

Learning Strategy of Pancasila and Citizenship Education on Students' Character Development

Julkifli¹✉, Masrukhi² & Endang Susilaningsih³

¹ Universitas Muhammadiyah Mataram, Indonesia

² Pancasila and Civic Education, Universitas Negeri Semarang, Indonesia

³ Chemistry Education, Universitas Negeri Semarang, Indonesia

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Abstract

This study aimed to analyze and describe the characters that can be developed in Pancasila and citizenship education. The research method used descriptive qualitative with a phenomenological design. The research subjects were the principal, teachers, and students. data analysis used Miles and Huberman, namely data collection, data reduction, display data and conclusions or verification. The results of the research showed that the learning implementation strategy of the Pancasila and citizenship education through habituation, communication, and role models which can develop religious, nationalist, independent, cooperation and integrity characters was very well in every process of teaching and learning in the classroom. Supporting and inhibiting factors in the implementation of Pancasila and citizenship education with character development include; supporting factors due to the existence of learning tools, the cooperation of the teacher component, the existence of student independence in every teaching and learning activity. The inhibiting factor was due to a number of learning tools could not provided in learning, many students in the classroom can hamper the process of teaching and learning activities in classroom.

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✉ Correspondence address:

KH. Ahmad Dahlan No.1, Pagesangan, Mataram,
Nusa Tenggara Barat, 83115
E-mail: julkifli1990@gmail.com

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INTRODUCTION

The character becomes a serious concern of education stakeholders when morality is marginalized in the system of behaving in the scope of schools and the community. As a result, at one hand, the education has been carried out that made humans more educated in their intellect and character, but on the other hand, the education carried has increasingly made humans lose their humanity.

Based on the research conducted by Afandi (2011) Indonesia has moral deviations such as; free sex, student brawl, street racing, drug users, liquor, gambling, corruption cases, robberies, suicide bombings, terrorists, entering foreign cultures and cases of pornographic videos of the perpetrators are many of the students. Such actions have been handed down to the current generation. The same facts was revealed Masrukhi (2012) that immoral violations currently occur by many students such as; student brawl, robbery, and rape committed by minors.

The importance of strengthening character is in order to minimize negative actions due to the influence of globalization. strengthening the character for students is to make the personality of someone who is virtuous. Alex & Chen (2012) character always encourages constantly in preparing future leaders. reinforcement of characters has a positive impact on student behavior, namely speaking politely, honestly, responsibly, respecting others, and working hard (Hermino & Luangsithydeh, 2015). So in the reinforcement of character always invites each student to do good behavior and prevent immoral acts.

The strengthening of character education is very important to be applied in formal education that is integrated into the character-based 2013 curriculum, (Alimi, 2013). according to Agung (2011), character education must be integrated with school lessons. Novianti (2017) argued that character education must be integrated with all subjects for better results. The integration of Character Education Strengthening (PPK) must go through various processes including through the strategy of implementing character education,

character education steps, stages of character building, character building through school culture (Margariena *et al.* 2016) so that more domains build character in students (Inderawati, 2013). Wiliandani *et al.* (2016) revealed that the implementation of character education was carried out in an integrated manner in all subjects, especially in elementary schools. One of the subjects that can be integrated character education in learning process is the Pancasila and citizenship education subjects.

Pancasila and Citizenship Education Learning (PPKn) becomes one of the materials that grow the value of character development in the learning process. Samani & Heryanto (2017) states that Pancasila and citizenship education materials have long been a priority material in developing character, even when students do not achieve high grades in Pancasila and citizenship education subjects, students will not move up the classroom. Results of research conducted Kurniawan (2013) shows that character values can be integrated into learning of PPKn and Elementary School, namely; Social care, intelligent, love the motherland, democratic, disciplined, honest, hard work, respect for achievement, care for the environment, curiosity, national spirit, responsibility, and tolerance. Other studies conducted by Sapulette & Wardana (2016) revealed that increasing character values through aspects of honesty, tolerance, discipline, hard work, and responsibility in learning Pancasila and citizenship education is very good.

Pancasila Education and Citizenship learning have many obstacles in implementation level. Nugrahani (2017) said that character values integrated into subjects are only patches, only written in the learning implementation plan, without concrete exploitation in implementation. The results of interviews with classroom V teacher at Woja 07 Elementary School, Dompu Regency show that teachers still have limitations in describing, actualizing and grounding the implementation of integrated character education strengthening and frequent changes in the curriculum and the many learning devices prepared in order to become obstacles in the learning implementation process.

