

Development of Lesson Plan That Integrate Pancasila Values And Its Influence Toward Students' Motivation Academic Achievement and Values Internalization

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DEVELOPMENT OF LESSON PLAN THAT INTEGRATE PANCASILA VALUES AND ITS INFLUENCE TOWARD STUDENTS' MOTIVATION ACADEMIC ACHIEVEMENT AND VALUES INTERNALIZATION

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Abstract

7
The objective of this study was to develop a model of lesson plan that integrate Pancasila values (RPPMNP) and its influence toward students' motivation, academic achievement and values internalization. The design employed for Research and Development (R&D) method. This research involved three PKn's teachers and 113 students of junior high schools. The data were gathered by using questionnaire i.e likert scale, test and observation. Quantitative data were analyzed by using MANCOVA with pretest data as covariate, on the other hand qualitative data were analyzed using descriptive qualitative analysis. The results of this study showed that RPPMNP is a model of lesson plan in which all of components were designed integrately with the values of Pancasila, starting from writing learning objectives to evaluation. In addition, there was a significant difference on student's motivation as well as academic achievement between the students who were taught using RPPMNP and those who were not. Multivariate analysis $\lambda = .264$ pada $F_{(4, 64)} = 44.690$, $p = .000$ showed that there is a significant difference on the students' motivation. Further analysis using univariate test on student's motivation ($F_{(1, 67)} = 178.339$, $p = .000$) show that there was a significant difference mean score between using RPPMNP and RPPSA on student's motivation. T-test results can be seen there was a significant difference between pre-test mean score of post-test of academic achievement between students who were taught using RPPMNP (23.92) and RPPSA (9.49) PKn subjects, mean = $23.92 > 9.49$, the value of $t = 5422$ with ($p = .000$). Meanwhile, the qualitative descriptive analysis on the values internalization showed that the values of religion, humanities, unity, democracy, and fairness are among the values which are relevant the students' daily life. In general, the results of this research showed that RPPMNP have positive influence toward students' motivation, academic achievement and values internalization. Based on these findings, researcher recommended to PKn's teacher to design and implement RPPMNP in teaching and learning process, and in addition, researcher recommended to stake holders such as Department of Education, Youth and Sport of Palembang city to support PKn's teacher to design and implement RPPMNP.

Key Words: RPPMNP, Pancasila values, motivation, academic achievement, values internalization

1. Introduction

One of compulsory and important subject curriculum from elementary to university in

Indonesia is Civic Education, its called Pendidikan Kewarganegaraan (PKn). It because PKn objectives are make Indonesian as a responsible and good citizen on the basis of the values of Pancasila (also known as Pancasila education in practice). As Direktorat General Higher Education Ministry of National Education (2006) ruled that the competence of PKn is lead learners become **scientists and professionals who have a sense of nationalism and patriotism; democratic and civilized and become citizens who are competitive, disciplined, actively participate in building a peaceful life based on the value system of Pancasila**. In other words, PKn is subject to develop students' personal characteristic to become Indonesian citizen who are civilized, possessed spirit of unity, democratic and responsible, and fair (directs attention on values and moral to be implemented on daily life), the behaviors exude faith and devotion to God the almighty. As stated in PKn's vision: "PKn is a vision rather than as a means of character building of the nation (nation and character building) and empowerment people, while its mission is to establish a good citizen"

Actually, nation and character building has been set since 1957 curriculum in Tatanegara subject. In 1962 curriculum in Civic subject, in 1968 curriculum 1968 in Kewarganegaran subject, in 1975 curriculum in PKn subject and in 1984 curriculum PKn changed its name into PMP, and in 1994 it became PPKn. In 2004 curriculum implemented was PKn curriculum, and in 2006-2012 curriculum implemented is curriculum 2006 or KTSP named PKn (Winataputra, 2001). Despite of its changing, the curriculum orientation is still fixed at values. Core of PKn subject in Indonesia is Pancasila.

