

The Implementation of Civics's Learning in Indonesia as an Effort to Improve Internalization Values of Pancasila

Sutoyo, Asrowi, Muhammad Ahyar, Sri Anitah

Sebelas Maret University, The Faculty of Teacher Training and Education, School of Doctoral Program in Education Science. Address: Jl. Ir. Sutami 36A, 57126 Solo, Indonesia

Abstract

This research aims are: (1). To analyze the learning Civics profile which took place at Vocational High School students in all regions Solo present; (2). To measure the motivation of vocational high school students in the whole area of Solo in the following study Civics; (3). To analyze the improvement of internalizing the values of *Pancasila* in civics lesson to Vocational High School students in the whole area of Solo. This research was conducted at the Vocational High School in the whole area of Solo with research subjects were the teachers and students. Data were collected through observation, interview, documentation, and questionnaire. The research used triangulation techniques, triangulation method and source triangulation. Data were analyzed using the interactivity techniques that include data collection, data reduction, data presentation, and conclusion.

The research findings showed that: (1). The implementation of Civics' learning in Vocational High School in all regions of Solo for teachers in delivering the learning materials have not been balanced between the aspects of knowledge, skills and attitudes, but still emphasizes on the aspects of knowledge. Civics teachers have not mastered the innovative learning models, so the learning process is still using conventional learning model; (2). The motivations of students in the previous study of Civics were low; (3). The implementation Civics' learning were not developed the internalization of the values of *Pancasila* at Vocational High School students in the whole area of Solo. The internalization values of *Pancasila* which have not increased due to the learning process because of the teachers used conventional learning models, the learning process were less attractive and the students' motivation were low.

KEYWORDS: Civics, Internalization value, *Pancasila*

A. Introduction

Indications in general can be seen with the emergence cases of criminality, drug abuse, promiscuity, acts of violence, and the emergence of dishonorable behavior (Lopez, 2009). On the other hand Supriyoko (2003: 3) states that did little young people who failed to show morality, politeness, friendly nature, tolerance, humility, helpfulness, social solidarity, which is the identity of the nation as if it has been lost and no longer adhere strongly in themselves. This was confirmed by Muchlas Samani and Haryanto (2012: 2) and As'aril Muhajir (2011: 34) states that juvenile delinquency that occurred, such as blackmail between friends, peer violence, drug use, fighting between students, was demoralization among students. It is recognized or not have shown the tendency that student behavior is now increasingly free and deviate from

the values of Pancasila, which need attention and serious and precise handling. If these phenomenons of deviant behavior among students do not take seriously and precisely, it will be more widespread and worrisome.

The foregoing shows that internalization the values of Pancasila has not run as expected. Responding to this it is necessary to always seek the internalization values of Pancasila in the learning process of Civics in schools.

Criticism and the spotlight on education in Indonesia is not only a moral issue of learners who are still far from expectations. Criticism and the spotlight it appears also in the process of learning, where the learning in Indonesia tend to emphasize aspects of knowledge and ignore the aspect of attitude (Suyanto, 2003). This means that teachers in the delivery of materials have not lead to delivery of content in a comprehensive manner. This happens also in learning CIVICS. Whereas CIVICS subjects are subjects that should be in the learning process emphasizes the aspects of attitudes or moral.

There are many factors influencing the effort to improve the quality of learning outcomes both aspects of knowledge, attitudes and skills. Among them is the teacher factor. Teachers must be creative and innovative in implementing the learning process. In Curriculum 2013 requires the active participation of all learners. The learning activities are student-centered and not teacher-centered. Therefore, the classroom atmosphere need to be designed and built with a variety of appropriate learning models so that students get a chance to interact with another friend as well so in the end the students acquire the knowledge, attitudes and skills intact.

In the process of learning, the teacher plays a strategic role in effort to establish national character through the development of personality and values as desired. This is because the teacher in the learning process is not sufficiently armed with the knowledge in the subject matter being taught, but need to pay attention to other aspects that support the realization of the development potential of learners. In this case the teacher's role can not be replaced with another (Supriyadi, 1998). Therefore, teachers in teaching should not only provide knowledge but also must give the values, so that the whole learning that takes place can produce messages either knowledge, attitudes and skills. Finally, students be able to grow and develop into a personality human (Sardiman, 2002).

