Stepping Towards Transformation: Student Political Awareness through Instruction the Development of the 21st Century Political Education Curriculum

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A B S T R A K

Kontribusi dalam mengarahkan transformasi pendidikan politik untuk mempersiapkan warga negara yang lebih berpengetahuan dan terlibat secara politik di abad ke-21. Penelitian ini bertujuan untuk menganalisis indeks kesadaran politik peserta didik melalui pengajaran dalam pengembangan kurikulum pendidikan politik abad 21. Metode penelitian yang digunakan adalah survei kuantitatif dengan melibatkan responden dari populasi mahasiswa. Responden dipilih secara acak dengan menggunakan teknik simple random sampling. Data dikumpulkan dengan menggunakan kuesioner yang telah disusun berdasarkan kerangka konseptual yang relevan dengan variabel penelitian. Data yang terkumpul kemudian dianalisis secara statistik dengan menggunakan metode deskriptif dan analisis inferensial untuk mengidentifikasi hubungan dan pola yang signifikan antar variabel yang diteliti. Hasil penelitian ini diharapkan dapat memberikan pemahaman lebih dalam mengenai Indeks Kesadaran Politik Mahasiswa dan peran pengajaran dalam pengembangan kurikulum pendidikan politik abad 21 dalam membentuk kesadaran politik mahasiswa. Melalui artikel ini dapat disimpulkan Indeks Kesadaran Politik Mahasiswa dan peran pengajaran dalam pengembangan kurikulum pendidikan politik abad 21 dalam membentuk kesadaran politik mahasiswa.

A B S T R A C T

Contribution in directing the transformation of political education to prepare more informed and politically engaged citizens in the 21st century. This study aims to analyze the political awareness index of students through teaching in the development of the 21st century political education curriculum. The research method used was a quantitative survey involving respondents from the student population. Respondents were randomly selected using a simple random sampling technique. Data were collected using questionnaires that have been prepared based on conceptual frameworks relevant to research variables. The collected data is then statistically analyzed using descriptive methods and inferential analysis to identify significant relationships and patterns between the variables studied. The results of this study are expected to provide a deeper understanding of the Student Political Awareness Index and the role of teaching in the development of the 21st century political education curriculum in shaping student political awareness. Through this article, it can be concluded that the Student Political Awareness Index and the role of teaching in the development of the 21st century political education curriculum in shaping student political consciousness.

1. INTRODUCTION

Student political awareness makes an important contribution in directing the transformation of political education to prepare more informed and politically engaged citizens in the twentieth century. Previous study state that inclusion of political education in the 21st century curriculum is important for democratic literacy in future societies (Bush & Glover, 2016; Njui, 2017). The democratic system must be supported by strong political knowledge. In a broader scope, it is hoped that national leadership can build people's political awareness and ethics. There are problems in interpersonal communication that are part of political ethics. Understanding orientation in political phenomena transforms political norms and values in society (Birger Sagiv et al., 2022; Jouini & Ben Akal, 2022). The need to develop political education in the

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21st century is a transformation in the political learning process that must be understood by the younger generation because it will have an impact in the future.

The process of public intelligence in understanding the political system must be built based on the political interests of the people. Towards transformation in political consciousness, it is necessary to implement orderly, purposeful, and integrated values toward the continuity of political education in the 21st century (Dewi, 2018; Yıldız, 2020). Having a national insight into political awareness requires the support of strong political literacy. The development of the 21st-century political education curriculum is designed according to the needs of the community to achieve self-actualization as citizens because politics requires a network approach and various types of cooperation (Hakoniemi, 2021; Iskhakova et al., 2020; L. Li, 2021). The main concept in political education is political regeneration for the future. In formulating the paradigm of national education, abas 21 politics must focus on knowledge and balance in political literacy 21st-century political education must have a process of instilling attitudes that lead to political transformation (Belladonna et al., 2023; W. Li, 2021)

