Strengthen Discipline Through Civic Education to Face the Industry 4.0

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Abstract---*This article is motivated by the introduction of the term industry 4.0 in 2011. Since then, the trend of automation and data exchange has become a global phenomenon. The impact of the industry 4.0 was felt especially in Karawang Regency, since Karawang was made the center of an international standard industry, of course the exchange of data and information was also getting faster so that the demands of high school graduates ready to work in Karawang were so great. In the context of schooling, Pancasila and Civic Education as character education is tasked with strengthening character values, so that it is expected to strengthen the values of discipline character that every student must have to face the industry 4.0. This article aims to describe Pancasila and Civic Education to strengthen discipline characters of high school students in Karawang to face the Industry 4.0. The approach taken in this study is the survey method and correlation. The results of this study is significantly Pancasila and Citizenship Education is able to strengthen the discipline character of high school students in Karawang regency to face industry 4.0.*

Keywords---*Pancasila and Civic Education, Character, Industry 4.0*

I. Introduction

The shift in function of Karawang Regency which was originally a national rice barn became an international industrial center. Demographic changes in Karawang Regency are very fast. Until 2018, The Karawang Population and Civil Registry Agency (Disdukcapil) recorded that the migrant population reached 60% of the total native population of Karawang. The industrialization of Karawang towards a metropolitan that is too fast will certainly change the culture of the Karawang people. Initially dominated by fishermen and farmers, now turned into factory workers. Unfortunately, workers from Karawang are even displaced by workers from outside the Karawang region. This labor polemic continues to fluctuate until now marked by the high level of unemployment in Karawang Regency.

Regional Regulation of Karawang Regency No 1 of 2011 concerning Manpower Implementation Part Three Article 25 Paragraph 2 states that "Job vacancies as referred to in paragraph (1), are carried out by prioritizing residents who live around the company at least 60 percent of the workforce needed by the company. If it cannot be fulfilled, the company can be obtained from the regency. " This means that each company must provide job vacancies for residents of the Karawang district as much as 60 percent of the total workforce needed by the company. However, the local regulation has not yet made significant changes related to unemployment issues in Karawang Regency.

Preliminary research conducted by researcher shows that several companies claim difficulties in fulfilling the mandate of the Karawang regency. The most striking thing is the lack of soft skills and character that are not yet possessed by graduates ready to work in Karawang district. Employment that is increasingly demanding skills and characters that

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support Industry 4.0 makes these conditions more difficult. Education as a conscious and planned effort, must begin to improve itself and begin to adjust to the needs of the industrial era 4.0. In a more specific context, Pancasila and Civic Education as Character Education have important roles and responsibilities regarding the development of student character in schools. It is expected that Pancasila and Civic Education can make an important contribution for students to be able to face the changing times so quickly. Based on this background, the researchers conducted a research study titled Pancasila and Civic Education as a Strengthener of Discipline Character Values   in Karawang District High School Students in Facing the Industry 4.0.

II. Literature

Pancasila and Civic Education

Pancasila and Civic Education in Indonesia is a unit of subjects given to students at primary, secondary and higher education levels. In its journey, Pancasila and Civic Education changed its name, but the noble goal of forming responsible citizens and participating in the life of the nation and state was maintained. Kerr states that the Citizenship or Civics education is construed broadly to encompass the preparation of young people for Reviews their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching, and learning) in that preparatory process. Based on the above opinion, it can be said that citizenship education is education aimed at preparing young people to be able to interact and be responsible as citizens in the process of participation in the life of the state.

On the other hand, Sumantri (2001) provides a definition limit on Citizenship Education as "selection and adaptation of interdisciplinary social sciences, citizenship science, humanities, and basic human activities that are organized and presented psychologically and scientifically to achieve one of the objectives of social studies ". This opinion provides the definition that citizenship education is a discipline that consists of various sciences that are organized and presented to students psychologically and scientifically in order to achieve social scientific goals.

Character

Character is a distinctive differentiating mark, a sign or trait that distinguishes one person from another person. Sjarkawi (2006) argues that character is a characteristic or characteristic or style or characteristic of a person originating from the formations received from the environment, for example family in childhood, and also a person's innate from birth. Can be said that the character is a style, a characteristic that is inherent in humans that can come from the formation of the environment, family and even innate (Supri, 2015).