In order to realize the learning process to encourage the development and achievement of the potential of learners in a comprehensive manner is required teachers who have the knowledge and right frame of mind thoroughly about learning. The success in the learning process depends on the ability of teachers to master the innovative learning models, action-oriented learners. The expected learning model development is a model that allows learners to learn actively and enjoyable so that learners obtain good quality results.

B. Method

This research is qualitative (Sugiyono, 2007). Research conducted at the Vocational High School in the whole area of Solo. Data collected in the form of data on the internalization of Pancasila values and the implementation of learning Civics. Sources of data in the research were the Civics' teachers, Subject Teachers association of Civics, and students. Data collected by observation, interview, documentation, and

questionnaire. Observation, interviews, and documentation used to collect data on the implementation of Civics learning. Mechanical questionnaire was used to collect data on the internalization of the values of Pancasila. The validity of the data used triangulation techniques, the triangulation source and triangulation methods. Data were analyzed using interactive techniques.

C. Research Findings

This research was conducted at the Vocational High School in the whole area of Solo. This research was carried out by conducting interviews with the Management Association of Teachers of Civics Subjects, Civics teachers, and students. Besides conducting interviews, the research was also conducted classroom observations during the learning takes place. The results of this study indicate that:

1. In general, teachers who teach the subject of civics in Vocational High School have qualified undergraduate education of civics; even some teachers have a post-graduate education. Qualifications of teacher's civics in vocational school are not only from postgraduate of civics but also from non civics graduate, for example post-graduate on the history and post-graduate education of education management.
2. Generally, the efforts of teachers are lacking in order to improve pedagogical competence and professional competence, so learning process is less qualified.
3. The ability of teachers to create lesson plans is still low. It is proved lot of teachers who have difficulties in preparing a learning set, so its form of lesson plans is sometimes made sometimes not. And even if made but it is not set up properly. So lot of teachers argues that the lesson plan is merely to fulfill obligations that teachers should draw up lesson plans.
4. Many teachers of Civics in Vocational High School in the whole area of Solo do not understand the theory and implementation of innovative learning models. For teachers who already know the models of learning in the learning process has not been implemented properly. Teachers in teaching are still use varies of lecture method.
5. At large, teachers in the learning process are less prepares the material well. Its caused teachers think that teaching is an everyday task that has been carried out for many years, so that material is already memorized. As a teacher must always improve his ability in mastering the material adapted to its development. In the process of learning teachers generally use the Student Work sheets.
6. The teachers in teaching typically do not use an attractive learning media and do not evaluate appropriate demand in curriculum 2013. In evaluating is only emphasizes the aspects of knowledge.
7. In the planning and implementation of learning, teacher is less attention to aspects of learner motivation. In the learning are less attention whether the material was in accordance with the needs of learners or not. They do not have attention to the material was designed and granted in accordance with the circumstances and conditions of learners or not. Besides that, teachers are less give acknowledgment to what has been done by the students, so that students lack of self-confident and rarely evaluate whether material has been given provide benefits and satisfaction to learners either directly or indirectly.

8. In Civics learning should internalize the values of Pancasila imparted to learners that was the hallmark of learning that leads to shaping attitudes but there is less properly implemented. It is precisely the delivery of knowledge is more prevalent.
9. Generally students feel uninterested in the learning process conducted by the teacher. This is caused by teachers teach only use speech model. The indicator is when teachers teach students, many students are making noise and lack of concentration, even sleepy.
10. Civics material is difficult to understand. The material is in the form of knowledge that requires learners to memorize instead of demanding applications in everyday life. The material taught was not suitable with the interests and needs of the students, did not associated with the condition and students environment, even students received material that didn't have benefit to them.
11. Learners motivation is low in follow Civics, because the material perceived less in accordance with the needs and irrelevant to the learners. For teachers less of reward and recognition to learners so they didn't have self-confident, beside that the lessons did not give benefit and satisfaction to learners.
12. Learners assume that Civics is not a lesson that can provide the skills which can be used as a preparation to work after graduation. Learners assume that Civics is a complementary subject.
13. The level of learner's internalization of Pancasila values is still low.