Political reality affects increasing political awareness. Significant environmental developments lead to shifts in the development of levels of political consciousness (Birger Sagiv et al., 2022; Ibrahim, 2021). The possession of a politically aware attitude upholds the spirit of national insight that is useful in the life of the nation and state (Balart et al., 2022; Jouini & Ben Akal, 2022; Zottola & De Majo, 2022). Political personalities are expected to achieve ideal conditions in realizing consistent attitudes and responses to political consciousness (Chevrier et al., 2022; Sunarso et al., 2022). However, preliminary research that researchers have conducted on political awareness in students with random interviews with 10 respondents on May 3 – June 10, 2023, in the Special Region of Yogyakarta (DIY), researchers found that political awareness in students varies depending on their political experience background, interests, and political education. This problem is the basis for researchers to conduct a more in-depth study of the political awareness index in the development of the century's political education curriculum. This study is included in the qualitative study because, in the research process, it uses systematic surveys of respondents representing the student population and uses instruments designed by researchers to measure the level of political awareness of students.

The problem gap in this study is the lack of research on the political awareness index of students. Researchers assume that although political awareness is an important concept in political education, there is still a lack of research that develops a comprehensive political awareness index that can be used to measure the level of political awareness of students, especially in the 21st century (Birger Sagiv et al., 2022; Chevrier et al., 2022). Therefore, this study will fill this knowledge gap by developing an appropriate index to measure and analyze the level of political awareness of students. By considering the social, political, and technological changes that occur in the 21st century, this research seeks to fill the research gap by using a 21st century political education curriculum development approach. The results in the study are discussed comprehensively with guidance on the implications for the development of the 21st century political education curriculum, policy determinants and future research in the future.

The researcher provides insight into the research problem-solving plan by tracing the political awareness index that can be used as instruction in the development of the 21st century political education curriculum. The aim of this research in general is to analyze the index of political awareness of students through teaching in the development of the 21st century political education curriculum. The novelty of this study is significant in advancing political education in the 21st century and shaping a generation of students who have strong political awareness and skills needed to participate in democratic political life.

2. METHOD

The method used in this study is a survey that is analysed quantitatively, The basic method that researchers use is based on opinions which states if quantitative is a research approach to study the relationship between variables using certain instruments so that data is in the form of numbers through static procedures (Creswell, 2018). In this study, using questionnaires as a data collection tool, researchers also conducted interviews and observation sheets. The population in this study was all students in the Special Region of Yogyakarta (DIY) while the sample researchers chose a simple random, overall sample that amounted to 235 with backgrounds of S1 students from various majors who voluntarily filled out questionnaires. The instruments used by researchers are questionnaire forms, interview guidelines, and observation sheets related to the political awareness index in the development of the 21st century political education curriculum. The instrument grids used in this study is show in Table 1.

Table 1. Instrument Grid

No	Question dimensions
1	Demographic Information of Respondents
2	Political Education Background
3	Student Political Awareness
4	21st Century Political Education Curriculum Development Instruction
5	Constraints and Challenges in 21st Century Political Education
6	Expectations and Recommendations

The quantitative calculations that the researchers used were tabulated with frequency distributions and then analysed with the Mann-Whitney U Test to understand the political awareness index of college students. This research questionnaire uses a Likert scale, the answers to each instrument item have a value weight as in Table 2.

Tabel 2. Likert Scale Score

No	Statement	Code	Score
1	Strongly Agree	SS	4
2	Agree	S	3
3	Disagree	TS	2
4	Strongly Disagree	STS	1

By conducting a Likert scale, the variables to be measured are broken down into variable indicators. Then the indicator is used as a basis for compiling instrument items that can be statements or questions (Sugiyono, 2015). So, the statement will later be processed to produce a conclusion.

3. RESULT AND DISCUSSION

Result

In the results section, researchers provide clean results of data analysis by referring to the method used, namely surveys that are analyzed quantitatively. In accordance with the research question, the researcher presented the results of quantitative calculations of the Mann-Whitney U Test on political awareness index profile and development of the 21st-century political education curriculum.

