

**URGENCY OF THE 21ST CENTURY SKILLS AND SOCIAL CAPITAL
IN SOCIAL STUDIES**

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Abstract

The 21st century confronts complex social problems. Therefore, life in the 21st century requires a variety of skills that must be mastered. The conception of social capital is understood as a capability that arises from a common belief in society. Capability regarding the proficiency in developing a community improvement normative values and social networking. So expect education to prepare learners to master the skills to become a successful personal life. Required skills and social capital as a form of manifestation of moral human attitude. This article aims to look at the importance of integrating the two main concepts of the 21st-century skills and social capital as integrated attitudes and behaviors citizen (attached to the learners) to become qualified human resources in the era of globalization. Thus the citizens have the readiness to face the 21st century as citizens capable of critical thinking, creativity, innovation, working together, we're able to communicate, collaborate, and solve problems to sustain productivity.

Keywords: 21st-century skills, social capital, and social studies.

PRELIMINARY

The 21st century is known as the age of globalization where boundaries demographic connectivity intangible cyberspace. As is understood that the 21st century is marked by changes and shifts in all fields which take place quickly and will affect human lives. Unidirectional this makes the quality of human resources is a decisive factor superiority of a nation. The 21st century requires active human, responsive to change and able to think critically, to confront the challenges. Moreover, in the era of knowledge mastery of intellectual capital, especially high-level thinking skills are a necessity as a reliable labor force (Galbreath, 1999). Entering the world of work in the 21st century, the 21st century learning skills has seven skills are: 1) Critical thinking and problem solving; 2) Creativity and innovation; 3) collaboration, teamwork, 4) cross-cultural understanding; 5) communications, information, media literature; 6) control of ICT; and 7) career and learn self-reliance (Brown, 2015; Trilling & Fadel, 2009).

In the context of human development of 21st-century skills is not only one aspect to consider in learning. However, it takes the concept of social capital thus helping towards the development of quality human resources. In a community that has low social capital, the quality of human development lags (Coleman, 1990). Some dimensions of human development are influenced by social capital include a variety of collective problem-solving skills, encouraging

changes in community conditions, expand awareness together to improve the lot, improve the quality of life such as improving the welfare, development and other benefits.

Particularly in terms of the social life of the community, because it provides easy access to information for members of the community, became media power-sharing, developing solidarity, enabling the mobilization of resources, enabling the achievement of common goals, and shape the behavior of togetherness in community organizations (Freire, 2001; Kemendiknas, 2010). If the 21st-century skills then narrowed to the personal needs of social capital intended for community groups able to have openness to the possibility of resolving the complexity of social problems. This may occur in people who used to live with a sense of mutual trust. In the end, the people who have high social capital will tend to be more efficient and effective in carrying out various policies for the welfare of its people (Matsumoto, 2008; Rivai & Sagala, 2009).

On the relationship between the educational practice of 21st-century skills and social capital in line with the goal of Social Studies. Social Studies is the selection or adaptation of the discipline of the social sciences, as well as basic human activities that are organized and presented in a scientific and pedagogical/psychological for learning purposes (Sapriya, 2017). At the level of Primary and Secondary, Social Studies is designed so that learners can have the knowledge and insight into the basic concepts of social sciences, sensitivity, and awareness of social problems in the environment, and have the skills to assess and solve social problems. Social Studies more emphasis on the "education" of the transfer of learning social studies concepts because the learners are expected to gain an understanding of the concepts and develop and train attitude,

Social Studies requires not only intellectual prowess but also emotional skills as the main capital. The integration of 21st-century skills and social capital discourse would be important to create a moral community. The acquisition of 21st-century skills and social capital in social studies learning requires habituation to the norm, goodness, faithfulness, honesty, and dependability. (Alma, 2015; Lickona, 2012; Wahab, 2008) This article aims to look at the importance of integrating the two main concepts of the 21st-century skills and social capital as smelting attitudes and behavior of citizens (attached to the learners) to become the quality of a human resource in the era of globalization.

A. CENTURY 21 AND ITS PRACTICE SKILL IN EDUCATION

Insights and designations for the 21st Century begin with the conception of the complexity of the knowledge-based technology, digitization, computing, up to automation. The 21st century is forcing rapid and unpredictable changes in all aspects of life covering the fields of

economy, transport, technology, communication, information, and education. Focus on education, Ages 21 to challenge the quality of learners at every level of education. Thus, the necessary clarity of output received by the learners.

Factual, output in the context of education concept known as skill. Therefore, education in the 21st century signaled must respect the skills to be possessed. 21st-century skills are skills that must be mastered to be able to face the challenges, problems, life, and career 21st century. Some organizations have a definition of 21st-century skills. Overall formulated the definition of some organizations, all have almost the same essence (Galbreath, 1999).