The Indonesian Ministry of National Education (2010) stipulates 18 national characteristics that must be instilled in Indonesian citizens. These characters are:

- Religious, namely obedience and sincerity in understanding and implementing religious teachings (the flow of faith) that is embraced, including in this case is a tolerant attitude towards the implementation of religious worship (the flow of beliefs), and living in harmony and side by side.
- Honest, namely attitudes and behaviors that reflect the unity between knowledge, words, and actions (knowing what is right, saying what is right, and doing what is right) so as to make the person concerned as a trustworthy person.
- Tolerance, namely attitudes and behaviors that reflect respect for religious differences, the flow of beliefs, ethnicity, customs, language, race, ethnicity, opinions, and other things that are different from him consciously and openly, and can live quietly amid these differences .

- Discipline, i.e. habits and actions that are consistent with all forms of applicable rules or regulations.

- Hard work, which is a behavior that shows an earnest effort (striving to the last drop of blood) in completing various tasks, problems, work, etc. as well as possible.

- Creative, namely attitudes and behaviors that reflect innovation in various ways in solving problems, so that they always find new ways, even new results that are better than before.

- Independent, namely attitudes and behaviors that do not depend on others in solving various tasks and problems. But this does not mean not to collaborate collaboratively, but should not throw tasks and responsibilities to others.

- Democratic, namely attitudes and ways of thinking that reflect equality of rights and obligations fairly and equally between himself and others.

- Curiosity, namely the way of thinking, attitudes, and behaviors that reflect curiosity and curiosity about everything that is seen, heard, and studied more deeply.

- The spirit of nationalism or nationalism, namely attitudes and actions that put the interests of the nation and state above personal or individual and group interests.

- Love the motherland, namely attitudes and behaviors that reflect a sense of pride, loyalty, care, and high respect for language, culture, economy, politics, and so on, so it is not easy to accept offers from other nations that can harm the nation itself.

- Appreciating achievement, which is an open attitude towards the achievements of others and acknowledging one's own shortcomings without reducing the spirit of higher achievement.

- Communicative, happy to be friendly or proactive, namely open attitudes and actions towards others through polite communication so as to create good collaborative cooperation.

- Love of peace, namely attitudes and behaviors that reflect an atmosphere of peace, security, calm, and comfort for their presence in a particular community or community.

- Likes to read, is a habit without coercion to provide special time to read various information, both books, journals, magazines, newspapers, and so on, giving rise to policies for him.

- Caring for the environment, namely attitudes and actions that always strive to maintain and preserve the surrounding environment.

- Social care, namely attitudes and actions that reflect concern for others and the people who need it.

- Responsibility, namely the attitude and behavior of a person in carrying out their duties and obligations, both related to oneself, social, community, nation, state, and religion.

Pancasila and Civic Education as Character Education

Prewitt & Dawson's, and Aziz in Cholisin, (2004) said that "Civic Education subjects are political education whose material focus is on the role of citizens in the life of the state all of which are processed in order to foster that role in accordance with Pancasila provisions and the 1945 Constitution in order to become citizens who can be relied on by the nation and state ". Cholisin (2004) added that Civic Education is more a form of political teaching or political education. As political education means the focus is more emphasis on how to foster better citizens (have political and legal awareness) through a teaching and learning process. Aside from being a political education, Civic Education is also a subject to develop the ability, character and character of citizens who are democratic and responsible

According to Koesoema (2010) suggests the understanding of character education that: Character is a human anthropological structure, where humans live the freedom and live the limitations himself. In this case the character is not

just an act, but is an outcome and process. For this reason, a person is expected to increasingly live his freedom, so that he can be responsible for his actions, both for himself as a person or development with others and his life. While Rahardjo (2010) argues that: "Character education is a holistic educational process that connects the moral dimension with the social realm in the lives of students as the foundation for the formation of a quality generation that is able to live independently and has the principle of a truth that can be accounted for".

In detail Prasetyo and Rivasintha (2013) define that "Understanding character education as a system of instilling character values   to students which includes components of knowledge, awareness or will, and actions to carry out these values, both towards God Almighty, self, others, the environment, and nationality so that we become human beings we are ".

It can be concluded that Pancasila and Civic Education as character education is seen in the purpose of Pancasila and Civic Education itself. Where Pancasila and Civic Education aims to develop the ability, character and character of citizens to become citizens who are democratic, participatory, and able to take responsibility in their lives in society.