The values based on the description above convinced that learning Pancasila and citizenship education can form and develop good student character. On the other hand, teachers still have limitations in describing, actualizing and grounding integrated character education reinforcement and the many learning tools should be prepared, so that the aim is to analyze the learning of Pancasila and citizenship education towards students' character development.

METHODS

This research was conducted using the description method with a qualitative approach and the research design used in this study was a type of phenomenal research. The purpose of this study is to describe systematically about Pancasila and citizenship education learning process that contains student character development. This research was conducted in Dompu Regency, as a background of research to be examined is Sekolah Dasar Negeri 07 Woja. Consideration of choosing research at the school, because it has implemented a 2013 curriculum of character as a whole and effectively.

The data source in this qualitative research was chosen purposively by determining the data source because it has implemented a 2013 curriculum of character as a whole and effectively and there were still distorted student characters. The types of data in this study are divided into two types namely (1) primary data obtained from interviews and observations conducted in the learning of Pancasila and Citizenship Education which contains students' character development and obstacles encountered, (2) secondary data obtained from archives and documents and other data sources such as photographs, learning tools, written and unwritten reports and individual learning programs.

In qualitative research instruments or the research tool used was the researcher himself, so in this study, the research instrument used was the researcher himself. In order to obtain the expected data, data collection techniques in this study are observation, interviews, and

documentation. Analysis of the validity of the data in this study uses the degree of trustworthiness with triangulation techniques (data obtained through interviews sought truth by observation and documentation) and triangulation of sources.

The data analysis technique refers to the techniques produced by Miles and Huberman (Sugiyono, 2018) as contained in Figure 1.

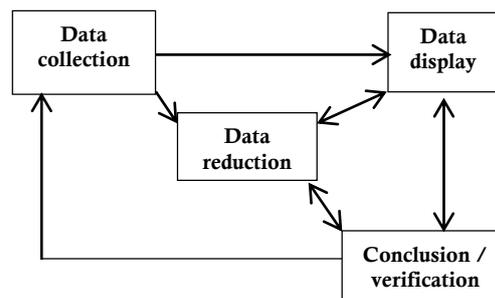


Figure 1. Analysis of Qualitative Data for Miles and Huberman Models

RESULTS AND DISCUSSION

Strategies for the Implementation of Pancasila and Citizenship Education Learning which contain Students' Character Development

The learning implementation strategy is very fundamentally in the process of teaching and learning activities in classroom, with a good strategy that will also have a good impact on learning outcomes, especially in strengthening of the students' character in teaching-learning activities in the classroom. Learning strategies refer to Permendikbud No 103 of 2014 concerning Learning in elementary and secondary education, article 2, paragraph 5 reads; Learning strategies are systematic and systemic steps used by teachers to create a learning environment that enables the learning process and the achievement of specified competencies.

Based on the results of observations of the learning strategy implementation of Pancasila and Nationality Education which contains the character development of Grade V Students of State Elementary School 07 Woja through the process of learning in the preliminary, core and closing activities. There are three ways of learning implementation strategies that are always used

continuously in classroom that is through habituation, communication, and example.

Initial activities, students are accustomed to marching in front of the classroom to check neatness and cleanliness, after that students enter the classroom and pray with a sitting attitude and bowing their heads. The teacher tells students to sing the national anthem together which is led by one person students in front and students must sing with an upright attitude. Students are told to read books as a reinforcement of literacy, then the teacher repeats the material at the previous meeting and continues with delivering topics that will be studied.

The main activity, students are asked to discuss, work on exercises related to learning material Pancasila and Citizenship Education. Students should not be noisy during learning and the teacher always controls students during the learning process. If there are students who are noisy then the teacher will give a punishment in resolving all student violations.

Closing activities, the teacher evaluates the results of student discussions and exercises. The teacher and students conclude together the learning summaries and the teacher give a brief explanation about the material to be learned at the next meeting. Thus students sing the national anthem, pray and line up to shake hands in an orderly manner with the teacher before after school. So these kinds of actions can shape the character of students in the process of implementing learning in the classroom

The character that can be developed in the learning implementing strategy of Pancasila and Citizenship Education in Classroom V Students of State Elementary School 07 Woja through the preliminary, core and closing activities in the teaching and learning process in classroom are as follow.

Religious Character

The results of the observational analysis of aspects of a religious character from indicators of faith in piety, cleanliness, tolerance, and love for the environment in learning activities in classroom areas in Table 1.