Besides interviews, observation, and documentation in the study were also distributed a questionnaire. The research samples of 150 students were drawn from five different schools. Sampling was done by purposive random sampling technique. Comparison of the number of samples in each city / district made equal that one district taken one school in each school have taken 30 students randomly. The research instrument is closed questionnaire consisting of 25 questions. Each question in the questionnaire has four graded choices answer. The questionnaire was created based on the values embodied in the principles of Pancasila on the precepts of one to five, and used to see how far the internalization of the values of Pancasila to learners.

The results also showed that the internalization of the values of Pancasila On average students are still in the poor category. As for each category are listed below, students in the category very poor as much as 10% (15 students), students in the category less than 60% (90 students), students in the category enough 20% (30 students), students with the category of good 10% (15), students with excellent category 0%.

D. Discussion

Reality shows that the efforts of teachers are less in improving competence and professional pedagogic. Teachers Ability to create lesson plans are still low, also the mastery of innovative learning model are still lacking. Lack of attention from the teacher to the student motivation, and the learning only emphasize the aspect of knowledge. Lack of media utilization used by teachers has broad impact on the quality of teaching and learning outcomes.

Poor quality of learning will lead low student motivation in following learning. If the motivation is low, the learning outcomes achieved by students are also not good. It is proved that the learning process is not good cause levels of

internalizing the values of Pancasila are low. It's very important and has a strategic value in the development of the nation among students to internalization of Pancasila's values. This is because students are a prospective the next generation who will hold the reins of the nation's leadership. We cannot imagine how it would be if the nation's future is held by the generation that does not understand, does not animate and does not practice the values of Pancasila. Therefore internalization values of Pancasila is very important to keep on strive in the society life, nation and state through a variety of ways, including through the implementation of good civics learning.

The results are consistent with research conducted by the Central Statistics Agency (BPS). Research through a survey conducted in May of 2011. The main objective survey is to find out how far the public's understanding of the importance of four (4) pillars of statehood (Pancasila, the Constitution 45, the Unitary Republic of Indonesia / NKRI, Unity in Diversity), and also to ascertain public opinion on the most appropriate way and effectively in order to Indonesian people can understand and live the moral values contained in Pancasila in the life of the nation.

The survey was conducted in 181 districts / cities in 33 provinces all over Indonesia, involving 12,056 respondents. Respondents were selected to represent rural and urban communities, young people, and also the elite. The results of the survey are as much as 79.26% of respondents believe that it is important to maintain Pancasila. In addition, the survey also concluded that 89% of respondents consider the various national problems such as fights, conflicts between groups and so due to a lack of understanding and implementation of Pancasila in daily life. As a solution as much as 80% of respondents want the implementation of Pancasila values included in the school curriculum. The purpose of the implementation here is not only a theory but rather to its practice in daily life both at school and at home (BPS Team, 2011).

Considering the importance of internalization values of Pancasila in the life of society, nation and state, then Vice Chairman of the People's Consultative Assembly (MPR) of Indonesia Lukman Hakim Saifuddin in Makassar, Sunday (10/03/2013) reveals that Indonesia has a set of noble values that must be understood by the entire community and to be guide the constitutional life of the nation to achieve equitable, prosperous, welfare, and dignified. This has referred to as the four pillars of national life.

"The choice values of the four pillars are none other than to remind you again to all components for the implementation and operation of national life continue to run still referring to the destination country that aspired, and unite for the development program so that this nation is more developed and prosperous," he said.