The following is a net result of the analysis of Mann-Whitney U Test data to understand the political awareness index of students. The results of the analysis of Mann-Whitney U Test data in the context of this study helped researchers in understanding the significant differences between groups of students and the factors that influence their political awareness. The results of the Mann-Whitney U Test provide insight to researchers in understanding the different levels of political awareness between student groups, here are the results of the Mann-Whitney U Test in analyzing the student political swing index in Table 3.

Table 3. Mann-Whitney U Test Results

Variable	Mean	SD	Mann-Whitney U Test	Asymptotic Sig
Political Knowledge	77.50	11.30	131.00	0.678
Political Participation	65.20	15.40	150.00	0.316
Political Stance	78.30	8.90	144.00	0.523
Political Participation	70.34	17.30	130.00	0.230
Political Identity	80.05	13.40	160.00	0.980
Political Skills	65.00	16.45	170.00	0.650
Attitude towards Democracy	70.34	8.67	144.00	0.780
Media and Political Information	77.06	24.57	160.00	0.560
Involvement in Social Activities and Public Care	78.90	14.38	170.00	0.232

Base on Table 3, researchers calculated the Mann-Whitney U Test data on the political awareness index of college students. Furthermore, the researcher presented data from interviews and questionnaires on the development of political education curriculum in the 21st century. Through this data, researchers obtained the results of interviews and questionnaires from respondents involved in the development of political education curriculum in the 21st century such as educators, students, and practitioners of political

education. By presenting these data, researchers understand the views, perceptions, and experiences of respondent related to the development of 21st century political education curricula. The data can provide a deeper understanding of the needs, challenges, and expectations associated with political learning in the 21st century. The following are the results of interviews and questionnaires in analyzing the development of political education curriculum in the 21st century in Table 4.

Table 4. Development of the 21st-Century Political Education Curriculum

Variables	Interview Result and Questionnaires
Political Knowledge	Political knowledge of political system, government, and political issue that affect people's political life.
Political Participation	Political participation is important to minimize citizens' Feelings of alienation from their contry's presence.
Political Stance	Political attitudes create political activities that can be the formulation of ideal citizens.
Political Participation	Political attitudes create political activities that can be the formulation of ideal citizens.
Political Identity	Political identity breeds opposition in society
Political Skills	Political skills lead citizens to feel and understand political phenomena, so that they can determine their political attitude and choices.
Attitude towards Democracy	Attitude towards democracy teach people to be able to Value opinions, cooperation, and confidence.
Media and Political Information	Media and political information provide information to the public about political conferences issues.
Involvement in Social Activities and Public Care	Citizen involvement from decision making to decision assessment.

Discussion
Political Awareness Index Profile
The political awareness index varies from the specified indicators, namely political knowledge, political participation, political attitudes, political participation, political identity, political skills, attitudes towards democracy, political media and information, involvement in social activities, and public concern. Another study shows that the political awareness index indicator provides an understanding of people's knowledge and understanding of political problems (Dong, 2021; Zhang et al., 2022). Political awareness includes various dimensions (Fei & Ding, 2021; Hang, 2021; Hu et al., 2021). In political life, a citizen's understanding of his political rights and obligations will create an awareness that will shape the culture of democracy in citizens. Varied political awareness is also a sign that knowledge of political systems also varies, thus awareness of developing political issues is not linearly obtained by citizens.

The profile of the political awareness index illustrates concern for political participation and democratic processes. Political participation indicates that people are active in political activities (Kao, 2021; G. Li & Qi, 2021). In the political awareness index reflects the political attitudes of the community. Strengthening the political awareness index can be improved with a political education curriculum that is relevant to changes in society in the current 21st century (Liu, 2021; Lv, 2021; O'neill, 2021; Qu et al., 2021). In the digital age, mass media and social media play an important role in providing political information to the public. Therefore, the level of political literacy of the community needs to be supported by important factors in the profile of a country's political awareness index.

In the digital era, all aspects of people's lives are influenced by technology. The development of the 21st-century political education curriculum can be known if in compiling the 21st-century political education curriculum requires an in-depth analysis of curriculum needs (Ngatminiati et al., 2023; Pratolo & Solikhati, 2020). To support the high political awareness of the community, curriculum design, as well as evaluation and refinement, become a necessity. In the future, the political awareness index can be input by political decision-makers, such as governments and political parties, to understand people's needs and aspirations. By knowing the level of political awareness of the people, steps can be taken to increase political participation, increase political understanding, and strengthen the democratic system.

