent in a plural society at the local, national, and global levels. (Ginanjar, 2016).

From some of the explanations above, it is necessary to formulate several abilities that can be developed through social studies subjects. According to James Bank, the abilities that must be mastered by students through social studies subjects are knowledge, skills, attitudes and values, and practices of citizens. Students need to master useful knowledge in making decisions and interact actively and effectively in society. Students need to master academic skills and social skills so that students are not only intelligent in cognitive aspects but also intelligent in affective aspects (grades). Students need to develop attitudes and commitments that uphold democratic and humanitarian values so that they can become citizens who have values that are in line with the ideology of the state. Students are allowed to participate in the life of the nation and state, in the
development of students' social skills in social studies learning. Social skills involve many aspects of emotions and feelings that are affective realms. In interacting in society, everything will never be separated from the values prevailing in society. Social skills and values are two things that cannot be separated from social interaction in society. Thus, it is very necessary to learn social studies based on values to develop students' social skills.

b. Competence in Social Studies Education

Related to this, Wayan Lasmawan explained that there are three competencies in social studies learning, namely personal competence, social competence, and intellectual competence. Personal competence is a basic ability related to the formation and development of a student's self-personality as an individual being which is his right and responsibility. This basic orientation of the formation and development of personal competence is emphasized in efforts to introduce themselves and build students' self-awareness as individuals or individuals with all their potential, uniqueness, and dynamic personal wholeness (Lasmawan, 2009). Several personal competencies in social studies education need to be developed such as the formation of concepts and self-understanding, objective attitudes towards oneself, self-actualization, self creativity, independence itself, including how to cultivate noble ethics, discipline, honesty, and hard work as a creature of God, so that it is necessary to cultivate and strengthen his faith and devotion (Sardiman, 2010).

Social competence is a basic ability related to the development of consciousness as a social being and a cultured being. Several basic competencies developed are self-awareness as a member of society so that it is necessary to respect and respect each other; tolerance, understanding, and awareness of the civility of social and national life; the ability to communicate and cooperate; prosocial attitude; social abilities and concerns for the environment; strengthening the spirit of nationality, understanding of differences and equality. One of the principles of learning that has strengths is value-based. This principle also applies to the development of social skills of students in social studies learning (Ginanjar, 2016). In interacting in society, everything will never be separated from the values prevailing in society. Social skills and values are two things that cannot be separated from social interaction in society. Thus, it is very necessary to learn social studies based on values to develop the social skills of students.

Intellectual competence is the ability to think based on the existence of awareness or belief in something good that is physical, social, and psychological, which has meaning for himself or others. This basic intellectual ability is related to the development of students' identity as thinking beings whose thinking power is to accept and process and build knowledge, values, and attitudes, and actions both in their personal and social lives.

From some of the explanations above, it can be explained that in shaping social behavior and social responsibility in students through social studies subjects, it is necessary to develop personal competence, social competence and intellectual competence, because with the existence of
personal competencies the basic orientation of student formation and development is more emphasized on efforts to introduce themselves and build student self-awareness as a person or individual with all potential, his uniqueness and dynamic personal wholeness, and social competence. A number of basic competencies developed in students are self-awareness as members of society so that they need to respect and respect each other; Tolerance, understanding and awareness of the civility of social and national life; the ability to communicate and cooperate with each other; prosocial attitude; social abilities and concerns for the environment; strengthening the spirit of nationality, understanding of differences and equities, as well as intellectual competence. The basic abilities developed in this intellectual competence are related to the development of students' identities as thinking beings whose thinking power is to accept and process and build knowledge, values and attitudes, and actions both in their personal and social lives.

ACKNOWLEDGEMENTS

I would like to thank the reviewer team, and the Solidarity journal editor team, hopefully, the author's article that the author has revised can be used as a consideration for acceptance.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. In shaping social behavior and social responsibility in students in social studies subjects can be developed through personal competence, social competence, and intellectual competence.

2. The social competence developed is self-awareness as a member of society so that it is necessary to respect and respect each other; tolerance, understanding, and awareness of the civility of social and national life; the ability to communicate and cooperate; prosocial attitude; social abilities and concerns for the environment; strengthening the spirit of nationality, understanding of differences and equality

Suggestion

The author's advice suggests for teachers, especially social studies teachers, always develop social skills and competencies that exist in social studies learning.
Bibliography


