

CHAPTER I

INTRODUCTION

This chapter portrays the background of the study, research questions, purposes of the study, scope of the study, and significance of the study.

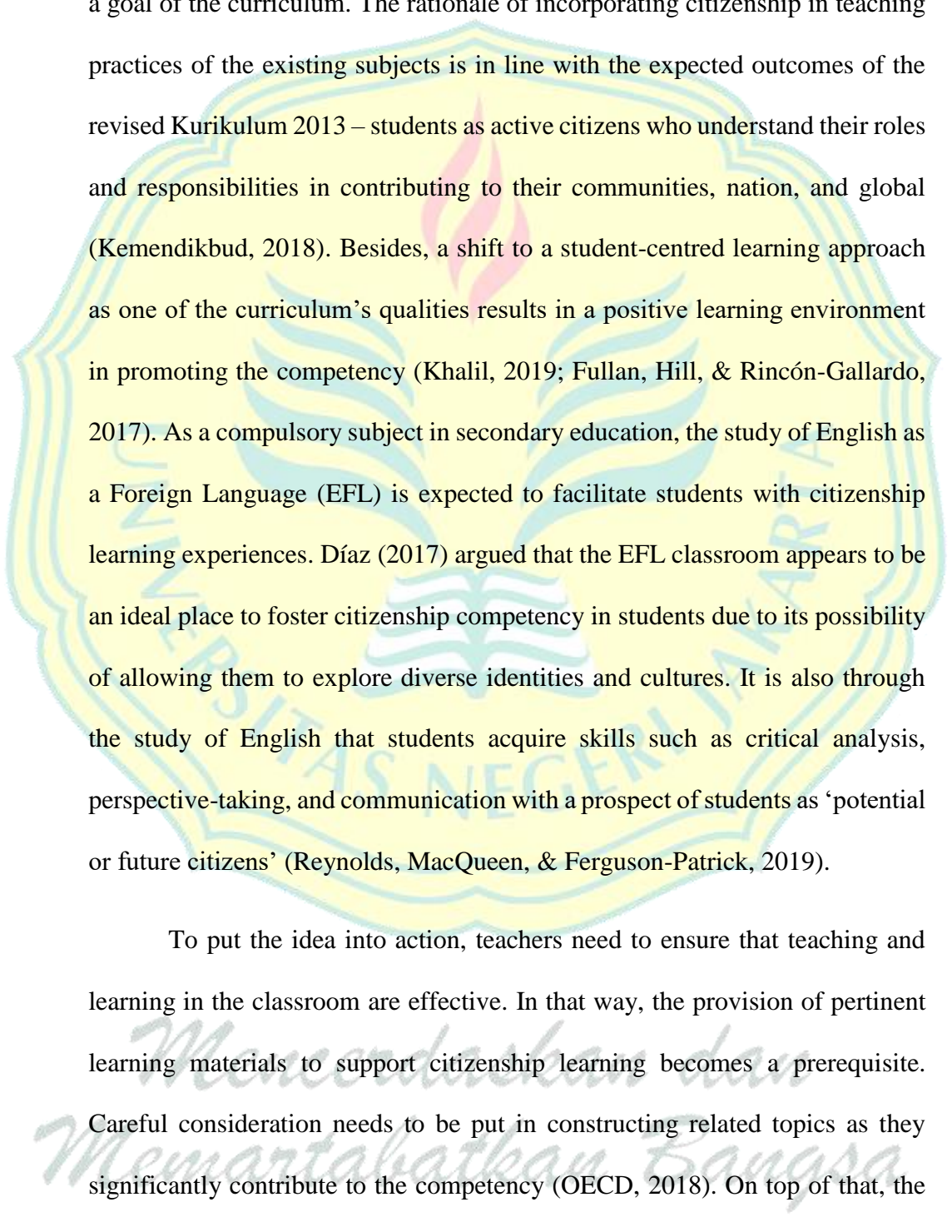
1.1. Background of the Study

Living in the 21st century poses potentials and challenges for education. The world is changing and interconnected more than ever, allowing knowledge to be available everywhere (Malik, 2018) and increasing opportunities for socio-cultural exchanges of people from diverse countries and backgrounds (Díaz, 2017). Within that context, education encounters two challenges, which are getting benefits of the transformation in improving educational practices and equipping students with skills that are critically important for today and future lives. Skills needed to grasp the 21st century are identified as 21st century skills. (Griffin, Care, & McGaw, 2012). The Assessment and Teaching of 21st century skills (ATC21S) researchers classified the skills into four groups: *ways of thinking, ways of working, tools for working, and living in the world* (Griffin, Care, & McGaw, 2012).