However, PKn teachers only teach the basic concept and those concepts are rote materials. In fact, the main orientation should be an education of Pancasila moral and value development, civic skill, civic participation, and civic responsibility (Winataputra, 2001). Some studies showed that teachers, in the teaching learning process, tend to teach the knowledge of Pancasila only and the learning process is kind of score or result oriented. Besides, the teaching circumstances are not about developing students' attitude. Thus, the objective of Pendidikan Moral Pancasila (PMP) is not totally obtained. This goal is not successful because there are only 2.85% answers that show positive attitude; behaviors which are in line with Pancasila moral values. 1.78% students' responses tend to negative

attitude; behaviors which are not in line with Pancasila moral value. This is also supported by some studies that show PMP teaching learning process has not reached its goal yet. Instead of developing and guiding the learners to internalize and apply Pancasila values in daily life, teacher only teach the learners knowledge of Pancasila. Teachers supposes to guide and give model of internalizing and applying Pancasila moral values (Sunarno, 1992, Djuwita 1993, Kadarusmadi, 1997). Its also happend to PKn subject in KTSP curriculum (2006).

In addition, based on the observation on PKn peer teaching in PLPG (2006-2011), teaching and learning process of PKn is only teaching the students Pancasila knowledge. From documentation, the lesson plans prepared by the teachers also showed that lessons to be carried out in the class room do not integrate Pancasila in it. Firstly, the learning objectives reach the cognitive level only. Whereas, the lesson objectives should reach the affective goal, as it is stated that the objectives of PKn subject that are critical, rationalistic, rational and creative thinking in facing civilization issues. Then, involved actively, full of responsible, and act smart in society, anti-corruption, etc. Secondly, the teaching media used to stimulate cognitive domain only, the media should trigger the learners to be skilful and appreciate the process of learning and of course the main goal is not merely about scores. Thirdly, from learning method, most teachers prefer to use lecturing method. Whereas, the PKn curriculum demands the teachers to use teaching methods which direct students to have critical thinking about values, for example values explanation, analysis, and etc. They influence to students such as less motivation, as a result, academic achievement values internalization. In other words a more learning-centered at PKn teacher (teacher centered), so students are more passive. As a result students less attention, quickly bored, sleepy, not serious and less interested or less motivated in learning PKn subject. As Budimansyah (2008, 2010) stated that there are many obstacles in the teaching of PKn subject, one of them is the learning process is directed to intelectual improvement, thus, the sucess of teaching learning process is based on intelectual criteria. In other word, there is a gap between curriculum implementation and curriculum as documentation and this is the reason why the goal of the curriculum has not been obtained effectively. Fourthly, in terms of evaluation, teachers PKn more often using a limited form of assessment test and measure cognitive ability at

levels one and two, and rarely use affective evaluation. (Umi Chotimah, 2011).

Another research showed that the process of curriculum 2006 or KTSP development for PKn teachers faces many problems; limited time in syllabus and lesson plan development, and lack of socialization and training on KTSP development (Pujatama, 2010). Besides, old form of lesson plans are still used by many schools and this an indication the teachers have not explored, elaborated, and confirmed the latest trend and finally the what are taught are not relevant with what are expected to be mastered by the students (Alfianto, 2011).

As a conclusion, there is a gap between curriculum as document and curriculum as implemetation. Because of the teaching and learning process is an implementation of curriculum, and to perform a good teaching and learning process need a lesson plan, so teacher must make lesson plan to achieve a goal of the curriculum. Because of PKn as subjects exclusively (other subjects, religious education) that can build character, values and attitudes and assume the mission make Indonesians become good citizens, so PKn's teaching and learning process must be designed with learning programs that can build up and cause the attitude and behavior of students. One of the solutions to solve these problems is to design the learning process well, the learning design must represent the goal of the curriculum, a good preparation called into effective learning. One of the preparation must be made by teachers is lesson plan. A lesson plan is considered good when it has clearly stated and instructed. As what Wong (2009) state that the greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate. In addition, Duff (2011) said that a good lesson plan contains objective of the lesson, pre assessment, list of teaching learning media, pre teaching and supplementary activities, presentation, practice, assessment, closing and application.

