

CHAPTER I

INTRODUCTION

This chapter discuss the background of the study, research question, purpose of the study, scope of the study, and significance of the study.

1.1. Background of the Study

In the twenty-first century, the advancement of technology brings rapid changes and has a significant impact on the world of education. The world of education is more interconnected than ever, allowing knowledge to be available everywhere (Malik, 2018). Technology can increase students' engagement and help teachers improve their lesson planning and quality of teaching (Saleh et al., 2022). However, according to Diaz (2017), technology that facilitate the dissemination of information increases the opportunities for sociocultural exchanges of people from diverse countries and backgrounds, which have the possibility of disturbing the values of sociocultural life that have long existed in a nation. Within that context, educators encounters two challenges, which utilize technology in the learning process to enable students to meet their learning targets and equip them with skills to face the challenges of globalization in the 21st century to achieve their maximum potential.

One of the skills that can be included in learning to face this challenge is citizenship. Citizenship has emerged in the past few years due to the growing strength of globalization and the increasing information and communication technology that has caused the fading of national borders (Guntoro et al., 2020). Incorporating citizenship competencies into the formal learning environment is critical to support students to become enlightened, responsible, and active citizens who are engaged and responsible for themselves and their communities at the local, national, and global levels (UNESCO, 2014).

Educators are required to support citizenship competency as part of the preparations for 21st century learners (Bennett et al., 2016). UNESCO continues to voice and proclaim citizenship education as one of the Sustainable Development Goals (SDG) of Education by 2030, precisely on the Target 4.7 of the SDGs 2030 Agenda, which discusses the purpose and quality of education. It is emphasized that education needs to ensure that students are equipped with the knowledge and skills to promote human rights, a culture of peace and non-violence, gender equality, citizenship, and valuing cultural diversity and its contribution to sustainable development (UNESCO, 2022, p. 14).

According to Fulan (as cited in Anugerahwati, 2019), citizenship competency is defined as abilities to connect with their surroundings as members of their community, to realize and respect their origins, values, and beliefs that people hold in their society. In line with that, the Council of Europe's Reference

Framework of Competencies for Democratic Culture (RFCDC) defines citizenship competencies that young generations must possess which include values, attitudes, skills, knowledge, and critical understanding. (Barrett et al., 2019)

In the Indonesian context of education, the Ministry of Education and Culture of the Republic of Indonesia has launched the Merdeka curriculum (Nugrohadhi et al., 2022). Merdeka curriculum has a variety of intracurricular learning where the content will be more optimal, giving sufficient time for students to explore concepts and strengthen competence (Anwar, 2021; Purnawanto, 2022; Rahimah, 2022). According to Priantini et al. (2022), the use of the Merdeka curriculum is in line with efforts to create a quality education so that it can give birth to a generation that ready to adapt to the current developments.

In implementing the Merdeka curriculum, teachers are flexible to choose learning media to support students' learning needs and interests (Kasnowo & Hidayat, 2022; Martati, 2022). Given the rapid development of technology, teachers can utilize digital materials as teaching tools. Digital learning materials positively impacted on the student's behavior and learning outcomes, which helped students to understand and comprehend materials (İlhan et al., 2021; Maulidial et al., 2021; Riady, 2019). Additionally, being proficient in understanding various forms of technology, and learning how to operate them are lifelong skills that need to be strived for in the 21st century.

One of the digital learning tools that can be considered for use in teaching is podcasts. Podcasts are digital audio file created and uploaded to an online platform for sharing with others (Philips, 2017). Podcasts as learning media can accommodate students' citizenship competencies. In the context of education in Indonesia, podcasts can be a recommended learning media for spreading Pancasila and citizenship values in the lives of the younger generation (Nugroho & Anwar, 2022). Podcasts containing the values of Pancasila and citizenship have been implemented in the Pancasila and Citizenship Education Study Program at Lambung Mangkurat University. In addition to promoting citizenship competencies, podcasts are proven to improve English learning. Bustari et al. (2017) conducted a study that showed podcasts can improve students' speaking achievement in EFL classes. A study conducted by Nikolou and Darra (2018) also revealed that podcasts appeal to students and allow them more to interact in English with other people in the classroom. Insani (2022) explained that podcasts as learning media can support students find out about material description more easily and quickly so that students are better prepared to discuss learning material. Therefore, podcasts can be an innovative learning media that can promote citizenship competencies and helps students in learning English, including learning descriptive text.

Descriptive text is one of the materials required by the Merdeka Curriculum for seventh-grade Junior High School students. Some studies have examined that

podcasts have great contribution for students in learning descriptive text (Prasetyo et al., 2014; Sani et al., 2016). However, these two studies only focus on the effectiveness of podcasts in improving the foundational language skills, listening and writing. There are no studies that have examined the incorporation of citizenship competency in podcasts for descriptive text.

Apart from understanding the social function, structure, and language features of descriptive text, which directs them to master the four foundational skills, students also need to possess citizenship competencies in facing global challenges in the 21st century. Therefore, further research is needed that focuses on incorporating citizenship competencies in podcasts for learning descriptive texts based on the Merdeka curriculum. This study uses podcasts as the data source to answer how is citizenship competencies in podcasts for learning descriptive text. The topic of podcasts is selected by adjusting the topic recommended by Merdeka Curriculum for descriptive text of seventh grade junior high school. The duration of the podcast is also considered. None of the podcasts selected are longer than 10 minutes. This is expected to help students stay focused and be able to absorb information effectively and efficiently according to statements from Li (2010) and Rachmatia & Widiastuty (2018). Furthermore, the podcasts are selected by determining words or actions that indicate the existence of values and attitudes of citizenship competencies. The researcher then insists on conducting research

under the title of Citizenship Competency in Podcast for Descriptive Text of Seventh-Grade Students Junior High School.

1.2. Research Question

Based on the background of the study, the research questions to be addressed through this proposed study will be pointed out as “How citizenship competency is in podcasts for the descriptive text of seventh-grade students junior high school?”

1.3. Purpose of the Study

Following the research question, the study aims to describe how citizenship competency is in podcasts for the descriptive text of seventh-grade students junior high school.

1.4. Scope of the Study

The study will focus only on analyzing the citizenship competencies in podcasts for the descriptive text of seventh-grade of junior high school students, using the three framework adapted from Council of Europe’s Reference Framework of Competences for Democratic Culture (RFCDC) (Barrett et al., 2019), Brown and Abeywickrama (2010), and The PodCred framework (Tsagkias et al., 2008). This study's scope is limited to the incorporation of the values and attitudes of

citizenship competency in podcast for descriptive texts for seventh-grade junior high school students.

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 that relates to the incorporation of citizenship competencies in podcasts as learning media in descriptive text learning. Further, it can inspire them to conduct further research with a different focus or learning media. Practically, the results of this study are expected to provide insights for the teachers to consider utilizing podcasts as learning media to teach the descriptive text and promote citizenship competency at the same time.



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