Islamic Character Education Competence for Citizens of the 21st Century

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Abstract

Islamic Education is a way to shape a strong human involving both body and spirit. To shape the personality, then it has to be properly polished and adjusted to the current level of Islamiceducation. In fact, Islamiceducation should be used as a means of character building. Therefore, to merely implement the principle of "transfer of learning" in delivering materials will still not be able to shape the students' attitudes and behaviors, in which they are important parts in the shaping process of students characters.Islamiccharacter education is the attitude and action of a person which reflects everything which has good value. These good values can be seen from his daily activities. Therefore, Islamiccharacter education is considered very important as an effort to help someone to perceive or to understand and to act based on the ethical or moral values. Apart from that, Islamiccharacter education also teaches how to think and does something that can help a person to carry out work together as a family or friend, neighbor and community.

Keywords: Islamic education, character education, student, school, 21st century

1.   Introduction

School is considered as a place where students learn in order to achieve anything they wish for. As a place of education, school can be a memorable method for shaping the students characters. It is also expected that a school can be a motivating force which can educate people hence it can create Indonesian society with a moral, valued and noble attitude [1]. The school and the teachers' roles cannot be separated that these teachers' role are said to have a fair character toward the successful of education in school.

The importance of character education is that 80% of states have a mandate to carry out character education. These states tend to reflect the expectations of the community to make schools to become a place where children can get support for the shaping of values such as honesty (97%), respect for others (94%), democracy (93%), and respect other people from different nationalities and backgrounds (93%). These values are guaranteed in the public agenda. Character education is an effort to help students to understand, to care, and to behave in accordance with the moral values applied in society [2]. In other words, character education is everything that the teacher makes, which are able to influence the students character. This means that the teacher plays a role in shaping the character and the soft skills of the students.

The determinant factor in determining student's academic success is the teacher's role. School culture has an important role to improve and sustain student achievement. Good learning facilities will be positively correlated with student learning achievements. Parent involvement in children's learning is positively related to achievement [3]. The more frequently parents are involved in their children's learning the more beneficial are the achievement effects.
It is believed that the role of teachers can make the students to have a good learning achievement while at the same time it also can make the students to be underachievement. Whatever the change of the education today, really depends on what the teacher thinks and what the teacher does. Good teachers are those who can encourage their students to discover their inner abilities. Effective teachers know that one of their primary tasks is to involve their students in the learning process. Teachers have three main functions which are the planners, the practitioner, and the evaluators. Professional teachers are those who can guide and direct students, appreciate and motivate students, keep the class always conducive, demonstrate students ' talents and interests, establish good emotional relationships with students and detect students ' shortcomings [4]. To become a teacher people need to hold some important skills, which are pedagogy skill, broader knowledge especially in teaching, ability to transfer knowledge to learners, good communication skills, and the ability to always up to date and lifelong learning.

2. School Culture, Learning Facilities, and Parental Involvement

School culture can have a positive impact on the learning process. It is because it can seriously jeopardize the achievement of the academic mission of the school. Good school culture is built by some important aspects. The culture of the school is mostly influenced by history and

tradition and its success depends on the behavior of teachers, staff, and all school employees. Culture will give meaning to teachers on how to behave in the entire educational process while students are to develop a positive climate in the classroom. The elements contained in school culture generally include beliefs, perception, relationships, atitudes, written and unwritten rules that can affect all aspects of the school. School culture can be interpreted as the truths, values, norms, and goals that people come to share in interaction over time. The school culture refers to the system of values, beliefs, and norms, which are accepted publicly, implemented with awareness in the form of action and attitudes, and supported by the environment that creates the same understanding among all school personnel. The first major purpose of the school is to create and provide a culture that is hospitable for humans to learn. To find out the measurable indicators of school culture, it could be known from how the school promotes interaction among employees, active communication among teachers, teacher collegiality and partnership of parents and students. There are diverse groups of students, teachers are open to students suggestions, students have opportunities to participate in decision-making, teachers and students are trained to prevent and resolve conflicts, teachers are aware of the common goal, there is collegiality among the school members, professional development and hard work, the student success is celebrated by the community [5]. Also, there is joy and humor in it.

