

CHAPTER I

INTRODUCTION

This chapter is an introduction to the entire research work. It deals with the background of the study, research question, purpose of the study, scope of the study and finally the significance of the study

1.1 Background of the Study

English language teaching in the 21st century learning should address students' character building regarding to the human literacy, among of them are compassion and civic responsibility which are known as citizenship. The focus on this skill is about the ability of individuals to work effectively with diverse teams, to be open-minded to varying ideas and values set and meet goals, to know how to manage projects effectively, to demonstrate ethical practices, and to be responsible to one's self and the larger community (Pacific Policy Research Center, 2010). Citizenship education is intended to support students in becoming active, informed, and responsible, who are able to take responsibility for themselves and for their communities at the local, regional, national, and international level.

Supported with studied citizenship competences programs is the development of skills, attitudes, actions, and reflections that foster peace and living together, promote democratic participation and responsibility and strengthen cultural, social, gender differences, among others (European

Commission/EACEA/Eurydice, 2017); (Jaramillo, 2018). In addition, (UNESCO, 2015) ensures that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

In line with the claim, educational theorists and practitioners agree that citizenship competence has to be defined and developed in relation to general education goals. Indonesian education has also addressed local and global citizenship as one of the goals (Aminin , Huda, Ninsiana, & Dacholfany, 2018). In Indonesian Qualification Framework Kerangka Kualifikasi Nasional Indonesia (KKNI) Peraturan Presiden No. 8 Tahun 2012 stated that *“berperan sebagai warga negara yang bangga dan cinta tanah air serta mendukung perdamaian dunia dan mampu bekerja sama dan memiliki kepekaan sosial dan kepedulian yang tinggi terhadap masyarakat dan lingkungannya”*. Global citizenship can be integrated with many subject areas, and each of them has an important contribution to develop the key elements of active and responsible global citizenship (OXFAM, 2014). Education stakeholders, especially teachers or instructors, have the responsibility to develop students' language and enhance the citizenship skills and values particularly compassion and civic responsibility. In addition, the citizenship competence relates to the global competence and comprises global mindedness, the ability to interact respectfully, appropriately and effectively as well as the knowledge and understanding of global issues.

Education can help make citizens contribute to peaceful, tolerant, inclusive and secure societies (OECD, 2018:24).

Some observations indicate the standards for citizenship competences aim at developing the necessary knowledge and skills (cognitive, emotional, and communicative) such considering global issues based on a deep understanding of diverse values and perspectives, having interest and ability in solving ambiguous and complex real-world problems that impact human and environmental sustainability, and having compassion, empathy, and concern for others to participate democratically in society, value pluralism, and build peaceful living together. (Fullan, Quinn, & McEachen, Deep Learning: Engage the World, Change the World, 2018). In line with those explanations, they could be emphasized that use the term 'citizenship competences' is to indicate a set of multi-layered capacities that combine knowledge, skills, and attitudes about self and others. (Binkley M. , et al., 2012) defined knowledge as the understanding requirements for skill, skill as the abilities, skill, and processes which are designed to develop in students and which are a focus for learning, and attitudes/values/ethics as the behaviors and capacities that students show in relation to each of skills.

In the previous study conducted by (Kaumba & Mkumba, 2020 and (Palmer, 2021)) revealed their finding regarding teachers as a core business in developing learner's citizenship competencies includes knowledge, skill, and attitude and gain an understanding of and an explanation for the situation faced by educators attempting to articulate and implement GCE that civic education teachers have a huge responsibility to be knowledgeable of the competences to

require interpreting the curriculum correctly in the classroom and help learners acquire civic competencies but there are teachers less responsible. As a result, they determined to reach the achievement of citizenship competences goals, teachers, solely on threads to deliver and develop citizenship competence, must increase the level of its competence requirements to deliver it more effectively.

Another study conducted by Luzkarime Calle Diaz (2017) investigated the integration of citizenship competence aspects such knowledge, skills and attitudes. The study aimed to analyse the potential opportunities for the development of Global Citizenship Education (GCE) in the English as a Foreign Language (EFL) classroom through a documentary analysis of the national standards and its connection to the national citizenship competences standards and the UNESCO global citizenship education topics and learning objectives. The analysis has showed that in integrating GCE in the English classroom should have more consideration for reviewing the standards with the purpose of making citizenship education visible and feasible in the classroom.

However, the previous studies above have showed the importance citizenship competence which implemented in the classroom, but none of those studies focused on how the citizenship competence particularly compassion and civic responsibility have been integrated in the English learning at Junior High School. The researcher is interested to framing the knowledge, skill and attitudes of compassion and civic responsibility in the English learning at SMPIT Al-Ikhlâs Pondok Melati.

1.2 Research Question

According to background of the study, the research questions is:

- 1) How compassion and civic responsibility are integrated in the English Learning at SMPIT Al-Ikhlash Pondok Melati ?
 - a. What indicators of compassion and civic responsibility competences are relevant and potential to be developed for Junior High School Students?
 - b. Which compassion and civic responsibility competences indicators have been integrated in the English Language Teaching and Learning for students at SMPIT Al-Ikhlash Pondok Melati?

1.3 Research Purpose

This study aimed at identifying relevant indicators of Compassion and Civic Responsibility competences to be developed for junior high school students. The study is also meant to find out empirical data on the integration of compassion and civic responsibility competences indicators in the English Teaching and Learning in the case being studied.

In short the research purposes are stated as:

1. To identify the relevant and potential knowledge, skills and attitudes (competencies) indicators of compassion and civic responsibility proposed in the pertinent literature and references in the language education.
2. To analyze and describe the integration of compassion and civic responsibility competencies indicators in the existing English Teaching

and Learning in the grade VII,VIII, IX classes of a Junior High School at SMPIT Al-Ikhlas Pondok Melati.

1.4 Scope of the Study

This study focused on the documents of pertinent literatures on compassion and civic responsibility competences as the references for 21st Century Education. Apart of those, this research also focused on English learning for grade VII, VIII, IX students at a junior high school at SMPIT Al-Ikhlas Pondok Melati.

1.5 Significance of the Study

The result of the study will signify to:

1. Theoretical Contribution:

- a) This research provides identification and elaboration of the relevant indicators of compassion and civic responsibility competences that might be useful for English teachers who are required to address and accommodate them in their teaching enterprises.

- b) The identification and elaboration of the relevant indicators of compassion and civic responsibility competences might also be useful for other researchers on English language teaching who want to concern on the respective competences in their further researches.

2. Practical Contribution:

- a) This research promotes clarity for the researcher (as the candidate of a Novice English Teacher) in understanding the relevant and

indicators of compassion and civic responsibility competences which are supposed to be developed in the 21st century education, including in the English Teaching and Learning.

- b) This research also encourages better practices of English Teaching and Learning especially in accomodating competences required in the 21st century education.

This paper is divided into five sections including the introduction on the first chapter which consists of background of research, the problems, the purposes, the scope of research and significances; on the chapter 2 is the literature review, the methodology is the third chapter consisting of the method, time and place, data, data source, data collecting procedures and so forth; the findings and discussion is chapter 4, and the last section is conclusion which consists of the summary of research. The findings of this research are still required to be investigated deeply on the forthcoming research whether this related to integrating compassion and civic responsibility in English learning.

*Mencerdaskan &
Memartabatkan Bangsa*