The objective of this research is to develop a model of lesson plan that integrating Pancasila values (RPPMNP) and its influence toward students' motivation, academic achievement and values internalization. The research was therefore guided by the following research questions:

- 1) How does the design model for RPP which integrates subjects PKn values Pancasila (RPPMNP)?
- 2) What is the effect of RPPMNP toward motivation among group of students before and after and taught using RPPMNP?
- 3) What is the effect of RPPMNP toward motivation among group of students taught using RPPMNP with a group of students taught using RPPSA?
- 4) What is the effect of RPPMNP and RPPSA on the academic achievement of students in learning PKn?
- 5) What is the effect of RPPMNP toward values internalization among students?

2. Theoretical Background

Learning is a complex process, it starts with how the teachers interpret the curriculum and elaborate them clearly and appropriately in the lesson plan to achieve the objectives. Actually lesson plan a more detailed description of the syllabus and curriculum. However, those three are different in scope. Curriculum is general concept which involves complex and comprehensive from philosophy, social and education program point of view and syllabus is part of the curriculum which are the centre of material to be taught. While lesson plan is a short term detail written plan of teaching process in one subject (Price & Nelson, 2007, Mishra, 2007).

Lesson plan is one of the most important steps and its teachers' responsibility as the learning process executor in the classroom. Planning the lesson is a matter of 'what is' and 'what it should be' and they should be about need, objective determination, the significant of the program, and resources allocation. A well prepared lesson plans make the teaching objective obtained successfully. If teaching and learning process well, it makes students have good motivation and academic achievement.

Motivation is the desire of the individual to do something to achieve. motivation means encouragement or requirements lead to an action. Motivation also involves a process that provides the power and direction of the behavior of a (Sternberg (2001). Motivation is also closely linked with the desire to achieve excellence in all the efforts (and Zuraida Zaaba Mohamed Haji Ismail, 2004). If a student is motivated to study hard to get good

results then the student is a motivated student. Some of these features is that they are highly motivated students always want to go to school early, like the library, enjoy reading, love learning and consider the examination as a challenge. Therefore, it is very important for all parties involved with education, especially the school plan and implement a variety of measures to increase student interest and motivation. The school should provide a positive school climate to stimulate students' motivation to produce effective learning. This is because the school climate is an important factor in determining the quality of learning for students in the school to determine the effectiveness of a school. ³ McClelland, (1985); Morgan (1986) and Lovells' (1982) studies revealed that academic performance of students is a function of achievement motivation, with students high in achievement motivation out-performing those with low achievement motivation.

Schunk, Pintrich, Meece (2011) stated that there are some theories about motivation, such as ARCS theory, Volition/will, Freuds theory, Behavioristic theory, Drive theory, Arousal theory. This study use the ARCS theory of Keller and Kopp (1987). This theory as the answers the ¹ question of how to design learning that can influence achievement motivation and learning outcomes. This learning model is developed based on the theory of value expectations (expectancy value theory) which contains two components: the value (value) of the objectives to be achieved and expectations (expectancy) to achieve that goal. Of the two components by Keller developed into four parts. The fourth component of the learning models are Attention, Relevance, Confidence and Satisfaction (ARCS).

Models ARCS is a famous model viewed in the direction of the design model is widely used. ARCS model rooted in a lot of motivation theories and concepts, especially the theory of expected-value or expectancy-value (eg, Vroom, 1964, Porter and Lawler, 1968). In expectancy theory, is identified as the main outcomes that can be measured. That "efforts can happen", two prerequisites must be set ⁴ (1) The person must value the task, and (2) the person must believe he can succeed at the task. Therefore, in situations Directive, the learning task to be presented in a way that is engaging and meaningful to students, and to promote positive expectations for the successful achievement of learning objectives. ARCS model in the design of a simple command is the approach used to increase motivation in direction of pull. ARCS provides a framework for both the design and improve the motivation of the various entities such as classroom teaching, preparation

of material on the internet, and teaching and learning materials.

3. Method

This study employed Research and Development (R&D) by Borg and Gall (2002) that consist of ten steps, but in this study, the researcher simplified those into three steps, such as: initial investigation, development, and evaluation.