He added, "The socialization is very important as they currently are many state officials and community groups who do not understand and know about the values contained therein. Socializing will continue to do so many people who are aware of the noble values of the nation," (http://nasional.kompas.com/read/2013/03/10/20003744/Mahasiswa.Diajak.Sosialisasi.Empat.Pilar.?utm_source=news&utm_medium=bpkompas&utm_campaign=related&)

E. Closing

1. Conclusion

Research concluded that: (1). Civics Learning implementation of in Vocational High School (SMK) the whole area in a solo show that teachers in delivering the learning materials have not been balanced between aspects of knowledge, skills and attitudes, but still emphasizes the aspects of knowledge. Civics teachers have not mastered the innovative learning models, so that the learning process is still using conventional learning model; (2) Students' motivation is low in following Civics subject. This is due to the students assumption that Civics subjects is not provide skills that can be used as a basis to work if they have been passed. Even students assume that Civics is not main subject, but rather an additional subjects; (3) The implementation of Civics learning are unable to increase internalization of the values of Pancasila at Vocational High School students all over the region in solo. It is caused by teachers in the learning process is still using conventional learning models, making it less attractive and do not raises motivation for students.

2. Suggestion

- A. Civics teachers should be use innovative learning models in the learning process, so it will become interesting and the students have the motivation in joining study. In addition, teachers should deliver the material in a comprehensive manner, both aspects of knowledge skills and attitudes in the learning process. Civics Teachers should able to raise the motivation of learners.
- B. In the process of learning Civics, the values of Pancasila should be always internalize implicitly, so that students are able to understand, live and practice the values of Pancasila in daily life.

BIBLIOGRAPHY

- As'aril Muhajir. (2011). *Ilmu Pendidikan Perpektif Kontekstual*. Yogyakarta: Ar-Ruzz Media.
- BPS. (2011). *Laporan Hasil Survei Pandangan Masyarakat Terhadap Kehidupan Bernegara*. Jakarta : Badan Pusat Statistik Republik Indonesia.
- Danielson, J.A. Bonder, H.S., Milss, E.M., Vwermers, P.J. & Lockee, B.B. (2003). A Tool for Helping Veterinary Lear Diagnostic Problem Solving. *Journal Education Technology Research and Development*. 51.(3): 63-81.
- Frank, M. & Barzilai, A. (2006). Project-Based Technology : Instrucsional Strategy For Develoving Technologycal Literacy. *Journal of Technology Education* .18.(1) : 39-53.
- http://nasional.kompas.com/read/2013/03/10/20003744/Mahasiswa.Diajak.Sosialisasi.Empat.pilar.?utm_source=news&utm_medium=bpkompas&utm_campaign=related &. Dibaca tgl 2-1-2016. Pkl. 20.15.
- <http://www.library.ohiou.edu/indopubs/2012/08/0077.html>. dibaca tgl 10-2-2016. pkl.02.54

- Muchlas Samani dan Haryanto. (2012). *Konsep dan Model Pendidikan Karakter*. Bandung : PT Remaja Rosda Karya.
- Sardiman, A.M. (2002). *Interkasi dan motivasi Belajar*. Jakarta : Rajawali Pers.
- Sugiyono, (2007), *Memahami Penelitian Kualitatif* , Bandung: Alfabeta
- _____, (2010). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D* . Cetakan ke – 10, Alfabeta: Bandung
- Suyanto. (2003). *Refleksi dan Reformasi Pendidikan di Indonesia Memasuki Melenium Ketiga*. Yogyakarta : Adi Cita Karya Nusa.
- Supriyoko. (2003). Menuju Masyarakat tertib damai salam bahagia sebagai karakter bangsa masa depan. Makalah Disampaikan dalam forum Sarasehan Kebudayaan. Yogyakarta : 19-20 Mei 2003.
- Supriyadi, D. (1998). *Isu dan Agenda Pendidikan Tinggi di Indonesia*. Jakarta : PT Rosda Jaya Putra.
- Smith, B.P. (2010). Instructional Strategies In Family and Consumer Scinces : Implementing The Contextual Taching and learning Pedagogical Model. *Journal of Family & Consumer Sciences Education*. 28. (1) : 23-38.
- Han-Yu Sung, Gwo-Jen Hwang dan Hong-Sheng Chang. (2015). An Integrated Contextual and Web-based Issue Quest Approach to Improving Studis 'Learning Achievements, Attitudes and Critical Thinking. *Journal Educational Tehnology and Society*. Vol.18. Issue 4.