Without adequate facilities, the learning process becomes ineffective. A good Infrastructure facility always supported the educational enterprise. The availability of learning facilities is very important to achieve effectiveness in delivering the material to the students. The learning facilities are important to meet since it relates to the main media used to achieve educational objectives. Schools with better building conditions have up to 14 percent lower student suspension rates. Students ' achievement scores tend to decline in line with the school building's age [6]. The substandard learning facilities are closely related to the level of the students ' truancy and some other issues relating to student behavior.

Learning facilities including the school buildings, classrooms, libraries, laboratories, toilet facilities, offices, and other materials and infrastructures that would likely motivate and support students towards learning.The learning facilities include school buildings, classrooms, libraries, laboratories, and recreational equipment that lead students feeling intriguing to learn. Meanwhile, the meaning of learning facilities is a physical and non-physical aspect. Physical aspects include school buildings, laboratories, libraries, playgrounds, Internet, multimedia

learning [7]. While nonphysical aspects such as a safe environment, comfortable and clean air, and away from the noise of the vehicle.

Education in schools is just a supplement, while primary education is at home. Between education in schools and at home should have continuity, and the one that unites these two elements is the parent. A good relationship between parent and teacher is a major aspect to improve student achievement. The participation of parents in the child learning process and found the fact that there was a very significant influence between parental involvement and the achievement of child development tasks in both cognitive and other aspects of development [8].

Parental involvement in children's educationis the best collaboration between teachers and parents to support children's education. Parental involvement will also be able to help relieve the teacher's duties in school. In terms of parents ' contributions to child education, some experts have different views [9]. Parents should not only be responsible for the funding and learning facilities of children but also need to spare the time to attend children's activities in the schools, deliver and pick up children and attend regular school invitations. Meanwhile, there are eight roles of parents to participate in children's education, which are 1) participation in extracurricular activities, (2) parental advising, (3) parent-school communication concerning students'school problems, (4) school-initiated contact with parents, (5) parent-initiated contact with school, (6) parent participation in school functions, (7) parental aspiration for students' post-secondary education, and (8) family rules.

In 2014, at the start of JokoWidodo's new government, to equalize education in Indonesia, the Ministry of Education and Culture reaffirmed 12 years of basic education and also launched the Indonesia Smart Card (KIP). This KIP is intended for Indonesian children from lower level economic families, so that they can meet their learning needs at school such as books, uniforms, and other tools.Various Indonesian achievements in the international level were also made by the best students of the Indonesian nation. In 2014, Indonesia managed to become the overall champion of the Mathematics and Science Olympiad in India. Previously in 2012, Indonesia had also won a medal at the Olympic championships in Germany. There are many other achievement records of the country's children which have made a positive note for Indonesian education [10].

However, in addition to the records of progress changes as well as achievements experienced in the world of education, it turns out that there is still another side for Indonesian education that we should pay attention to. In 2014, the Minister of Primary and Secondary

Education and Culture, AniesBaswedan issued an open statement "emergency education in Indonesia" (http://www.kemdiknas.go.id/kemdikbud). In November and December 2014, more than 200 cases of violence were recorded. Moreover, the mental health cases such as stress, depression, antisocial, and even suicide are predicted to increase by 20% every year in Indonesia.Constructivist learning theory states that learners learn is a process of forming knowledge. The theory of constructivism focuses on the needs of students to know the environment of students and personally shape their knowledge [11].