Development of the 21st-Century Political Education Curriculum
The development of the 21st-century political education curriculum can be done in several ways, namely by multidisciplinary integration, focusing on contemporary issues, participatory political education, the use of information and communication technology, problem-based learning, and mastery of soft skills.

In previous studies, political education focused on knowledge of their rights and obligations as citizens in the political field (Wang, 2021; Wu et al., 2021). The development of the political education curriculum is carried out in several ways, namely by multidisciplinary integration helps students understand the complex relationship between political factors and other factors that affect society. The curriculum should cover relevant contemporary political issues (Xu et al., 2021; Zhai et al., 2021)

The 21st century political education curriculum must foster concern for contemporary issues such as climate change, human rights, migration, social inequality, and technology. Students need to understand the political impact of these issues and how to play an active role in addressing them. The curriculum should encourage students' active participation in the learning process through a relevant curriculum, students have the opportunity to develop critical thinking skills, argumentation, and actively participate in politics (Saido et al., 2018; Yang, 2021). Political education involves group discussions, research projects, political simulations, or participation in organizations outside the classroom.

21st century political education is not just a skill in the political system more broadly, political education as a means of building consensus on the existence of democracy towards digital citizenship. The curriculum should utilize information and communication technology as a learning tool (Asokan et al., 2019; Schunk & DiBenedetto, 2020). The use of information technology helps increase student engagement and facilitates access to relevant information. The curriculum is designed with a problem-based learning approach so as to provide challenges to students' political challenges or problems should be understood by students as wujd in the application of political knowledge in students' real lives. The development of the 21st century political education curriculum expands the concept of community involvement so as to facilitate the younger generation to express their style in actualizing their political involvement (Norahmi, 2017; Rahman et al., 2019).

In the discussion section, researchers explain the analysis results that answer research questions, contain clean results of data analysis, and refer to the methods used. Researchers discuss the political index of students and the development of the 21st century political education curriculum. The following researchers describe it in paragraph form as follows. The application of this research is first, the development of a more relevant curriculum, which produces better guidance in developing a 21st century political education curriculum that is relevant to the needs and demands of the times (Malik, 2018; Smith, 2021). By understanding the indicators of students' political awareness, curriculum developers can ensure that teaching materials and methods reflect contemporary political realities. These implications impact students' readiness to participate in democratic processes and more informed and responsible decision-making. By directing the 21st century political education curriculum toward political awareness, this research can contribute to the formation of citizens who are more active, engaged in public issues, and have the ability to critically analyze political information (Njui, 2017; Smith, 2021).

The limitation of this research in terms of methodology and data collection is in the use of interview methods that can limit a deep understanding of students' political awareness. In addition, the subjectivity of the measurement can affect the validity and reliability of the data. Time and Resources hinder broader data collection or lead to deeper cuts in the analysis phase. Financial, labor, or technological limitations limit the scale and scope of research. Theoretical limitation in the conceptualization and definition of political consciousness can influence the interpretation and generalization of results. The recommendation for further research is to build a more detailed model of the dimensions of youth political consciousness. This can help identify the factors that are most influential in shaping their political views. By taking those approaches, further research on youth political awareness can provide deeper insights into how youth understand, participate in, and influence the political process.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that the Student Political Awareness Index in DIY and the role of instruction in the development of the 21st Century political education curriculum in shaping student political awareness. The implications of this research are expected to be used as a reference in the development of a more effective political education curriculum in DIY universities, as well as contribute to the development of students who have high political awareness and play an active role in the context of society and the state. Therefore, special attention is needed about the development of the 21st century political education curriculum. This can be done in several ways with multidisciplinary integration, Focus on Contemporary Issues, Participatory political education, Use of Information and Communication Technology, Problem-Based Learning and mastery of Soft Skills.

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