

A New Version of Indonesian Citizenship Strategies for Promoting Global Citizenship: Service-Learning Approaches in Higher Education

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ABSTRACT

One of the strategies used in Indonesian higher institutions to promote global citizenship is service-learning. This research, therefore, aims to understand the operational strategy of the new version of Citizenship in the Industrial Revolution era. The qualitative method of data collection was used to obtain data from the Student Executive Board (hereafter, BEM) in eight (8) different campuses in the Special Region of Yogyakarta. The results showed that service-learning in student organizations has the ability to promote the values of global citizenship and improve industry skills. Therefore, this research recommends emphasizes learning outcomes using numerical values in the industrial revolution, including the adaptability of values and nature of Indonesian society.

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1. INTRODUCTION

The development of the industrial revolution 4.0 is currently popular in the world, including Indonesia. One criticism of the 3rd industrial revolution is its failure to solve problems in modern society (Morrar et al., 2017). An industrial revolution with a nuance of technological renewal has emerged with various ambiguities regarding the accuracy of technological and social innovation. Industrial development has undergone a revolution through a system of communication and collaboration (Umachandran et al., 2018). However, researches conducted in India stated that anxiety concerning job loss in the era of industrial revolution 4.0 is an inevitable threat, which is overcome by a form of retraining that produces skills in accordance with the interests of the revolution (Mehta & Awasthi, 2019). Furthermore, studies conducted in Germany involving 46 manufacturing companies investigated the implications in accordance to industrial Internet of Things (IIoT) on economic, ecological, and social aspects. It is eligible, to handle technical integration, information and public context (Kiel et al., 2017). The recent findings from the study stated that it was necessary to work hard in order to deal with the problem associated with the consensus of revolution.

Higher Education (University) is mandated to utilize the industrial revolution 4.0. Presently, universities are demanded to idealize the learning environment and its outcomes, to be able to answer the global needs and skills of the industrial revolution. Besides, there has been a "lawsuit" against universities in the United States in the article "Creating the New American College" to reconsider educating students by prioritizing responsibilities and good citizenship (Bringle & Hatcher, 2017).

Therefore, to handle the unrest caused by the industrial revolution 4.0, service-learning is considered as an alternative in Higher Education. The framework consists of merging the students' knowledge and experience in the community (Jacoby, 1996). This was not only developed in America, it also emerged in South America, Asia, and Europe and was applied at all levels of education, both formal and informal (Heinzová et al., 2016). In 2005, Matej Bel University in Banská Bystrica, Slovakia, held a Community Service Program (KKN) from 2013-2014 and from 2014-2015 for the implementation of service-learning. The research findings of this strategy are that KKN has a positive impact on the development of student competencies (Heinzová et al., 2016). In addition, researches conducted at California State Universities on undergraduates produced an academic experience that increased the involvement of students in society (Herrera, 2017). Based on this description, it is known that the application of service-learning in various countries is manifested in this strategy.

However, service-learning in institutions is an alternative for promoting global citizenship and improving the relevant skills. It is ideal for emphasizing the functions of these institutions, such as producing graduates that are ready to compete in this era of industrialization. The objective of Higher Education in educating global citizenship is tenuous by theoretical foundations with numerous ambiguities. In addition, future studies need to be directed at fostering global citizenship and professional thinking (Lilley et al., 2016a). The research findings on the conceptual design for learning global citizenship stated that reflexivity, relationality, criticality, and social imaginary are its patterns (Lilley et al., 2015). Furthermore, the results from studies showed that the understanding of global citizenship conducted in Australia and European Union undergraduates during the 2013/2014 and the 2014/2015 academic years created transformative learning for students in relation to philosophical, psychological, and moral thinking habits (Robinson & Levac, 2017). Also, other research emphasizes the role of non-governmental organizations on global citizenship to provide recommendations on effectiveness, expertise, and greater attention to human rights and justice (Noh, 2018). There is an awareness that a person's life has an impact on other people. Therefore, communication is a common need in global citizenship. Presently, this pattern of awareness that specializes in achieving global citizenship in countries the same as in the UK is being developed (Roberts, 2006)