3.   Educational Competence for Citizens of the 21st Century

The basic competencies that are expected to exist in the 21st century generation are leadership and entrepreneurship, creativity, problem solving, communication, collaboration, adaptive to change, literacy in information technology and having the ability to think critically.The prediction that the Indonesian nation will become one of the countries with a strong economy is an extraordinary challenge that must be answered by using the educational design that begins with an educational vision that is in line with the challenges faced. Determining that the vision of Indonesian education is to develop quality human resources capable of responding to changing times is a very appropriate first step. This shows that Indonesia understands the need to prepare its generation for future challenges. For Indonesia, young people who are not only skilled, but have an entrepreneurial spirit and leadership are needed in a free market. This is intended so that our nation does not become laborers in its own country, but instead is able to make innovations and lead the course of the nation's economy. Data from the Indonesian Chamber of Commerce (KADIN) stated that: (1) Indonesia's productivity ranks at number 58 below several ASEAN countries and, (2) around 1.3 million per year from elementary school to bachelor graduates are potentially unemployed due to imbalance in the number and quality of graduates and also the availability of employment. This indicates that our education is not yet capable of competing, nor it has developed a spirit of entrepreneurship and leadership.

The lack of leadership and entrepreneurial competencies is caused by a philosophical approach that positions education as a factory that produces ready-to-use skilled workers as a

result of industrialization that developed in the Soeharto era. Based on this need and challenge, it is very important for the Indonesian nation to emphasize a paradigm change that education is not only a labor producer, but education is a means of social transformation. More importantly, this leadership competence is needed so that future human is able to control the use of technology for positive interests and it is not controlled by technology. With entrepreneurial competence, it is hoped that future generations will be able to use technology to increase the nation's productivity [12].

The second competency is the ability to think critically. There are several important things that have been written by Ki HadjarDewantara through his books. This book, which is the source of thoughts and learning outcomes of combining West and East, seeks to emphasize that education is a way to develop real people who have freedom of thought. Ki Hadjar believed that naturally, humans and even children have the ability to sense, want to know, and explore life knowledge. Therefore, it has been a long time since Ki Hadjar expressed a thought about children as the center of learning, and teachers are expected to be facilitators. This philosophy provides space for children to discuss the things they find, so it is not proper if something is limited only to right and wrong. Ki HadjarDewantara's independent thinking approach calls for education to develop critical power. In contrast to the current portrait of education, that children are always required to be able to answer questions correctly, Ki Hadjar emphasized the importance of education in giving more space for children are brave to make questions, not only what and who, but also why and how. This questioning will encourage critical thinking competence, analysis, creativity, and problem solving skills. The four of them will encourage the growth of the spirit of leaders and innovators who are very contextual with the expected future competencies of the 21st century. The ability to think critically is one of the most beneficial competencies for 21st century humans. With this ability, future generations will have the ability to select and sort information that comes repeatedly, by using critical thinking and analysis before using and utilizing it [13]. Weak critical thinking causes a nation to be swayed by the unstoppable flow of information and this is of course very counterproductive.

The next competency is communicative and collaborative. After being able to use the ability to create and think critically, the ability to communicate ideas, thoughts ,and the resulting products is an absolute requirement so that the future generation has a high quality. This communication ability needs to be supported by literacy in the use of information technology so

that the communication process runs effectively and efficiently in order to increase productivity. Collaboration is a competency that needs to be trained for Indonesia's young generation. Collaboration is the ability to synergize various abilities possessed by several people into strength [14]. This competency should be owned by the 21st century generation to accelerate innovation and change.

Based on the main competencies required by the 21st century, the educational design that is owned by a country, including Indonesia, should lead to change the behavior of competencies needed in the future.Therefore, the three main components of change design using a psychological basis will be presented below, including school design, curriculum design and assessment, and teacher competency design.