This research involved three PKn teachers from in secondary schools in Palembang as as teachers model, 113 students population from three SMPN (SMPN A, B and SMPN C Palembang). SMPN A Palembang was a school that implemented RPPMNP in limited scope, SMPN B Palembang was a school that implemented RPPMNP in extensive test conducted, and SMPN C as a school that utilize ready-used lesson plans (RPPSA). The data were collected by using questionnaire, likert scale, test and observation. While the data analysis techniques in this study are statistic analysis (Pair Sample T-Test, MANCOVA and Independent Sample T-Test) for quantitative data, and descriptive qualitative analysis for qualitative data.

4. Result and Discussion

4.1 Design Model RPPMNP That Integrating Pancasila Values

In order to design RPPMNP, researcher : initial investigation, development and try out model, and evaluation model. In initial investigation, researcher identified and analyzed PKn learning condition at secondary schools that is before applying RPPMNP. It took a quite long time for the researcher to analyze lesson plan used by PKn teachers (2008), besides the researcher distributed questionnaires to collect the data in 2011, and analyzed PKn lesson plans, questionnaires and observation of PKn learning situation in ten secondary schools in Palembang. Having investigated and reviewed the initial model design of existing lesson plan, the researcher designed RPPMNP. The next step was validating the initial model, in order to evaluate the feasibility of the model. The validator involved in this study are five validators who expert in PKn subject (two validators), values education (one validator), learning tools dan language (one validator), education technology (one validator).

The next steps was limited try out in one class of seven grade SMPN A Palembang, there

were 35 students. There were six sets of RPPMNP for six meetings, after meeting RPPMNP has been validated by the teacher as an empiric validators. Some comments and suggestions were gained during limited try out of RPPMNP models, thus, revision were done to RPPMNP. The revision resulted in a better final model of RPPMNP in the context of effectiveness and efficiency. The revision, basically, did not make any change in the form, except instrument evaluation component. Having revised the RPPMNP, the researcher conducted wider try out the final model of RPPMNP in SMPN B Palembang. Based on the observation on learning process that implemented RPPMNP, it can be concluded that some problems occurred in learning process. Based on validation results which have been done six times, it can be concluded that RPPMNP components were already good. Last step is final model of RPPMNP was analyzed in the term of quality and efficiency through experimental study. The experiment was done by comparing between PKn learning process which applied RPPMNP (experiment class) and which did not (control class). Students' motivation were to be compared in this experimental study (bound variable). One of the schools in Palembang where final model try out conducted was SMPN C Palembang that using RPPSA.

The result of model development and try out and information about PKn teaching learning process that applied RPPMNP will be presented below :

- A. Competences Standard (SK): as given in PKn curriculum
- B. Basic Standard (KD): as given in PKn curriculum
- C. Integrated Pancasila Values : basic values of Pancasila i.e religius values, human values, the values of unity, democratic values and the values of justice).
- D. Competence Achievement Indicators : indicators of students achievement i.e elaboration of SK and KD have been adjusted to integrated Pancasila values.
- E. Learning Objectives : the formulation of lesson objectives that adjusted to SK, KD and competence achievement indicator. In this study, the researcher emphasis more on affective domain, however cognitive domain were still remained.
- F. Learning Materials : are content materials that relevance to learning objectives and competence achievement indicators and Pancasila values.
- G. Learning Model and Method : VCT, the technique used were values analysis (either analysis through cases or pictures), jurisprudence inquiry, and report .

- H. Learning Steps : learning steps that reflection of learning VCT model application (values analysis either analysis through cases or pictures and documentary film contained values).
- I. Learning Media and Resources: visual and audio visual media i.e pictures, students' work sheet, documentary film that contained values cases.
- J. Evaluation Instruments : test and non test that values cases that written in LKS.