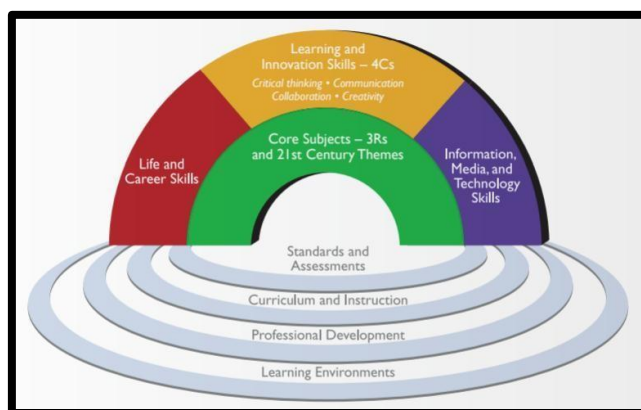
The National Education Association (n.d) identifies skills as the skills of the 21st century "The 4Cs". The 4Cs include critical thinking, creativity, communication, and collaboration. Critical thinking skills are the skills to perform a variety of analyzes, assessments, evaluations, reconstruction, decision-making that leads to a rational and logical action (King, F.J., Goodson, L., M.S., & Rohani, F, 2010). The activity of thinking about the subject, content, and the problem is done through activity analysis, assessment, and reconstruction. Creativity is a skill discovering new things that do not exist, are original, developed a variety of new solutions to every problem, and involves the ability to generate new ideas, varied, and unique (Darling-Hammond & Foundation, 2008). Communication skills are the skills to express thoughts, ideas, knowledge, or new information, either in writing or orally. Collaboration skills are skills working effectively and show respect to members of a diverse team, coached smoothness and a willingness to make the necessary decisions to reach a common goal.

In the *Assessment and Teaching of 21st Century Skills* organizing skills, knowledge, attitudes, values, and ethics of the 21st century into four categories (Greenstein, 2012). First, I think to include creativity and innovation, critical thinking, problem-solving, decision making, and learning about learning (metacognition). Second, how to work include communication skills, collaboration, and teamwork. Third, the tools to work include general knowledge and information and communication technology literacy. Fourth, live in the world include citizenship, life, and career, personal and social responsibility, as well as competence and cultural awareness. 21st-century skills needed by graduates to excel identified by the Partnership for 21st Century Skills (2008). These skills can improve the marketability, ability to work and readiness to become good citizens. (Saavedra & Opfer, 2012).

The Partnership for 21st Century Learning has developed a vision of learning known as the Framework for 21st Century Learning. This framework describes the skills, knowledge, and skills that must be mastered by the learner to succeed in work and life. This framework

includes the core subjects and the theme of the 21st century, the study of students of the 21st century, and the support system (Figure 1).

Picture 1. The study of students of the 21st century and support systems



Related to the implementation of the 4Cs education, especially school needed creativity so that the learning fun and inspiring. This can be helped by the intervention of the government in the form of debriefing and training. Practices that happen may still monotonous because it is supported by a document. However, the inspiration from different sources can be done so that mastery 4Cs be possible. Indirectly this could encourage teachers to apply implementable measures in the form of a much diverse. Eventually, they will become ordinary and make variations tailored to the local context. Learners are also equipped with communication skills, collaboration, critical thinking, and creativity so that they can be proud to have that grow according to the times. Its application can be started from the adjustment between learning objectives based on competence, learning steps, until the assessment process. In other words, give the new color code integrated with the teaching and learning 21st-century skills.

B. SOCIAL CAPITAL IN SOCIAL STUDIES PERSPECTIVE

1. Definition of Social Capital

Social capital is a relationship that occurred and bound by trust, mutual understanding and shared values that bind members of the group to create the possibility of joint action efficiently and effectively. Social capital is the sum of resources, actual or virtual (implied) that develops in an individual or group of individuals because of the ability to have a network that could survive long in relationships more or less been instituted based on knowledge and introduction of a reciprocal (Hasbullah, 2006).

Social capital according to its function of social capital that is not a single entity, but the entity compound that contains two elements. First, social capital includes some aspects of the social structure. Both social capitals facilitate certain actions of actors within the

structure. Social capital can be defined as the accumulation of various types of social, psychological, cultural, institutional, and assets that are not seen affecting the behavior of cooperation. Motifs social networks, norms and trust that enable participants to act together more effectively to pursue common goals (Fukuyama, 1992). Social capital is needed to create the kind of moral community that can not be obtained as in the case of other forms of human capital. The acquisition of social capital requires habituation to moral norms of a community and in a context at once adopt virtues such as loyalty, honesty, and courage (dependability). Social capital is based on the general social virtues, which is a melting pot of trust and factors that are important to the economic health of a country, which relies on cultural roots (Fukuyama, 1995).