4. School as a Social Change Center

In the Indonesian context, the first philosophy that needs to be emphasized as a form of change is that education is an important media to reconstruct a new Indonesian society. The place of education, whether informal (family, society) or formal (school, campus) must be a social change.In line with the educational philosophy design of Dewey and Ki HadjarDewantara which stated that education is a social changer, and education is a means of developing human beings with freedom of thought, school, as a formal educational institution, should also built based on the philosophy [15]. As a formal educational institution, a school then has the same responsibilities as the family. School is often referred to as the second home for children in educational development, therefore what children experience during school is very closely related and very influential on their future life as adults.

Conventionally assuming that the school only has a role to transfer knowledge to children, this directs the school focus only on children's academic achievement and ignoring other developments. Meanwhile, it is interesting that on the other hand, instead of developing all the abilities of children, school is considered to kill creativity. Schools and teachers always only build an academic culture, and forget to build other cultures such as a culture of innovation. A school is considered to imprison freedom of thought, limit courage and slowly kill creativity. These are all shackled in the name of the curriculum. A school is not a place to learn mathematics, science or language, but a school is the place to learn to become a society's member who will later be able to contribute to the problems of the society or even lead a change

in the society. A school is the true place of learning that provide a space for broad and independent thinking. The culture that was built for the school as the main agent of future social change. Therefore, a school is important to build a school culture that is always contextual and flexible with changes and it is always interrelated to society, social, and cultural life. In psychological theory, this is in line with the theory of ecological development which emphasizes that the development and change of behavior of a child, apart from being influenced by personal (internal) factors, also cannot be separated from the family, school, neighbors, society, politics, media and culture condition (external factors) [16].

A school is pictured as the middle society (mesosystem = ecosystem) which affects children's development (microsystem = microsystem) and is simultaneously affected and influences even larger factors, namely society, politics, media and culture (macrosystem = macrosystem). A child is influenced by 3 systems, namely microsystem, ecosystem and macrosystem. Microsystem is the closest system that influences individual development, namely family, peers, and religion. Mesosystem is the middle system that influences the development of children, namely school, society, media and also health institution. Meanwhile, the outermost system that is connected to a child is a macro-system, which includes the economic system, the political system, the social and cultural condition, and it should be added that for the 21st century technology and the environment will be added. School is a middle system that has great potential to be social transformers [17]. As a community in the middle system, school is able to connect microsystem (family, peer) and macrosystem in changing children's behavior (economy, politics, technology, environment and culture).

When technology affects the rapid change in society, the school model, curriculum model, and teacher model that are connected and engaged with potential changes such as environment, culture and technology, are strongly recommended for each country. A school that has an attachment to the environment, social, and culture will help children have good wellbeing. Children who study in schools who build engagement with their ecology are reported to have good self-resistance and adaptability to change, high academic achievement, positive behavior and are able to develop competencies and skills needed in 21st century life, namely critical thinking, creative, adaptive, collaborative, and communicative. Therefore, the design of a 21st century school model that is connected to Indonesian ecology is very important.

In general, the 21st century school model in Indonesia must still be based on local cultural values, namely kinship and mutual cooperation. In Indonesia, the relationship between teacher and student is seen as the relationship between parent and child which is different with other cultures which see an equal or professional relationship. Apart from kinship, the spirit of mutual cooperation in developing schools, educating children is also a value that is expected to be maintained in Indonesian schools. When schools must be connected to their ecology and ecosystem, mutual cooperation is absolutely necessary as a call for all school members and the surrounding society to be involved in the school. When education is seen as a shared responsibility as the big family of the Indonesian nation, mutual cooperation in realizing it will definitely occur so that collaboration is fostered between elements of society.

This future school is expected to have 5 main principles. The first is children's participation, parent and society's participation, the existence of a positive school environment, learning life competencies, IT-based, environment and culture, and finally emotional and social learning, including the formation of positive characters. Several studies emphasized that schools that are contextual with change and connected to the social community must have participatory abilities both to children, parents, teachers, as well as the society and the surrounding society. It is important to transform schools into participatory so that children feel that they are part of the school and also the society and nation, as well as for teachers, parents and society [18]. This participatory school is believed to be able to make children happier, so that learning fun will be created which ultimately affects academic achievement, character and good behavior. There are 3 types of engagement (participation) that need to be built in schools: 1) academic participation, 2) affective participation, 3) behavioral participation.