In Indonesia, service-learning strategies in KKN are represented as an embodiment of Higher Education Tri Dharma (teaching, research, community service) all in one activity. KKN deepens the service-learning theoretical framework as a union between knowledge and participation in the community. Furthermore, the service-learning process is also found in student organizations (team setup of PPM KKN guidelines, 2007) on campus. This research is intended to provide an overview of service-learning in student organizations, in promoting global citizenship and enhancing the skills of the industrial revolution 4.0. According to the results from previous studies, a research gap, namely service learning in the KKN strategy, was detected. However, no one has examined the other functions of student organizations as a service-learning strategy in Indonesia. This research helps researchers to be able to answer questions that have not been answered in previous studies, namely service learning in student organizations to promote global citizenship and improve the skills of the industrial revolution. The usefulness of this research is aimed at being able to practically contribute to service learning in student organizations, to promote global citizenship, improve industrial revolutionary skills, and theoretically form the basis for other researchers that have similar research interests. The researcher hopes that the findings from this study have theoretical implications, which is a consideration that student involvement in organizations produces benefits that are both short and long-terms, namely promoting global citizenship and enhancing the skills of industrial revolution 4.0. In addition, the results of this research are practically considered in making regulations regarding student organizations in Higher Education.

2. METHODS

This research approach is qualitative and phenomenological in order to comprehensively explain the phenomenon (Denzin & Lincoln, 1988). The research subjects were 24 students from different professions

involved in the Student Executive Board (BEM) organization in eight (8) different campuses namely Gadjah Mada University, Yogyakarta State University, Sanata Dharma University, Sunan Kalijaga State Islamic University, Atmajaya University, Ahamad Dahlan University, Indonesian Islamic University, Duta Wacana Christian University all in the Special Region of Yogyakarta, Indonesia. The permission has been gained from those universities to mention in this study. The distribution of research subjects is shown in table 1,

Table 1: Distribution of research subjects

Demographic	Number	Total
Gender		
Male	15	15
Female	10	9
Age (in Years)		
	18-20	16
	21-24	8
Education level	Currently Studying to become a bachelor	
Department		
	Management	3
	Psychology	1
	English Language	2
	Education	
	Islamic Education	1
	Chemical Engineering	1
	Biology	2
	Architecture	1
	Guidance And	2
	Counseling Education	
	Dance Education	1
		3
		3
	Communication	2
	Public administration	1
	Industrial Engineering	1
	Total of the participant	24

The data were collected through structured interviews at different locations based on the agreement with the informants, and observation. The interview duration was approximately 30-40 minutes with the following questions:

- 1) Why did you join BEM?
- 2) How do you work in BEM?
- 3) How do you intend to survive in BEM?

The complete interview tools, such as sound recording equipment and stationery, were used during the interview. It was observed that before and after the occurrence of activity, the recording symptoms with scientific objectives on the field were conducted (Morris, 1973). Furthermore, a non-participation observation was conducted from May to September 2019. The next set of data collection was through the documentation by gathering information concerning research issues from books, current journals, magazines, research reports, work programs of each BEM, and other relevant document sources. Furthermore, the qualitative analysis of Miles and Huberman was used for reduction, presentation, and conclusion (Miles et al., 2014).

3. FINDINGS DISCUSSION

A total of two data were discovered using the service-learning examinations at the university to promote global citizenship and improve the skills of the industrial revolution in college students. These were explained in details as follows:

3.1. Service Learning as a Strategy for Promoting Global Citizenship

The results of the interviews revealed that the majority of the students involved in BEM were motivated to participate. In the discourse of global citizenship, the economic, social, and cultural interests of the nation demand that educational outcomes have good knowledge of global issues and skills to work in an international context (Lunn, 2008). In addition to promoting global citizenship, a comparative analysis of 3 important United Nations (UN) documents in the fields of Education, Science and Culture (UNESCO) was used in the past 5 years to construct the content and pedagogy of global citizenship education which stated that, it was important to review constructive values, assumptions, and a strategy that aims to provide answers to fundamental questions on the nature, goals, and applications of knowledge in a variety of contexts and needs (VanderDussen Toukan, 2017). It also stated that the meaning of global citizenship has several assumptions. However, global citizenship is described as those persons with a critical understanding of relationships, share the same value of responsibilities, respect differences, and are committed to actions (Noh, 2018). Furthermore, it is interpreted as a form of mastery of the world economy, however, it is also the awareness in reacting to global problems. Conversely, the exploration of Chinese citizens concerning the impact of the program on the personal and social development of its inhabitants showed that R&S mobilizes young people to work for their benefit, the environment, and the community. (Johnson et al., 2007). The results from an interview with RADP, Management Department students that were involved in the BEM Duta Wacana Christian University Yogyakarta was:

Interviewer: What motivated you to join BEM?

RADP: "...I was motivated by participating in the Duta Wacana Christian University Yogyakarta BEM. That was when I realized the world is vast. I started becoming active in the community. Therefore, it encouraged me to develop my knowledge and skills..." (RADP, 2019)

"JR" Yogyakarta State University student's response to the same question

"...I was motivated to join the BEM at Yogyakarta State University because through it, I was able to engage in a greater community other than my class, and I was also able to contribute ideas that made BEM Yogyakarta State University better..." (JR, 2019)

Also "ASPS," student of the Psychology Department of Sanata Dharma University in Yogyakarta stated that,

"...I was involved in the BEM at Sanatha Darma University Yogyakarta as a form of evidence that "here we are," therefore as a student on campus, I do not only come to sit in class, however, I'm also involved in activities that have a positive impact on students and the environment..." (ASPS, 2019)

The interview result showed that majority of students that participated in BEM were motivated to create an impact in the society. These findings provided a clue for students to be promoted as global citizens. In addition, it includes social responsibility, global competence, and universal civic engagement that is concretized in activities at BEM (Morais & Ogden, 2010). Besides the conception of global citizenship is basically related to individual morals in a global framework (Cabrera, 2008). This finding is in line with the function of student organizations as a vehicle for promoting global

citizenship. By analyzing the case study on the impact of long-term international service-learning (ISL) internships on eight students, it is evident that undergraduates are moving towards becoming global citizens, especially those related to social justice. However, in this case, study, it was discovered that international experience strengthens the disposition, attitudes, and actions towards these students (Larsen, 2014).

Therefore, involvement in organizations and BEM is an exercise for undergraduates to become global citizenship in America and to increase the inclusion of international students' adopted cosmopolitanism (George-Jackson, 2010). However, in Australia, students are educated about environmental sustainability based on Hawkins' definition of global citizenship (Boetto & Bell, 2015). Conversely, promoting global citizenship by referring to the ease of communication, is part of having a global feeling. Therefore, the study of "global feeling" in families with young children that volunteer abroad tends towards global subjectivity. Furthermore, the results from the analysis show that family volunteerism reflects neoliberal logic, which forces parents to prepare their children for an uncertain future and equip them with adaptability, open-mindedness, affection, and gratitude (Germann Molz, 2015). Therefore, educators need to pay attention to the policies that are related to student's motivation, self-regulation, and academic performance (Tye, 2014). Furthermore, the relationship between motivation, self-regulation, and academic performance is similar to the two assessment policies. (Kickert et al., 2019).

The idea of global citizenship education is a response from UNESCO on issues concerning human rights violations, social inequality, and world conditions, which are increasingly out of control (UNESCO, n.d.). Global citizenship values are important and need to be embedded in every individual, especially in this present era of the industrial revolution. However, democracy and its concepts have become the leading international policies in the post-Cold War era (Herrera, 2008). Also, the school curriculum has been recommended to respond to global citizenship (Bates, 2012). Therefore, the need to become global citizenship is a responsive effort from globalization. Globalization affects several aspects of life and requires the adoption of an international perspective (Xin et al., 2016). However, through student organizations, the aim of global citizenship is carried out in a variety of activities that encourage them to be tolerant, problem-solving, and change the surrounding environment. Globally, the existence of global inequality is closely related to the urgency and impact of the economy (Gaynor, 2015). Conversely, the realization of global citizenship through the internationalization of higher education in the form of international services, internships and studying abroad, all provides a global experience (Aktas et al., 2016).