Social capital refers to the norms or networks that allow people to collective action. Social capital as the aggregate actual and potential resource that is bound to realize that instituting a durable network of mutually beneficial friendly relations. Social networking (social network) is constructed through an investment strategy oriented to the institutionalization of group relations which can be used as a reliable source for profit (Hasbullah, 2006). Social capital as a picture of a social organization, social networking, mutual trust, norms that facilitate coordination and cooperation and mutual benefit. The importance of cooperation in group activities is strengthened by mutual trust and norms. Mutual trust can be explained by the interactions based on feeling confident that others will respond as expected and mutual support (Falk & Harrison, 1998). Social capital depends on three key is the trust of the social environment and the actual expansion of the obligations have been fulfilled, the network is very important information as a basis for acting and norms and effective sanctions in a group or a community can encourage individuals to earn achievements.

The first and foremost element of social capital is trust, or it can be said that trust can be regarded as a condition of the necessity of social capital is formed and the establishment of a strong (or weak) of a society. In the public trust has a high capability, or have a wide spectrum of trust that (long), it will have the potential for strong social capital. In contrast to the people who have low trust capabilities, or have a narrow spectrum of trust, they will have a potential weak social capital (Baron, Tonkiss, Savage, Tampubolon, & Ward, 2000). One of the most important social capital is trust. Trust is the belief of the members of the public and reliable for each other, to be honest. Confidence like lubricating oil which would make a community or organization can survive (Hasbullah, 2006),

The public has a stock of social capital are different in the radius of trust, that is how far the reach of moral norms of cooperation, honesty in the fulfillment of the obligation, solidarity and fairness prevail. Trust one another to apply for a family or group, or apply for a wider group. Trust is an important element in the formation of social capital, which in turn has an impact on national productivity. The loss of confidence has resulted in a lot of wasted time and energy to overcome the conflict. The formation of social capital and trust can not be separated from cultural issues. The higher the value of a community's social capital, the higher the level of culture. At the end of culture into focus in improving the quality of life of the nation (Lesser, E, 2000).

2. Definition and Purpose of Social Studies

Article 37 of Law No. 20 of 2003 on National Education System mandates that the curriculum of Primary and Secondary Education must include IPS that geography, history, economics, health, politics, and so on to develop the knowledge, understanding, and analytical skills of students against social conditions. In the context of Social Studies (IPS) found a combination of Humanities and Social Sciences and is integrated with such away. Social Studies (IPS) is designed based on the problem and the social reality with an interdisciplinary approach. According to the National Council of Social Studies (NCSS, 1994) in the title instead of hitting Expectations of Excellence: Curriculum Standards for Social Studies Education proposed that Social Studies:

As the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, Archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as Appropriate Content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world ".

In line with the definition formulated by the NCSS (1994), the definition of which is quite familiar with Social Studies proposed by Wesley and Wronski (1958) in his book *Teaching Social Studies in High School* described "social studies are simplified for the social sciences pedagogical purposes ". Social Studies "is a label for school subject that integrates, or brings together, the social sciences in a coordinated, systematic fashion to help young people become good citizens in a culturally diverse, democratic society" (Singer, 2009). Social Studies is a simplification or adaptation of the discipline of the social sciences and humanities as well as basic human activities that are organized and presented in a scientific and pedagogical or psychological for educational purposes (Somantri, Mulyana,

& Supriadi, 2001). Social Studies is "a synthetic discipline that seeks to organize and develop the content of the social sciences scientifically and psychologically for educational purposes". The meaning of synthetic discipline, that Social Studies is not just synthesized Relevant concepts of educational sciences and social sciences, but also correlate with social problems, national, and state (Sapriya, 2017).

Knowledge of Social Sciences basic social services, in preparing citizens to work planting the necessary knowledge, skills, and attitudes that allow each to grow personally in life, good with other people, and contribute to the ongoing culture. Social Studies' purpose can be achieved by well when educational materials are organized in a range from a "mono-disciplinary structure, inter-structure and trans-disciplinary structure of Social Sciences. Although there were indications "failure", the emergence of various issues social such as brawl among students, the conflict between citizens, rampant crime, including corruption, and so on. The definitions presented refers to the understanding of these disciplines Social Studies that houses several other disciplines. Thus the operational definition of the concept of Social Studies is a simplification of science, Axiological science, in fact, the integration of social sciences and humanities (Alma, 2015; Sapriya, 2017; Singer, 2009).

C. RELEVANCE OF SOCIAL CAPITAL AND SOCIAL STUDIES CONTENT

Capital in all its forms to better understand the structure and functioning of the social world. Economic capital can easily be converted into cash and institutionalized in the form of ownership. Cultural capital can be converted into capital that has economic value and could be instituted as educational qualifications. Social capital under certain conditions can be converted to economic capital. Social capital is an overall good resource that actual or potential associated with the ownership of the fixed network of institutional relationships that are based on knowing each other and recognize each other. Social capital as a conceptual tool for understanding the theoretical orientation of social action by linking the components of sociology and economics perspective (using the principles of economics to analyze the social processes).