One of the skills classified as ‘living in the world’ skills is citizenship. It refers to students’ capacity to act as active, informed, and responsible citizens for local and global communities based on the understanding that one country’s

context could differ from another (Binkley, et al., 2012), awareness of diversity, appropriate interactions, and global issues (OECD, 2018). Citizenship is mentioned in all theoretical frameworks for 21st century skills, including Partnership for 21st century skills (P21), enGauge, ATC21S, National Educational Technology Standards (NETS/ISTE), and related international studies and recommendations from the European Union, Organization for Economic Co-operation and Development (OECD), and United Nations Educational, Scientific and Cultural Organization (UNESCO) (Voogt & Roblin, 2010), underlying the importance of educating students to be citizens of the world. Citizenship is also identified by Fullan, Quinn, and McEachen (2017) in their *deep learning* initiative as *key future qualities*. It complements *character education, communication, critical thinking and problem-solving, collaboration, creativity, and imagination*, which are further coined as 6Cs or six global competencies. Greater prominence has been placed on citizenship as it becomes a goal of education by 2030, notably goal 4.7 of the Sustainable Development Agenda (UNESCO, 2015). It was highlighted that education should focus on both cognitive and non-cognitive factors of learning to achieve the goal, which implies that students need to develop knowledge, skills, and attitudes related to citizenship. The term ‘competency’ is then preferable to ‘skills’ to describe the multi-layered dimensions of citizenship: *knowledge, skills, attitudes, and values* (European Union, 2019; OECD, 2018; Fullan, Quinn, & McEachen, 2017; Binkley, et al., 2012).

In recent times, several researchers have shown a great deal of interest in observing curricula and programs initiated for citizenship competency (Reynolds, MacQueen, & Ferguson-Patrick, 2019; Shi, Chong, & Li, 2019; Göğebakan-Yildiz, 2018; Díaz, 2017; European Commission/EACEA/Eurydice, 2017; Larsen & Searle, 2017; Aktas, Pitts, Richards, & Silova, 2016). For example, a systematic textual analysis was intended to explore how global citizenship was mentioned in three primary school curriculum areas in Australia: English, mathematics, science, the arts, humanities and social sciences (HASS), English, and science. Findings of studies indicated that citizenship competency could be incorporated within the curricula and beyond. Moreover, the incorporation of citizenship competency within the curricula can be done in three ways: *cross-curricular theme*, *separate subjects*, and *other existing subjects*. Studies of citizenship in higher education enrich those findings that the programs initiated to develop citizenship competency were conducted beyond the curriculum through outside classroom activities (Kishino & Takahashi, 2019; Aktas, Pitts, Richards, & Silova, 2016). Students were facilitated with ‘global experiences’ such as study abroad and international service-learning. However, in primary and secondary education, citizenship is commonly incorporated into the existing subjects (Reynolds, MacQueen, & Ferguson-Patrick, 2019; Zúñiga, Cárdenas, Martínez, & Valledor, 2019; Díaz, 2017; European Commission/EACEA/Eurydice, 2017).



In the Indonesian context of education, citizenship has been reflected as a goal of the curriculum. The rationale of incorporating citizenship in teaching practices of the existing subjects is in line with the expected outcomes of the revised Kurikulum 2013 – students as active citizens who understand their roles and responsibilities in contributing to their communities, nation, and global (Kemendikbud, 2018). Besides, a shift to a student-centred learning approach as one of the curriculum’s qualities results in a positive learning environment in promoting the competency (Khalil, 2019; Fullan, Hill, & Rincón-Gallardo, 2017). As a compulsory subject in secondary education, the study of English as a Foreign Language (EFL) is expected to facilitate students with citizenship learning experiences. Díaz (2017) argued that the EFL classroom appears to be an ideal place to foster citizenship competency in students due to its possibility of allowing them to explore diverse identities and cultures. It is also through the study of English that students acquire skills such as critical analysis, perspective-taking, and communication with a prospect of students as ‘potential or future citizens’ (Reynolds, MacQueen, & Ferguson-Patrick, 2019).

To put the idea into action, teachers need to ensure that teaching and learning in the classroom are effective. In that way, the provision of pertinent learning materials to support citizenship learning becomes a prerequisite. Careful consideration needs to be put in constructing related topics as they significantly contribute to the competency (OECD, 2018). On top of that, the transmission of all the inseparable dimensions of citizenship competency

should not be overlooked (European Commission/EACEA/Eurydice, 2017). Thus, the learning materials should offer opportunities to foster knowledge, skills, attitudes, and values related to citizenship. Learning materials are varied in form; textbooks are one of them. Shi (2019) found that the dimensions of citizenship competency that are generally included in civic education textbooks for three emerging Chinese societies – China, Hongkong, and Macao – are knowledge of local cultural characteristics, global context, values, and attitudes needed to be a good citizen. However, citizenship is taught as a separate subject.

From the above review, very few studies have been conducted on the incorporation of citizenship competency in learning materials of the existing subject or compulsory subject in secondary school. In particular, EFL learning materials for senior high school level in Indonesia. Thus, to fill the gap, this study aimed to focus on the incorporation of citizenship competency in EFL learning materials for senior high school students in East Jakarta.

1.2. Research Questions

1. To what extent is citizenship competency incorporated in EFL learning materials for senior high school students?
2. How is citizenship competency incorporated in EFL learning materials for senior high school students?