The academic participation is how the school has policies to make children feel participatory in the learning process in the classroom. In Indonesia, this has actually started with the slogan for active student learning, or student center learning (SCL). The success of this academic participation can be seen from how motivated children are to learn something in class, how long they can focus during class, how deep their enthusiasm is in doing school assignments. Some things that make children feel disconnected from the learning process are unsupportive classroom atmosphere (dirty, boring, unattractive), teachers who do not draw their delivery, stagnant teaching methods and the subjects they consider no need. Some innovative ways can be taken by schools by, for example, involving students actively in decorating their classrooms to

make them attractive, putting up children's work in the classroom as a form of appreciation, and using learning methods that are diverse and preferred by children. Therefore, creating a positive school environment is one of the principles in 21st century school design. A positive school environment can be seen physically, namely school facilities that meet the standard needs of students, for example adequate classrooms, good and safe buildings, adequate class facilities and looks attractive, play room, library, clean bathroom, shady trees, clean and safe. It can also be a warm, friendly environment, with positive interactions between school members [19]. In addition, to foster academic participation, teachers also need to demonstrate pedagogical skills in creating creative and innovative methods according to children's developmental ages, children's needs, and learning objectives.

Affective participation (feeling) is the school's ability to provide space for children to have an inner attachment to school. When schools build an inner bond with children, parents, and the society, a positive school culture will be built. Ki HadjarDewantara emphasized that the teacher's function in schools is as a second parent, and the relationship should be as a family, it is not just a professional relationship like in the west. When children get problems in the family that affects their motivation to learn at school, teachers and schools will help out. On the contrary, when children want to be well involved in school activities, it would be better if parents are actively involved. Studies have shown that children who have good academic performance and good behavior usually have a good inner attachment to school. Ki HadjarDewantara also expressed this affective attachment that in the context of Indonesia and Eastern culture, art is a way to foster a sense of attachment in education. Regional music that has a certain rhythm and tempo can help children develop sensitivity and refinement. In addition, local arts also provide space for children to learn the values of their ancestral heritage which can make all school members feel bound by a sense of being a family and as a nation. This is what RomoMangun later called with the occurrence of a 'national identity' which is very much needed by Indonesia's young generation of all time. A strong identity helps a generation of a nation to dialogue between native culture and other culture which possibly to produce a new culture for the advancement of the nation's civilization. Therefore, it is very important for Indonesian schools to develop an attachment to various activities such as arts and culture which are provided attractively according to the age and needs of the children. Bringing culture closer to children is also intended as a counterweight of future generations on the use and creation of increasingly fast technology.

When humans can create something new by using technology, and when the exchange of information from one cultural context with another is unstoppable, culture becomes a control system to strengthen the identity and nation identity. Culture is also expected to be able to become a lighter of Indonesian generation to get closer to their environment. People who live in agricultural areas will have a different culture from urban people. They will manage a different living environment from people who live in sea or hilly areas. People culture understanding will create awareness to protect the land of their ancestors' natural resources for sustainability and also protect them from scouring of inappropriate technology use. Due to the high need for future generations to have competencies according to the real needs of the 21st century, especially regarding the proper use of technological information, environmental sustainability and cultural preservation, this has become one of the principles in the 21st century Indonesian school model.