Student organizations in an effort to globalize citizens tend to be dedicated not only to the interests of the University, however it is also committed to idealize the world. Furthermore, in accordance with experience and global citizenship, a conceptual framework adapted from the Value-Belief-Norm theory is employed to understand the role of learning abroad in maintaining global citizenship (Tarrant, 2009). Besides, assessment is the main instrument of learning and has a strong influence on the student experience (Thomas et al., 2019). Therefore, student organizations are groups that manifest their experience. However, group work, such as when students carried out projects in order to overcome shared challenges, has many advantages, including learning skills, experience, and increasing motivation (Harvey et al., 2019). This is more than just academic discourse; it also maximizes individual identity optimally. Citizenship is described as an individual and collective identity. Therefore, Citizenship Education aims to change the discourse of 'us' and 'them' to 'us', which is more inclusive (Leonard, 2007). Subsequently, in Morocco, the perspective offered on Citizenship Education in its policy reformation focuses on the Moroccan Strategic Vision for the 2015-2030 Reform which aims at citizenship education for schools that develop individuals and communities, in order to establish citizenship, democracy and equality (Idrissi et al., 2019)

According to studies on BEM from eight (8) different campuses in the Special Region of Yogyakarta provides a new paradigm as part of the manifestation of ISL in Indonesian Higher Education tends to contribute to the realization of global citizenship values. However, in England, the

beginning of the 21st century was a period of extreme turbulence at all levels of education. The study of educational policies and practices throughout England, Wales, Scotland, and Northern Ireland, is to identify opportunities and challenges faced in teacher education (Bamber et al., 2016). Furthermore, previous researches on the International Baccalaureate (IB) programs and Montessori education have been declared as an activity that promotes the values of global citizenship. It was also discovered that although the IB has criticism and philosophy, it tends to prove its effectiveness in developing an intercultural perspective at the University. However, Montessori education develops the values of global citizenship by employing its new paradigm of study, namely promoting sensitivity and respect for children from different cultures (Brunold-Conesa, 2010). The values of global citizenship have become a menu in educational institutions, besides in recent years, the European educational system has reformed the curriculum related to global citizenship efforts. Apparently, the efforts of global citizenship in its education are to discuss the issue of national citizenship, global and cultural diversity (Engel, 2014).

However, global citizenship has become a private and public aspect of citizens. In addition, studies that reported the experience of a global citizen advocacy coalition concluded that there are questions concerning community learning and development in the current policy context (Mayo et al., 2009). Additionally, the implementation of the service-learning approach in entrepreneurship programs and in the orientation of its actions was conducted by presenting a real laboratory for students to generate direct experience from the activities in the various institutions that were in the initial discussion related to the attitudes of citizens (Desplaces et al., 2009). On a global scale, the character of global citizenship becomes information concerning the rights and obligations constitutionally, and outside the constitutional, therefore it is a confirmation of the fulfillment of the interests of someone. The conceptualization of the memory boom has resulted in disputes between approaches that emphasize the importance of remembering and perspectives that emphasize the value of forgetfulness (Misztal, 2010). The role of schools, communities, and governments in preparing for global citizenship is very important because the balance between the learning experiences and interactions in the international arena is an ideal condition for teachers to develop an awareness perspective concerning the global world (Roberts, 2003). This is because global citizenship based on residency is explored as a concept for public administration at the local level and is used to provide insights on how to make public services more inclusive in an increasingly dynamic and diverse environment (Lucio, 2009).