1.3. Purpose of the Study

The purposes of this study are:

1. to analyze the extent to which citizenship competency is incorporated in EFL learning materials for senior high school students; and
2. to describe ways citizenship competency is incorporated in EFL learning materials for senior high school students.

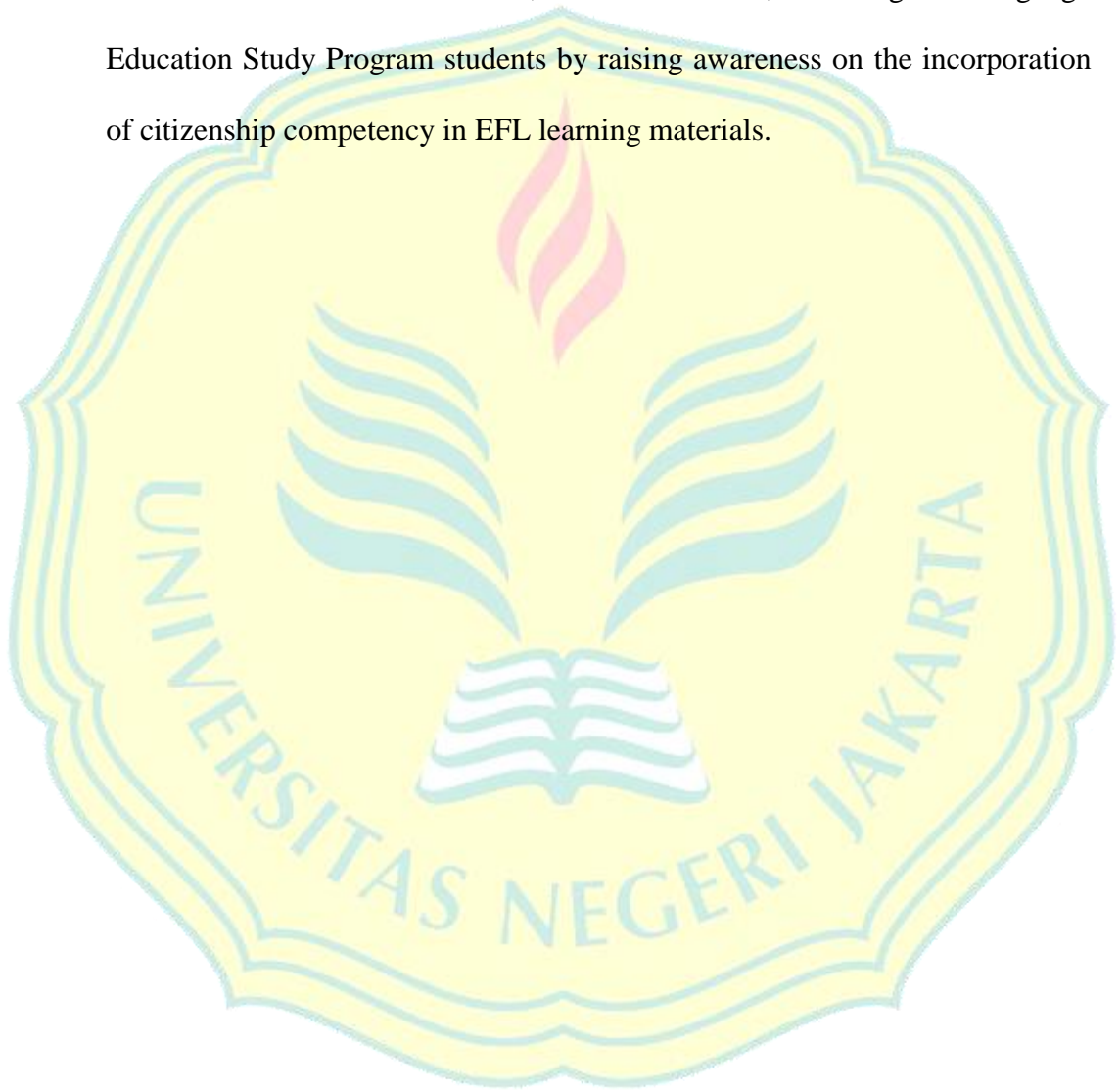
1.4. Scope of the Study

The study focuses on analysing and describing the incorporation of citizenship competency in EFL learning materials for senior high school students. The incorporation of citizenship competency beyond the curriculum through outside classroom activities such as study abroad will not be covered in the study, which becomes its limitation. Other factors related to 21st century learning in the learning materials may also be irrelevant.

1.5. Significance of the Study

The results of this study are expected to give significant contributions in theoretical and practical ways. Theoretically, they can be a reference for future researchers in supporting the study of the incorporation of citizenship competency. The indicators of citizenship competency can also be beneficial for education stakeholders, including teachers as a theoretical and methodological tool in choosing appropriate EFL learning materials, teaching

English, and promoting citizenship competency at the same time. Practically, the results can benefit teachers, student teachers, and English Language Education Study Program students by raising awareness on the incorporation of citizenship competency in EFL learning materials.



*Mencerdaskan dan
Memartabatkan Bangsa*