

COMPARISON OF LEARNING CIVIC(S) EDUCATION IN INDONESIA WITH JAPAN

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Abstract

Japan is a country with a quality education system and quality in the process of education and learning. Education in Japan implement standards and learning good management and structured coherently, including in the areas of learning Civic(s) Education. This study aims to provide comparative study Civic(s) Education in Indonesia with Japan. The method used in this research is a comparative study with a qualitative approach. The study was conducted in Bandung Japanese School. Informants consisted Japanese teacher of Civic(s) Education in Indonesia, Indonesian teacher of Civic(s) Education and Japanese lecturers in Indonesia. The collected data of this research obtained through interview, observation, literature and documentation then analyzed by analytical techniques such as data reduction, data presentation, and verification and validation using triangulation techniques and data collection techniques. The results showed that there are differences and similarities that exist in learning Civic(s) Education in Indonesia and Japan. Differences exist which of the methods used in the learning process, which in Indonesia using the method of lecture and discussion, while in Japan using a method that emphasizes living experience of learners in exploring the material obtained. And there are similarities in the structure of scientific disciplines Civic(s) Education in Indonesia and Japan are detached (separated) from the disciplines of social (Social Studies) and also in the purpose and role of the Civic(s) Education In shaping citizens' competence in the flow of globalization as well as moral education and character development of citizens.

Keywords: Comparison, Education, Learning, Civic(s) Education.

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Introduction

Japan is a developed country in various fields of life such as education, politics, economics, social, culture, technology, etc. Japan's advances certainly affect the facilities and infrastructure and the quality of education in the country. History proves that education in developed countries such as the United States, Greece, Germany, and other developed countries to build the nation's progress by prioritizing education in the country where the state seeks to educate the nation's life and appreciate every development of science. Various educational excellence in Japanese country such as teacher, medical, technological, literature, and art majors, and much more is the success of Japanese education system which has been able to answer the various problems of human resources needed in various fields of employment. Even the Japanese state is able to minimize the unemployment rate which in fact in every country is always increasing in number. The creativity of Japanese educational graduates is internationally recognized as an example of automotive success like Honda, Suzuki, etc. Who are always able to innovate their products in a short span of time. In addition to producing labor labor these countries are also able to produce experts who are able to develop the latest researches continuously. The key to Japan's progress is education.

Education is the key to all the progress and development of quality, because with human education can realize all his potential both as a person and as a citizen. Therefore, in order to realize the potential of self into a multi-human competence must pass through the educational process that is implemented

in the learning process. Thus, the learning process should be able to develop the ability and shape human nature so as to create quality education. Learning is a process that makes people learn. Each learning process, the role of teachers as educators in charge of helping students to learn well and easily. In addition, students as learners seek to find information, solve problems, and express opinions. The core of the educational process is the learning process that takes place in the classroom. Thus, improving the quality of education should begin by organizing and improving the quality of learning in the classroom. Quality learning process can be created if students and teachers play an active role in it. Students and teachers interact in an activity called learning and take place in the learning process. Efforts to realize the effective and efficient learning process then the teacher should be able to realize the teaching behavior appropriately in order to be able to realize student learning behavior through effective learning interaction in the learning process conducive. Therefore, one of the efforts that teachers can do is to plan and use learning models that can condition students to actively learn.

To understand the differences between the Japanese education system and the Indonesian education system, it would be good to first look at the philosophical foundations underlying both education systems. Discussing the educational system from the philosophical side will tend to be related to the ideal value that is used as the basis for decision making and implementation. For example, Pancasila which is used as the philosophical foundation of the Indonesian nation is expected to be one of the guidelines of life of the nation which consists

of various religious and ethnic backgrounds. In order to make the life of a better nation and not left behind with the development of the times and improve the quality of life of a society. A "comparing" process is done to find out how far the abilities we have in the international world and know the progress that exists. Man, consciously or unconsciously, is basically always doing an assessment of himself by looking at aspects of the same life in others. Without comparison, the life process may run slowly, or it may almost never change for the better.