3.2. Improving Industry Skills

The results from interviews concerning work patterns and ways to be committed to BEM resulted in the majority of students developing skills that support the industrial revolution. However, a study of institutions in South Africa that is expected to promote social and economic development stated that ISL provides a significant contribution to socially responsible citizenship (Dorasamy & Pillay, 2010). The international service-learning acquired through student organizations includes teaching in the form of technological literacy, innovation, moral foundation, and the ability to communicate effectively. This is because social work increasingly develops international perspective, by obtaining literacy in human rights, empathy, responsibility, and transforming global leadership (Hawkins & Knox, 2014). Yang (2012), stated that responding to several studies that have reviewed the challenges and obstacles of developing countries and UNESCO uses the ideology of city learning as a strategy to promote lifelong learning, research on Development Education (DE) or Global Education (GE) in Estonian formal education and gives many information concerning the similarities and differences in status, practices, and support for DE in the education sector in various countries (Helin, 2009). Therefore, improving industrial skills through student organizations in order to support global knowledge, facilitate students' ability to develop social sensitivity that is beneficial to it. Although ambiguity exists, the global citizenship is accepted even though there are other terms used to describe "ideal global graduates," however the knowledge, skills, and attitudes described provide a close "compatibility" with the epistemology and ontology of moral cosmopolitanism and transformation (Lilley et al., 2016). The

response given by an IAP, a student member of BEM from the management department of Yogyakarta Islamic University, Yogyakarta is as follows,

Interviewer: How do you work in BEM?

IAP: "...during my work at BEM in Yogyakarta Islamic University, there were collaborations with members, which were the values of responsibilities and leadership. This was because all members already have their respective duties..." (IAP, 2019)

In line with the response of LA students of the Islamic Education Department that are active in BEM, Ahmad Dahlan University also said that useful skills had been learned through BEM. The response is as follows

"... working at BEM promotes innovation. This is because in every activity BEM tends to be attractive to students in general..." (LA, 2019)

Furthermore, through BEM industrial revolution, skills such as the values of responsibility and innovation have been realized in the activity units. Students involved in BEM noticed that while working in there, values are implicit, however, they are manifested through solid cooperation. Community welfare is a function of many factors that work together to promote optimal quality of life (Merriam & Kee, 2014). Industrial revolution skills include values that are in the form of civic literacy education, such as promoting citizenship, responsibility, equality, and involvement (Arthur, 2012). Presently, there is a lack of attention to social dimension skills (Grzyb, 1990) therefore, the participatory approach provides an impetus in generating critical thinking from reality (Wasner, 2016). In addition, ethnographic studies examine the reason why workers sometimes choose tedious tasks as a safe way to step back from work situations where responsibilities are out of control (Molstad, 1986). Furthermore, the results from subsequent interviews delivered service-learning information through student organizations that contribute to realize industrial revolution skills. SAS, Yogyakarta Atmajaya University students involved in BEM stated that:

Interviewer : How can you survive in BEM?

SAS : "... my involvement made me confident in my responsibilities as a student registered at BEM Atmajaya University, Yogyakarta. Besides that, effective communication also created the right effort to survive ..." (SAS, 2019)

In line with the response of SAS, students of the Department of Communication at the University of Gadjah Mada Yogyakarta gave the following responses,

Interviewer: How did you survive in BEM?

OTK: "...survival certainly relates to the concept of self-respect and consistency. I persevere at BEM in addition to being consistent and responsible. I also discovered useful learning. I learned about technology as a means of expanding useful content and practicing problem-solving." (OTK, 2019)

Besides, the industrial revolution has intensified globalization and therefore, positive impact on the economic and social aspects (Schäfer, 2018). However, service-learning through student organizations, enhances the skills of the industrial revolution, such as proficiency in technology. In a society of neoliberal individualism, communal experiences remain important for human existence (Fixsen & Ridge, 2018). Furthermore, mining technology raises new problems in the realm of human relations. The results from the study, using data acquired from 60 in-depth interviews with international students from middle and upper-class backgrounds in two universities, discovered that there are some similarities in how students who work and individuals in the middle class talk about

those in the social background (Stuber, 2006). Besides, lack of communication and interaction tends to hamper the process of mastery of skills. Several adolescents experience feelings of social rejection and anxiety when they are not accepted by certain peer groups (Evans & Eder, 1993). SI, a student from the Yogyakarta State Islamic University of Sunan Kalijaga who was involved in BEM stated that,

“...work and survive at BEM rely on technology, in the sense that lack of communication because academic busyness requires an effective communicating platform for members. Besides that, knowledge acquired technology also exists in BEM...” (SI, 2019)