Industry 4.0 and its Challenges

In general Industry 4.0 is a condition in which there is a revolution with the latest trends in automation and exchange of data occurring in all areas of society. According to Zimmerman (2018), "industry 4.0 and later will involve work on the ability of science, technology, engineering and mathematics, internet of things, lifelong learning by 75%". Industry 4.0 can be said to be a world era that almost entirely uses automation technology, and the possibility of shifting work normally done by humans will be done by robots with artificial intelligence (AI) capabilities (Ślusarczyk et al., 2019).

Industry challenge 4.0 in Indonesia is the availability of inadequate human resources to deal with it. Hartanto (2018) said that "... Small and medium industries (IKM) are still lagging behind. Data from the Ministry of Industry shows that 62% of Indonesian workers work at SMIs with low productivity. "Furthermore, Hartanto (2018) added" ... the problem of untrained labor. Indonesia has the 4th largest workforce in the world, but is very short of talent. The current government education budget is only around US $ 114 / capita. "

III. Method

This quantitative approach uses a survey method because it takes samples from a population using a questionnaire or questionnaire as a measure of basic data and also research subjects are widespread throughout the Karawang Regency. MacMillan and Scumacher (2001: 304) state that "in a study that uses survey methods, researchers select a sample of respondents and use a questionnaire or questionnaire to collect information on variables of concern to researchers. The data collected is then used to describe the characteristics of certain populations ".

Correlational methods are used to connect and look for the influence of one or more variables on another variable. According to Creswell (2012: 338) correlation research namely:*"A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently ... "* So, the correlation method is a method that uses statistical tests to determine trends or patterns for two (or more) variables or two data sets to vary consistently.

The population in this study were high school students in Karawang Regency. The population was chosen because students have characteristics that are related to the purpose of the research objective, namely character reinforcement. Meanwhile, because the subject of this study is large and widespread in Karawang regency, it is therefore needed for sample takers. The research sample was 11 high schools spread in Karawang Regency.

Table 1. Sample Distribution

No.	School Name	Number of Students	Number of Samples
1	SMAN 1 Pangkalan	869	87 Students
2	SMAN 1 Ciampel	654	87 Students
3	SMAN 1 Klari	1,194	87 Students
4	SMAN 3 Cikampek	683	87 Students
5	SMAN 1 Lemahabang	1.179	87 Students
6	SAMN 1 Rawamerta	610	87 Students
7	SMAN 1 Tempuran	889	87 Students
8	SMAN 1 Rengasdengklok	1,390	87 Students
9	SMAN 2 Telukjambe Timur	636	87 Students
10	SMAN 1 Karawang	1.06	87 Students
11	SMAN 1 Tirtajaya	451	87 Students
		9561	957 Students

Source: Author

Taken 11 SMA at random the total number of SMAN in Karawang. The total number of high school students from 11 high schools was 9,561 people, sampling was determined at 10% so that the sample numbered 957 people. Determination of the number of samples of each school be proportional and respondents from each school's chosen at random.

Determination of the number of samples of 10% (957) of the population based on considerations: (1) the size of the sample should be as much as possible; the larger the sample the greater the *representative* of the population and the results of research can be more generalized; (2) according to Alreck and Seetle (1989) for a large population, the minimum sample is about 100 respondents and the maximum sample is 1000 respondents or 10% with a maximum and minimum range.

IV. Results and Discussion

After the researchers conducted research and data analysis, the results found were: *First,* Pancasila and Civic Education as character education is able to strengthen the discipline character of high school students in Karawang Regency in facing industry 4.0. *Second,* Pancasila and Civic Education as character education is significantly able to strengthen the creativity of high school students throughout the Karawang Regency in dealing with industry 4.0. Third, simultaneously, Pancasila and Civic Education as character education is significantly able to strengthen the discipline character of high school students in Karawang Regency in facing Industry 4.0

V. Conclusion

The conclusion obtained in this research is, high school students in Karawang are not only equipped with cognitive abilities but equipped with other abilities, such as discipline characters. These characters are correlated with one another. Hence, when students are in the world of work, they are able to develop their creative potential and the originality of their work by upholding the values   of discipline so that the Karawang community will be able to compete with Indonesian people in particular and the world at large.

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