Furthermore, participatory behavior, is the ability of schools to foster the children positive behavior or in our terms is a good character. The success of this behavioral participation can be seen from how children build positive relationships with their teachers, friends, family and society. The school can involve children by creating positive activities such as collective public service, character awards every week to all children in turn for their positive behavior that can become role models for their friends (helping friends, helping teachers, keeping schools clean, making friends happy and so on), or invite children to do social activities in the environment such as orphanages, nursing homes, the villages and so on. In addition to fostering a caring, responsible attitude, children also become more concerned and feel connected to their social environment. If all this time, Indonesian schools only focus on cognition, then in the future, emotional, social, and character education is an important thing that must exist. Children are expected to understand themselves and have good mental health so that in the future they are expected to be productive, mentally and physically healthy generations. Therefore it is important, schools in the future through their school policies begin to build learning activities or school activities in order to promote wellbeing and positive character.

The attachment of children to their school in these three ways has a very positive influence on academic achievement and positive behavior (the character that is built). On the other hand, the weakness of children's ties to their school in these three ways is related to the crime of social and mental problems, as well as low academic achievement [20]. Thus, it is very necessary for

Indonesia to redesign the current concept of schools in basic education so that it is socially connected in building the attachment.

These five principles need to be implemented through strategies that can be chosen by schools. The first is through school policies that require leadership and management strength implementation in the field. Second, schools can also apply these principles through the school curriculum, extra-curricular or non-curricular activities.

The concept of a school that must be restored is that school is a "park" for children. At that time, Ki Hadjar emphasized that children do not only need to be smart and knowledgeable, but it is also important to learn in a happy and enjoyable atmosphere, therefore he called school a garden. He wanted the school to have an inner attachment to the children so that without being asked, the children would be happy to be in school and they are sad to be separated from school. Schools that are able to become parks are also able to make their children love learning, able to foster love and affection for others, the nation and the environment.

Several recent studies also agreed with Ki Hadjar's paradigm regarding the school. Children who are happy and having a good resilience will have a positive effect on academic achievement and behavior. Children who are happy in learning will enjoy learning, have high motivation, will not commit violence, will easily respect, and will also be healthy of mind and body.

Actually, in general, the concept of school as a park and school as a social changer overlaps with one another. Even in the concept of school as a park, the need for connectivity between schools and social change, the need to present the voice and active participation of children, parents and also the community to develop it.

The two concepts are expected to be able to transform Indonesian schools into places that are healthy, safe, fun and challenging, respect for differences and inclusive and connected to the surrounding society by involving children and parents and communities, adapting to local culture and real life needs, and consider the emotional and social development. In this case, psychology plays a very big role, when it is able to cooperate with school members in pursuing methods of planting culture in the school, as well as how the effective method creates good practices and activities that can be developed to support the culture.

Not only that, the importance of Indonesian people to continue to study local cultural values in strengthening their identity. This self-identity will strengthen the "negotiation" of young Indonesians when they engage in dialogue with other cultures from outside. When someone

interacts with other cultures, this strong identity is able to synergize what can be taken from the outside to enrich the culture of the nation without losing the identity. According to Ki HadjarDewantara, this needs to be emphasized from childhood to adulthood, so that there will be leaders who are IngNgarso Sung Tulodho (able to set an example), IngMadyaMangunkarso(working together and accompanying), Tut WuriHandayani (pushing with no hand). Ki Hadjar's philosophy that combines education and culture is the substance of Indonesian education which wants education and culture to be one unit in achieving the civilization of a nation. According to him, the civilization of a nation is high if the life of the people is orderly, the economy is good, the water system, agriculture, marine affairs are also good, and the people are responsible. This is believed not only through education but also by developing culture. Education sharpens knowledge (cognitive), culture shapes character and character (emotion and social), also produces civilization (psychomotor). Education as a whole has also been accepted by the concept of Indonesian education. Unfortunately, it is still a concept only. In fact, all material that contains cognitive, affection, and psychomotor is presented as knowledge which is not yet at the level of practice and belief. Moreover, it is very funny if the comprehensive content is only then measured by a cognitive side.