Table 1. Description of The Results of Observations of Religious Character Analysis

Religious character indicator	
Items observed	Description
Believe in piety; prayer activities	The implementation of praying activities is still carried out before and after learning while conducting prayers there are some students who do not perform well such as not sitting ready and bowing their heads while praying
Clean; showing clean and neat	The clean and tidy attitude of students has shown well every time they come to school that students have used clean and neat clothes by putting clothes into their pants and wearing clothes that are not dirty and foul. From the number of students, there were some students who wore clothes and pulled out clothes while learning in classroom.
Tolerance; appreciate the difference	At the time of learning activities, there are students who do not appreciate the weaknesses of friends in learning and also when working on group assignments or there are students who ask friends to speak to other groups. The action was only carried out by a handful of students
Love the environment; keep clean of the classroom environment	Classroom picket activities have been carried out well and when the process of teaching and learning activities there are students who discard paper carelessly on what has been prepared by the garbage bank, the action was carried out by several students.

Based on Table 1, the description of the results of the analysis of observations of religious characters is very well, where all students have been doing well in classroom, even though there are still a handful of students who do not show good character in the teaching and learning process in the classroom.

Nationalist Character

The results were analyzed observations of aspects of nationalist characters from indicators of patriotism, respect for diversity, in classroom learning activities are as in Table 2.

Based on Table 2, the description of the results of the analysis of observations of nationalist characters shows very well, where the national government has done well in singing the national anthem and folk songs, while in mentioning the ethnicity the average student can only name three ethnic groups. then in respecting

the differences have been done well by students when in learning and discussion activities. However, there are some students who do not sing the national anthem with a good attitude and maintain differences when in the discussion. The action was only a small part of the number of students.

Table 2. Description of The Analysis Results of Nationalist Observationnationalist Character Indicators

Items observed	Description
Love the motherland; singing Indonesian national anthem and knowing Indonesian ethnicity	Singing the national anthem is carried out in the preliminary activities, sometimes also in closing activities. Then the song that was sung was not only the national anthem but the local song was also sung. When singing Indonesia Raya songs, it is usually done by standing upright and singing in a loud and clear voice and the director-general is a student while singing there are students who poke each other and do not perform well. Whereas when learning Indonesian ethnic groups, the teacher asks what ethnic groups exist in Indonesia and the average student is only able to answer three ethnic groups, while the mention of other ethnic groups with the help or guidance of the teacher, meaning that students' knowledge of Indonesian ethnic groups is still limited.
Respect diversity; does not make a difference and group work.	The division of discussion groups so that students can work well together and can do the task well also without seeing the abilities and differences between each other through activities in the classroom. During the discussion, there were some students who did not keep togetherness in learning and there were students who chose their own group of friends because there were group friends who were not liked, but if the teacher had ordered it, the students still followed it. In other side, there are several students who don't accept differences or don't value the opinions of peers during group discussions.

Independent Character

The results of the observation analysis of the independent character aspects of indicators of

hard work, creative, disciplined, brave and learners in classroom learning activities are as in Table 3.

Table 3. Description of The Results of The Independent Character Observation Analysis

Independent character indicator	
Items observed	Description
Hard work; doing the task	The student's hard work in doing the assignments has been done quite well, sometimes in doing the student's work is always delayed or not on time and impatient in doing the assignment, so the teacher always adds time to complete the assignment, sometimes it becomes the student's homework Student creativity in doing the task, as a whole has been implemented well, so students can produce work in groups or individually. It is undeniable that there are students when working on non-compact group assignments to help friends. Whereas in working on individual works, there are those who are not good at working on a work. During the process of teaching and learning activities, students are very obedient to classroom rules, so there are no students who violate classroom rules. So student obedience in classroom rules is very good.
Creative; produce work with study groups and create your own work	The courage of students in teaching and learning activities is very good, it seen when the teacher asks during discussions students dare to answer and vice versa students dare to ask what they do not understand. It's just that to give a proposal every process of teaching and learning activities is still lacking.
Discipline; obey the classroom rules	When learning process, the students pay attention to the teacher and when reading books as a reinforcement of literacy using a small voice but there are some students who disturb their friends while reading books in classroom.
Dare; showing courage	
Learner; showing an attitude of wanting to learn	

Based on Table 3, the description of the results of the analysis of independent character observations shows very well the overall character of students and some students who are not good characters need more intense guidance.

Mutual Cooperation Character

The results of the observational analysis of the aspects of mutual cooperation from the indicators of cooperation, mutual assistance, and solidarity in classroom learning activities are as in Table 4.