There are two aspects of the social structure that makes it easy to create and the development of social capital in various forms. First, the aspect of the social structure that creates confinement in a social network that makes everyone interconnected such that the obligations and sanctions imposed on any person who is a member of the network. Second, a social organization that can be used to achieve a common goal. Pillars or elements of social capital are: (1) the obligations and expectations that arise from a sense of trust in the

social environment; (2) the importance of a smooth flow of information in the social structure to encourage the development of activities in the community; (3) the norms to be followed by a clear and effective sanctions (Fukuyama, 1995).

Social capital and intangible norms linkage network is a precondition for economic development and an absolute prerequisite for the creation of good governance and effective. The reasons are: (1) their social networks allow for coordination and communication that can foster a sense of trust among members of society; (2) confidence (trust) has positive implications in social life. An association of people who have a sense of mutual trust (mutual trust) within a social network will strengthen the norms concerning the need to help each other; (3) varying success will encourage the continued cooperation at a later time.

Social capital will become stronger if one applies the norms of society reciprocal help and cooperation of a compact through a network of institutional relations of social bonding. Trust is very closely associated with cultural roots, especially related to ethics and morals. Regulatory, contractual and economic rationality alone does not guarantee the stability and welfare of society equally. Required the values of reciprocity, moral responsibility, an obligation to the community and the trust that is based more on habit rather than rational calculation. Trust arises when people have the same set of moral values sufficient to foster honest behavior in the community.

For individuals and groups, social capital is the key to achievement, have the independence to learn and participate in activities both in school and in the community. Social capital is of key importance for individuals and groups. Social capital is the adhesive for each individual, in the form of norms, beliefs, and networks resulting in mutually beneficial cooperation to achieve common goals. Social capital is an important resource for individuals and can affect their ability to act and their perceived quality of life. Social capital gains will be felt when they can take action. Most forms of social capital are created or eliminated as a byproduct of other activities.

In social studies learning, social capital can be developed that will enrich the educational program reviews Social Studies. Social Studies education is integrated and transdisciplinary of social sciences. Of course, it aims to analyze and synthesize critical of any facts, events, events both past and present to anticipate future life later. Besides, Social Studies is expected for learners to behave and act following the norms and ethics in the society so that it can adapt, participate in social life and can contribute positively to the advancement of communities and countries, as well as the world of interdependence. Social

Studies skills that can be developed are thinking skills, inquiry skills of the social sciences, academic skills, and group skills. Thus the Social Studies has a strategic position in the development of social capital. Adequate social capital should be obtained when the students are still in school and subsequently supported and enhanced in the community and the workplace. So socially-owned capital of a learner can improve performance, increase independence, and participate in activities both in school and in the community, have the spirit of cooperation, address poverty, unemployment, reducing crime and the welfare of society (Mutiani, 2016, 2018).

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Social Studies by taking into account social capital charge can enhance the readiness of learners, especially in some of the cognitive and affective aspects. First of cognitive readiness concerned with matters of knowledge, thinking, and reasoning. Cognitive readiness is influenced by several things. This is independent of intellectual maturity and background, experience, and level of achievement. Then, enhanced by the structure of the knowledge that has been owned. Fourth, the presentation of new learning materials. Both effective especially on learning readiness. Although the influence of learning success is the level of overall readiness, that is often highlighted is the cognitive readiness. Therefore, following the readiness of the child's intellectual development. Secondly, it will raise if the students involved actively in the learning event. Thus, the Social Studies Education can provide the social sciences as a whole so that the role to assist in setting up democratic citizens. Planting democratic citizens with national values and citizenship is supported by the mastery of the discipline of the social sciences.

CONCLUSION

21st Century Skills considered strengthening social capital. It is intended that the students have social skills both personal and social sphere. 21st-century skills specifically shortened by

the 4Cs: communication, collaboration, critical thinking and problem solving, and creativity and innovation. The integration of 21st-century skills and social capital operationally steps outlined in four categories, namely: First, I think, including creating, innovating, being critical, solve problems, make decisions, and learn to be proactive. Both can be applied to Social Studies Education. Social Studies education in schools as a unified or integrated subject of some social sciences and humanities disciplines and focus on the skills of self-learners to become good citizens and capable of resolving the problem in the neighborhood. Education Development Social Studies by including elements of 21st-century skills and social capital is expected to reach potential students to be sensitive to the social problems that occur in the community, have a positive mental attitude towards the improvement of all inequality, and skillfully overcome any problems that occur daily, both upon itself and society.

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