Research methods

The method used in this study is a comparative study with a qualitative approach. The study was conducted in the school of especially ekspatriat Bandung Japanese School. Informants consisted of teachers, students and lecturers of Civic(s) Education. The collected data obtained through interview, observation, literature and documentation study then analyzed using a model Milles and Huberman. Technical analysis consisted of data reduction, data presentation, and verification data (Milles and Huberman, 2007). The data obtained is then validated using source triangulation techniques and data collection techniques.

Results and Discussion

Civic (s) Education in Indonesia

Civic(s) Education for schooling is closely associated with the two disciplines are closely with the state, namely the Political Science and Law. Both sciences are integrated with the humanities and other scientific dimensions that are packed scientifically and pedagogically for the benefit of learning in

school. Therefore, Civic(s) Education at the level of schooling aims to prepare learners as citizens are intelligent and good (to be smart and a good citizen). Citizens in question are citizens who master the knowledge, skills, attitudes and values, that can be used to foster a sense of nationalism and love of the homeland. Indonesia is a democratic country, no wonder if its citizens are required to behave actively in the life of nation and state. In order to create an active community, then since elementary school we would have gained material about civic education. It continues to tread into the world of lectures. Substantive and pedagogic citizenship education is designed to develop intelligent citizens in all pathways and levels of education. Currently civic education has become an inherent part of Indonesian national education instrumentation in five states:

1. As a subject in school.
2. As a college course.
3. As one branch of education of social science discipline within the framework of teacher education programs.
4. As a political education program that is as a program crash.
5. As a conceptual framework in the form of individual thought and related expert groups, developed as a basis and framework for thinking about civic education. (Sumarsono, 2006)

Civic(s) in question is Civic(s) Education aimed at educating students to live in a democratic country. Citizens must have the ability and knowledge to participate in political life, matters relating to the public interest and other aspects. Students should understand how "to guard against tyranny of

majority, allow everyone, including reviews those in the minority, to freely and fairly participate in political and civic life in influence reviews their government and its public policy decisions" (Vontz, 2000, pp. 36). Basically, citizenship education (Civic(s) Education) aims to prepare citizens to support democratic and developing democratic life. But in its implementation is often followed by certain political interests. According Cholisin (2000) Civic(s) Education in Indonesia in the past is more oriented to the interests of the government rather than the interests of citizens. Because the concept and Civic(s) Education is very thick with the feel of indoctrination, hegemony, legitimacy and political mobilization. Consequently Civic(s) Education developed more oriented to the interests of the authorities to maintain the status quo than to develop a critical attitude of citizens, so that the weight of scientific Civic(s) Education is very weak. Not surprisingly, the attitude and culture of citizen democracy is less developed.

According Permendikbud No. 22 of 2006 on the Content Standards National Education, Civic(s) Education is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled and characterized mandated by Pancasila and the Constitution 1945 Civic(s) education is an aspect of political education material focusing the role of citizens in civic life, all of which were processed in order to foster the role according to the provisions of Pancasila and the 1945 Constitution in order to become a citizen can be relied upon by nations and countries are (Cholisin, 2000, pp. 9). According to Edmonson (in Ubaedillah, 2011,

p. 5) Civics meaning is always defined as a study of governance and citizenship-related liabilities, rights, and privileges of citizens.

Civic (s) Education in Japan

Civic (s) Education in Japan which is known in terms of social studies, living experience and moral education (Kerr, 1999), oriented towards the experience, knowledge, and abilities of citizens with regard to efforts to build the nation of Japan. Context-born Civic(s) Education in Japan can be traced, especially after the second World War (1945). At that time, the Japanese government's attention to education began to show improvement. Education became the center of government attention as planned since the Meiji period (19th century). (Otsu, 1998, pp. 51, Ikeno, 2005, pp. 93). This period after Japan's defeat, is a very important turning point for education in Japan. Education in Japan to change the orientation of a military nature towards a more democratic approach. Similarly, the change is felt in Civic(s) Education, this subject has shifted its emphasis from education to the citizens and the teaching disciplines of the social sciences related to the effort to build the nation of Japan, toward Civic(s) Education for all citizens (Ikeno, 2005, p. 93). Civic(s) Education of Japan after World War II can be described in three periods (Ikeno, 2005, p. 93) as follows: "First, the period of 1947-1955, oriented experience. Second, the period of 1955-1985, knowledge-oriented, and third, the period 1985-present, oriented in ability". The first period, Civic(s) Education is mostly applied in an integrative way into social studies. Social studies adopt problem-solving methods, such as research and discussion, and teach social life and society in general. In the