5. Curriculum Design and Assessment

In general, the Indonesian future generation is expected to meet several competencies. Externally, the world community has identified the need of four main competencies in the 21st century education framework called 21st century learning, namely critical thinking, creative thinking, communication, and collaboration. As a candidate for the world community who must be ready to compete, Indonesia needs to consider these four competencies to be developed. It tries to facilitate the concept in the 2013 curriculum. However, Indonesia as a nation also needs to strengthen some of the potential of its young generation, which is indicated to be able to strengthen their character in future changes. Ki HadjarDewantara's thought about the importance of leadership and nationalism is grown through education seems still relevant to be developed. Therefore, the curriculum developed by the government should aim to improve several competencies such as critical thinking, creative, communication, collaboration, leadership and nationalism, and the curriculum also provides space for future generations about local, national,

and global insights such as sustainable development, issues environmental change, the issue of respecting differences.

When the design of national curriculum is to give direction to the competencies that they want to develop in general, it would be better, if the central government only makes a general curriculum design that opens space for local governments to provide the local values and issues in their regional curricula. Likewise, the local government is also expected to provide space for each school to develop and innovate in developing unique learning strategies in each school. The different geographic background, infrastructure gap that occur between one school and another, different resources of each school should be considered to provide space for creativity for schools to develop a vision and mission, school values, and also school culture through the school curriculum which is dialogued to all school members including children and parents.

Based on competency need, school design as a social modifier that is able to make a connection between what is trained in school and the real life that children will face in the future, the Indonesian curriculum design should be a flexible curriculum that provides room for school independence in developing not only cognitive, but also personal, social, and also spiritual, a curriculum that provides opportunities for children to learn by doing (learning by doing) and understand themselves, others and the needs of their surroundings. The curriculum is expected to be able to facilitate the growth of all aspects of human beings as a whole. The 2013 curriculum, which was temporarily suspended and it is in the process of evaluation, is expected to be able to answer this challenge.

As a consequence of the consistency of 21st century competencies, school models, and curriculum design, the assessments used are in accordance with learning objectives. When the learning objectives are competencies that target the cognitive, affective and psychomotor domains, then the challenge is that learning evaluation cannot only be done by assessing cognitive abilities through daily tests and national exams. Learning evaluation (assessment) in the classroom in a simple model can also be developed as a means for teachers to understand the uniqueness of each child in their class from various aspects of development, especially in the development of the four basic competencies of the 21st century, namely creativity, critical thinking, collaboration, and innovative which direct the children having the ability of adaptation and problem solving. In general, the 21st century curriculum should be a curriculum that provides opportunities for children to become independent learners. Children are expected to be

able to find problems, raise questions, find references, retrieve data and process and analyze to find solutions of the problems later.

Seeing this need, the constructivist learning theory approach is suggested to be the basis in making a curriculum design and assessment for 21st century education. The implication of constructivism learning theory in children's education are as follows: (1) the purpose of education according to constructivist learning theory is to produce individuals or children who have the ability to think and to solve any problems faced, (2) the curriculum is designed in order to allow students to construct knowledge and skills. In addition, problem solving exercises are often carried out through group study by analyzing problems in everyday life and (3) students are expected to always be active and be able to find learning methods that are suitable for themselves. The teacher only functions as a mediator, facilitator, and friend who creates a conducive situation for the construction of student's knowledge. It is also said that learning that meets constructivist methods should fulfill several principles, namely: a) providing learning experiences that enable students to construct knowledge; b) learning is carried out by linking to real life; c) learning is carried out by relating to the appropriate reality; d) motivating the student to be active in learning; e) learning is carried out by adjusting to the social life of students; f) learning using various means; g) involving students 'emotional ratings in constructing learners' knowledge.