According to this research, industrial skills are technological ability, moral foundation, innovation, and effective communication. During the course of developing a discourse, for the context of Higher Education and industrial skills, the literacy ability of educational outcomes includes at least technology, data, language, and science. Besides, the ability to master technology or its literacy is far more than just the intelligence on how to use computers and machines. However, it is also an understanding of what is involved in the creation and development of technology along with its impact on society, individuals, and the environment (Bugliarello, 2000). Furthermore, in this 21st century, it is not just enough to be able to read, having knowledge of visual and audio media, also strengthen information literacy. Additionally, efforts to promote technological literacy take into consideration the complexity, nature, and context that depend on technology, history, and its relationship with scientific literacy (Beaver, 1986). However, a study conducted at Luxville discovered that there are context-specific factors that aid in the development of community definitions, which unexpectedly includes local immigrant workers (Miller, 2014). Also, studies exploring scientific and technological literacy (STL) from a social-constructivist perspective stated several criteria for evaluating one's abilities in techno-scientific societies including the way to use, simple interdisciplinary models, comparisons, drawings, translations, disciplines, and rationality in the process of decision making (Fourez, 1997). The 21st Century framework skills have been structured according to each category in the following Figure 1,

Mentioned in all frameworks	Mentioned in most frameworks	Mentioned in a few frameworks	Mentioned only in one framework
<ul style="list-style-type: none"> ● Communication ● Collaboration ● ICT literacy ● Social and/or cultural skills 	<ul style="list-style-type: none"> ● Creativity ● Critical thinking ● Problem solving ● Develop quality products/ productivity 	<ul style="list-style-type: none"> ● Learning to learn ● Self-direction Planning ● Flexibility, and adaptability 	<ul style="list-style-type: none"> ● Risk taking ● Manage and solve conflicts ● Sense of initiative and entrepreneurship

Figure 1: Summary of 2st Century Skills (Romero et al., 2014)

In Germany, the term industrial revolution is described as the application of the generic concept of cyberphysical systems (CPSs) to industrial production systems (cyberphysical production systems). This is similar in North America, however with applications that lay emphasis on the industry (Drath & Horch, 2014). Industry skills 4.0 for students are capital that deals with the real world. The close relationship between the global economy, ecosystems, and political networks requires students to learn to communicate, collaborate, and solve problems with people around the world (Saavedra & Opfer, 2012). In addition, there are negotiating abilities in the form of defining and expressing rights, eliciting empathy (Austin Smith, 2015).

Furthermore, improving industrial skills is considered to be too late when it is enlivened in the 21st Century, because in reality, at every given opportunity there is always a gap to advance the capabilities of human resources. Therefore, it understands the productivity of the current industrial era. However,

in New Zealand, it has reflected in social and political terms since the country's identity is not dependent on the colony (Mutch, 2003). The new version of global citizenship is superior to anticipating the fear of artificial intelligence. Technology education is important for mastering the future in the realm of education (Lauda, 1994). However, several forms of communication technology exist in the environment, and there are potentials new approaches in learning and teaching (Turner & Katic, 2009), therefore in the process of improving industrial skills, ways of responding to adaptations do not occur radically.

4. CONCLUSION

In accordance with the results from the discussion, this study drew two conclusions as follows: 1) service-learning through student organizations in Higher Education is a strategy to promote global citizenship and to create a mindset with its values in the form of the desire to bring change, become active in the community and cooperate with other people, 2) service-learning through student organizations in Higher Education is a strategy that increases the skills of the industrial revolution, which is aimed at improving technological literacy, solving problems, innovating, and providing a moral foundation for students in the form of responsibility and leadership. The results from this research provide a clue that student organizations in Higher Education is a strategy to promote global citizenship and increase the skills of industrial revolution 4.0. However, in the Indonesian context, this study needs to be improved, considering the fact that there are regulations regarding student organizations, namely Law Number 12 of 2012 on Higher Education. Therefore, future studies are encouraged to develop ways and strategies on how to improve service-learning in students' organizations.

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