classroom, teachers and children consider issues of social life and society through social experience gained by problem solving. They learn about "their own society" and develop "attitudes and skills to participate positively to build a democratic society". Implementation of learning social studies in this period is through "Yubin-gokko (playing the post)" and "Yamabiko-gakko (echo school)". In this practice, the teacher organizes a structure related to the postal activity as an activity for children. In Yamabiko-gakko, teachers organize activities of the investigation so that children can make inquiries through their compositions and free response. In such situations, the children perform activities, while the teachers do not take a big role to lead in the learning process. Many people criticize this practice of learning, they argue that in such learning practice, children only acquire the usual knowledge learned accidentally, and they demand social studies teachers to teach social science systematically. In the second period, Civic(s) Education is based on the principle of intellectualism that developed in the academic disciplines. Japan's Ministry of Education separating Moral Education (dotoku) of social studies. Social studies are broken down into Geography, History, and politics/economics/society. Each of the disciplines above consists of a set of knowledge and skills. It is prepared so that students have core knowledge about Japanese culture in general. Civic(s) Education is directed to the second period that the students acquire knowledge considered essential for the Japanese.

Teaching target of Civic(s) Education in the second period consists of four elements (Ikeno, 2005, p. 94), which is to develop:

1. Knowledge and understanding
2. Skills of thinking and determination
3. Skills and abilities, and
4. The will, interests, and attitudes of citizens

In the third period, Japanese Education emphasized on the development of the principle of mutual relations. In this case, school education is focused on developing "the necessary skills in student life", in the sense that students are able to find a problem on their own, learn about the problem, think it through, assess freely, use appropriate methods, solve problems appropriately, creatively, And deepen his understanding of life. This goal is achieved through the integration of every discipline. Therefore, this period is called the "integrated study period". Civic(s) Education in the third period aimed at preparing individuals to be actively involved in the community, and use a common culture in every respect. Emphasis Civic(s) Education has changed from priority to general knowledge of the Japanese people to the ability to build a community. In this third period, Civic(s) Education Japan are mostly applied as a "citizenship (Civics)" in the high schools, and as a "social studies" in secondary schools (Otsu, 1998, p. 51). The cornerstone of the development Civic(s) Education in Japan can not be separated from the concept of citizen (komin, citizen) and nationality (citizenship). Therefore, it is important to know how these concepts are constructed. To explain the relationship between the citizen and citizenship in Japan, Otsu (1998, p. 53) argues as follows: "Related to the definition of

'citizen', 'citizenship' has a much wider meaning and can be used differently in different Contexts". Based on these citations it is known that the definition between citizen and citizenship can have broad meaning and can be used in different ways and in different contexts.

More Otsu (1998, p. 53) argues that when "social studies (social studies)" begins as a core subject in 1948, the Ministry of Education in Japan explained that the social studies not only help people follow government policy, but each population intensely learn about their communities and to develop their attitudes and skills to participate positively in their societies to build a democratic society. At the time of "citizenship (Civics)" prepared as a subject in secondary schools in 1970, Japan's Ministry of Education describes the core objectives of the Civic(s) Education as follows:

1. To develop an awareness and understanding of Japan as a nation and the principle of sovereignty
2. To develop a concept of local community and the state and ways in the which the individual can contribute to the work of the community and the state
3. To appreciate the rights and responsibilities and duties of the individual in the community and wider society
4. To develop an ability to act positively in relation to rights and duties.