In the 21st century era, besides being based on experience, children's learning resources are obtained from technology. Therefore, to be able to produce educational knowledge, it is expected to have technological communication skill, thinking and language skill, forming study group, being able to identify what students want to build, collaborating with the peers, having a process of dialogue and reflection and using Scaffold instruction. Scaffold is a variety of strategies used to make students progressive in understanding and becoming independent learners. Some steps of scaffolding learning instruction according to are:

- Choosing the assignment that suits with the curriculum goal, learning objective and student need.
- Giving the student's opportunity to set the learning goal as this is believed to increase children's motivation.
- Taking into account the children's background, as well as the knowledge they have to measure the difficulty level of the material which is not easily boring and challenging.

- Using the various supports of tasks such as using diagrams, emphasizing visual information.

- Showing the encouragement and praise as well as questions to children so that they always maintain their motivation and learning targets.

- Monitoring the children's development by providing input, reviewing their progress so that they understand what has been achieved and what has not.

- Creating a warm, safe, and supportive learning atmosphere that gives children space to be brave to take challenges and risks, express thoughts and ideas, and express their feelings without fear.

- Helping students to be independent in doing a variety of different tasks.

Absolutely, the implication of curricula and constructive learning methods is that a comprehensive assessment model measures the success of education to make children creative, critical, collaborative, and communicative learners. The current assessment model which is only able to measure cognitively is no longer appropriate for the 21st century learning concept. The measurement that take into account the complete development of competence from cognitive, social, emotional, and behavioral, are assessment models that should be developed in the future.

6. Conclusion

The design change and all related to the conceptual character will not work well if we do not consider the main actor, namely the teacher. All forms of system and curriculum changes will not work well, if the capacity development of teachers is also not going well. In Indonesia, the professional development of teacher is carried out by the central government with a very rare period of time to be certified. However, from a number of interviews with teachers, it was found that so far the professional development carried out by the government was insufficient to increase their capacity.

In general, the design of teacher development change is based on a philosophy that teachers are not only administrative work, but inspirational because they are not just 'teachers' but (listened and imitated), they are also a leader of prospective leaders who will ingngarso sung tulodho, ingmadyomangunkarso and tut wurihandayani. Most teachers are curriculum teachers, but they have not yet become inspirational teachers. The curriculum teachers are teachers who adhere to the state curriculum and they are afraid or reluctant to innovate according to the student's learning need. Meanwhile, the inspirational teacher does not only teach the material

(content) in the curriculum but they are also able to inspire their students to innovate learning methods and they are also able to become good role models in character building. Indonesia needs both types of teachers. The number of inspirational teacher needs to be increased, because they are expected to grow potential leaders, entrepreneurs, and innovators who have the potential to lead the nation's change. However, it does not mean that curriculum teachers should be marginalized. They are very much needed in helping some students who have the potential to become professionals in their fields.

When educational design and school design expect children to have academic attachments, affection, and behavior, the teacher is entitled to obtain this knowledge and material in the same way, so that they can learn by doing through the development design of teachers which are comprehensive, sustainable and attractive. After they get teacher professional development, the mentoring system can be implemented by the government to oversee and facilitate when the teachers will implement it in the field. The inspirational teacher will produce leaders. Unfortunately, Indonesia gives a bigger place to curriculum teachers.

A comprehensive teacher development design would of course be very good if it refers to the four competency standards of Indonesian teachers, namely an academic competence (education level), personal competence, social competence and also pedagogical competence. Unfortunately, according to interviews with teachers and principals, currently, capacity building is still only about academic development, it is limited in material and cognitive, without touching personal, social, and psychomotor factors. Teacher capacity development requires innovation where more comprehensive teacher training includes the development of personal, social, pedagogic and professional competencies which are very effective in changing the paradigm of teachers through the Teacher Quality Improvement. The development of teacher capacity through the Teacher Quality Improvement program adopts the Bloom's Taxonomy approach which is expected to motivate teachers to use all domains, namely cognitive, affection, and psychomotor by using the experiential learning approach model. This learning model provides the opportunity for the teacher to experience, reflect, process, conclude, and finally do it to become an experience again.

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