Table 4. Description of The Results of The Observation of Mutual Cooperation Character Analysis

Mutual Character Indicator	
Items observed	Description
Cooperation; showing cooperation attitude	Group discussion activities run well so students can take responsibility for the work in front of the classroom. Even if it happens to some students who are not compact when discussing and not helping friends who need help while studying.
Helping each other; showing mutual help	Characters help each other when they need help such as doing fewer assignments because they both have tasks during the learning process.
Solidarity; greetings	In maintaining solidarity it has been implemented well, it's just that when the group presentations in front of other students mocked the group presentation because there are weaknesses of the theme group.

Based on Table 4, the description of the results of the observation of mutual cooperation character analysis is very good, but there are some things that need guidance such as student groups discussion is not compact and less helpful to friends who need help and teasing each other friends while discussing because there are weaknesses of other groups.

Integrity Character

The results of the observational analysis of aspects of the integrity of the indicators of honesty, truthfulness and exemplary news in learning activities in classroom are in Table 5.

Based on Table 5, the description of the results of the observation of the integrity character showed very well. No doubt there are some students who do not speak honestly when asked questions and do not admit mistakes made and sometimes students speak loudly to the theme, then students who do not use language ask for help when asking for something with the theme.

In general, each student's character is very good, while each character indicator item is seen by some students who are not good at each process of teaching and learning in classroom.

Table 5. Description of The Results of The Analysis of The Observation of Integrity Character

Integrity character indicator	
Items observed	Description
Honesty; showing honest and not cheating	The overall honesty score is good even if there are some students who point to each other when asked who is disturbing the theme, then when working on the practice questions there are some students who are cheating.
Love truth; show the attitude of truth	The attitude of the truth can be seen that there are some students who do not admit the mistakes made. While other students can show the attitude of truth well.
Exemplary; speak politely to teachers and friends	Exemplary attitude is always shown by the teacher in the classroom, so students can follow well every teacher's behavior, both when giving material, discussing and directing students. and can not be denied there are students who are not good attitudes like talking loudly to friends during teaching and learning activities.
Politeness; shake hands to the teacher and say polite words	Students' politeness is very good towards the teacher, it can be seen that students always shake hands with the teacher before and after learning. apart from that, there are also students who do not use polite language such as asking for help when they want to borrow something from their theme.

Supporting and Inhibiting Factors in The Implementation of Learning Pancasila and Citizenship Education That Contains Character Development

Learning implementation process in the classroom certainly has support and inhibiting factors that determine the success of the entire set of teaching and learning activities. The supporting and inhibiting factors are divided into internal and external factors in teacher performance, student behavior, facilities and infrastructure and the classroom or school environment.

Internal and External Supporting Factors

In general, the supporting factors for the implementation of learning Pancasila and Citizenship Education which contained development of the character are the support of all components in schools with high commitment, adequate infrastructure, the

provision of instructional media, teaching materials can support the learning process activities. Then through habituation, communication and role models, as well as intense guidance, can develop students' character well and teacher understanding about strengthening character education and the active role of teachers in teaching and learning activities can foster student character development.

Internal and External Inhibiting Factors

In general, internal and external factors that inhibit learning Pancasila and civic education that contains the character development of students consists of, the teacher does not make continuously every meeting in providing media or learning tools, so that learning is always monotonous in teacher books and student books, the number of learning devices provided every meeting becomes an obstacle in teaching and learning activities. Then guidance and guidance that is less than the maximum will inhibit the formation of student character, it is because one factor is the number of students in the classroom. Then the suggestion that is less will hinder the teacher in designing teaching and learning activities and the classroom or school environment will not have an impact on the inculcation of the students' character values in teaching and learning activities in the classroom.

CONCLUSION

Based on research that has been carried out, it can be concluded that; Learning strategies Pancasila and citizenship education that contains the development of students' character every step of the preliminary, core and closing activities carried out through habituation, communication, and exemplary activities. Then the religious character, nationalist, independent, mutual cooperation and integrity can be done well in every process of teaching and learning activities. Then the factors supporting and inhibiting the implementation of learning Pancasila and citizenship education that contains character, among others; supporting factors because of the complete infrastructure, the cooperation of the

teacher component, the independence of students in each teaching and learning activities. The inhibiting factor is due to a large number of learning tools provided in learning, many students in the classroom, lack of infrastructure can hamper the process of teaching and learning activities in classroom.

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