The systemic framework in question is "the technical terms used, the developed approach, and the number of hours per week, both for primary and secondary education" (Kerr, 1999; Winataputra, 2007). In the following table are presented the organization of the

Civic(s) Education in Japan on basic education and junior secondary education and level up.

Table 1

Organization of Citizenship Education in Primary Phase

Country	Terminology	Approach	Hours per week
Japan	Social studies, living experiences and education	Statutory core moral separate and integrated	175 x 45 minutes per year

Source: Kerr, (1999, pp. 18)

Table 2

Organization of Citizenship Education in the Lower and Upper Secondary Phase

Country	Terminology	Approach	Hours per week
Japan	Social studies, living experiences and moral education	Statutory cores Integrated and specific	175 x 45 minutes per year (grade 7 and '8) 140 x 50 minutes per year (grade 9) 140 x 50 minutes per year (upper secondary)

Source: Kerr, (1999, p.19)

For junior high school and above, subjects of study materials or Civic(s) Education used the term "Social studies, living experiences and moral education". Positions in compulsory education programs are packaged as core material that is integrated or stand-alone. The study load per week is: first level, 175 x 45 minutes per year for levels 7 and 8, and 140 x 50 minutes per year for level 9. While for the upper level is 140 x 50 minutes per year. In the description of Otsu (1998) Civic(s) Education in primary schools is implemented as a "life and environmental

studies" at the level of 1-2, and "social studies" at a rate of 3-6 for three hours of lessons (1 hour lesson = 45 minutes) per week. In high school, social studies consist of three subjects, Geography (4 hours per week at levels 1 and 2, 1 hour = 50 minutes), History (in proportion to geography), and Citizenship (2-3 hours per week At level 3). Content (curriculum) Citizenship in secondary school consists of:

1. Contemporary social life
2. Improvement of national life and economy
3. Democratic government and the international community. (Otsu, 1998, p. 54).

In middle school, students learn citizenship in recent years, the three levels of Citizenship lessons tend to be directed as a center of knowledge and emphasized on memorizing (memorization), as many students and teachers concentrate on the entrance exam to the high school level. The high school curriculum consists of specific subject areas and sub subjects. Students are required to take four credits from Civics subjects consisting of: contemporary society (4 hours, 1 hour = 50 minutes), ethics (2 hours), and politics / economics (2 hours).

The contents of the study of contemporary society are as follows:

1. The individual and culture in contemporary society
2. Environment and human life
3. Contemporary politics and economy and the individual
4. International community and global issues. (Otsu, 1998, p. 54)

In the study of contemporary society, various learning innovations have been produced. To

develop learners' skills and attitudes such as knowledge, some teachers create learning innovations by taking contemporary issues using a comprehensive approach and varied activities, such as discussions, games and simulations. Although social studies in secondary schools imaged as rote learning for a long time, but the study of contemporary society has changed the image (image) of social studies to a certain extent. Creative learning in contemporary society is publicized and has influences that support teachers across nations.

Comparison of learning Civic(s) Education in Indonesia with Japan

There are some similarities and differences learning system Civic(s) Education applied to the two states. As for the equation:

1. The educational attainment system in both countries share the same pattern of 6-3-3-4, ie 6 years for elementary school, 3 years for junior high, 3 years for high school, and 4 years in college. And in the teaching and learning of Civic(s) Education required at every level of education.
2. The age of students studying at each level is the same, that is 9 years of primary education between the ages of 6-15 years, high school age 16-18 years, and higher education between 19-25 years.
3. Both countries require English language learning from the first year of junior high school, so students are expected to have internationally sound skills.
4. Subject of Civic(s) Education in Japan are generally separated by the Social Sciences (Separated).
5. Civic(s) Education in Japan has the same role as in Indonesia, as the subject of

character development and nationalism citizens.

While the vast difference in learning system Civic(s) Education in the two countries is as follows:

1. In general purpose learning Civic(s) Education prioritizes the development of personality as a whole, respect individual values, and instill a free spirit. While in Indonesia Civic(s) Education aims to make the students become a man of faith and fear, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Japan does not include subjects of religious education at all levels of schooling (separating religious education by schooling), while in Indonesia religious education is a compulsory subject for every level of schooling.
2. Judging from the curriculum developed can be put forward some of the things that curriculum Civic(s) Education on the level of schooling in Japan does not burden the child, because the child is not crammed with learning materials cognitively but more on the introduction and practice life skills needed for the child's daily life Day, such as exercise your own defecation, brush your teeth, eat, and so forth. While the curriculum in Indonesia has been oriented to the intellectual development of children.

Table 3

Comparison of Curriculum Civic(s) Education in Indonesia with Japan

Aspect	Indonesia	Japan
Curriculum Civic(s) Education	Curriculum Civic(s) Education today are: 1. Developed based on certain	Curricular goals in Civic(s) Education namely to

competencies.
2. Child centered as knowledge developer.
3. There is an emphasis on development problem solving skills, ability to think logically, critically, and creatively as well as the ability to communicate the problem.

provide students with diverse and varied experiences that will enhance their ability to think logically and creatively. Japanese curriculum framework for field of Civic(s) Education is not targeted to control the extent of the coverage, but instead target the depth of the learning process.

Subject matter	1. Coverage of basic school materials include: Human Rights, Family, Nation, Democracy and Environment, Law, Nationalism, and reasoning and communication.	1. Material for elementary school: A. Family and Environment B. State and Emperor C. Form of Government D. Empire
	2. Scope of the materials for junior high school include: Human Rights, System of Government, Justice and Constitutional, Political Culture and Democracy, problem solving, and reasoning and communication.	2. Material for Junior High School: A. Law and Politics B. Forms of the State C. Human Rights D. Democracy
	3. Coverage of the material for the Senior High School Acoversing human rights, Law and Politics, Democracy, State	The first year of junior high school level (lower secondary school), curriculum targeted four basic objectives:

and Election Form, International Relations, Dynamics of State, problem solving and reasoning and communication	<ol style="list-style-type: none"> 1. Deepen students' understanding of the country 2. understand the meaning of equations (equations) 3. understand the functions of government (Governments) deepen students' 4. understanding of human rights (properties of Human Rights)
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Source: Processed by Researchers 2017

Basically curriculum Civic(s) Education in Indonesia with Japan is almost the same. But in Indonesia today still emphasizes the quantity of learning is not quality. Learning material Civic(s) Education in Indonesia is much more than in Japan.

Conclusion

Learning Civic(s) Education held in Indonesia has some of the differences and similarities with learning Civic(s) Education in Japan, where the pattern of teaching, learning objectives and other aspects there are some similarities and differences that occur related to the comparison between learning Civic(s) Education in Indonesia with Japan. There are several factors that occurred about the similarities and differences that occur in the education systems and learning Civic(s) Education in Indonesia and Japan, among others in terms of history, diplomatic relations, bilateral cooperation, exchange of

students, etc. Nevertheless there are still significant differences in the education systems and learning Civic(s) Education in Indonesia and Japan. Schools in Indonesia today has not been able to touch the three domains of educational objectives (cognitive domain, affective domain and psychomotor domain) as a whole. This is motivated by the implementation of learning Civic(s) Education in schools today still teacher-centered learning (learning centered on the teacher). Learning patterns like this which led to the dominant teacher using the lecture method on learning Civic(s) Education, so that students can only listen to material from teachers alone. In response to the above, there should be a change to emphasize the learning patterns Civic(s) Education centered learning (student-centered learning). In order to realize the learning patterns while providing a new learning experience to students, it can be the development of learning Civic(s) Education experience-based learners. Unlike the learning pattern Civic(s) Education in Japan that more emphasis on the moral aspects and the different character of each learner available. Where teachers are not always the center of learning, but rather to facilitators who will help learners in learning a material given by the teacher. Besides learning Civic(s) Education in Japan places great emphasis on aspects of living experience and very comfort of affective and psychomotor learners. Civic(s) Education in Japan aims to build competence of citizens in order to have a sense of nationalism and patriotism to the state and the emperor.

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