4.2 The Effects of RPPMNP Toward Motivation Among Group Of Students Before And After Taught Using RPPMNP

From analysis of the mean scores of the items related to the sub scale motivation learn from group of students before and after are taught by using RPPMNP in PKn. The analysis of the items 5 and 31 have a difference of increased post-test and pre-test the highest highest mean score (mean pre = 3.39, SD = 1.00 and post-test mean = 4.53, SD = .73, and the mean pre-test 2.71, SD = 1:01 post-test mean score = 3.92, SD = .91) and split-level rise followed a pre-test post-test and the second highest of the 35 items that have increased post-test and pre-test the highest highest mean score (mean pre = 3.00 SD = .93 and post-test mean = 4.16, SD = .95). Items that have a difference in the lowest increase was item 4 (mean pre-test = 4.08, SD = .91 and mean post test = 3.87, SD = .84). The overall mean score motivational items learn from group of students before and after are taught using RPPMNP is the mean pre-test = 3.40, SD = .97 and posttest = 4.10, SD = .83). This analysis showed that respondents agree that increased motivation learn from group of students before and after are taught using RPPMNP caused of LKS factors in accordance with values Pancasila and hence students feel happy learn PKn.

Table 1
Test-T
Students Motivation Before and After Taught By Using RPPMNP

	Paires Differences					t	df	Sig. (2-tailed)
	Mean	Mean Std Deviation	Std.Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test	-	11.654	1.891	-	-24.275	-	37	.000
Pair	-	28.105		31.936		14.866		
Post-test								

T- tests were used to determine the motivation to learn from the students before and after

being taught using PKN RPPMNP subject is significant. Change in mean scores between pre-test and post-test than students who were taught using RPPMNP is $135.87 - 163.97 = -28.105$. Test - T test $H_0 : \mu \geq \mu$ pretest post-test, $t = -14.866$ to provide degrees of freedom $= n - 1 = 38 - 1 = 37$. SPSS output gives the p - value for two-sided test (2 - tailed) $= .000$, because the p-value 2 - tailed is smaller than $\alpha = .05$, so it is strong evidence rejecting H_0 (there is no significant difference between pre-test mean score of post-test mean scores between students who were taught using RPPMNP) this means that there is a significant difference between pre-test mean score of post-test mean scores of students who were taught using RPPMNP. T- test results can be seen in Table 4:28 indicates a significant difference between learning motivation of the students before and after being taught using RPPMNP with the $t = -14.866$ ($p = .000$) were significant. This means that the null hypothesis H_0 (1), which means there was a significant differences study motivation of the students before and after being taught using RPPMNP, motivation $t (37) = -14.866$, $p < .000$.

4.3 The Effect of RPPMNP Toward Motivation Among Group Of Students Taught Using RPPMNP With A Group Of Students Taught Using RPPSA

To answer the research question 3), H_0 (3) were tested using test Mancova with pre test scores and pretest RPPMNP-RPPSA with pretest_Attention, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as covariates. Before testing Mancova done, assuming that the conditions of use Mancova be met. Assumptions about the variance-covariance matrix equality is tested using Box 's M test and Levene test. Box 's M test results should not be significant at $p < .001$ and Levene test results should not be significant at $p < .05$ (Coakes & Steed, 2008). Box 's M test results and test Levene Appendix E shows the assumption of equality of variance-covariance matrix has been filled. Assumptions about the normal distribution of the dependent variable scores, can be tested using a scatterplot (Coakes & Steed, 2008). However, if the test Box 's M and Levene test the assumption of equality of variance-covariance matrix has been filled then the assumption of a normal distribution of the dependent variable scores indirectly fulfilled as well (Hair et al., 2006). In addition, this study has met the assumption of normal distribution of scores as the dependent variable because the sample size is large, exceeding 30 and the ratio of the sample size for each variable involved is about the same (Coakes & Steed, 2008). The mean scores of students taught using the motivation and

RPPSS RPPMNP after making adjustments affect the pre-test Attention, Relevance, Confidence and Satisfaction as a covariate, by type of treatment is shown in Table 3.

Table 3
Mean Score Mean Score RPPSA RPPMNP and Reconciliation After Effects
Made Ujianpra Attention, Relevance, Confidence and Satisfaction as a Covariate
by Type of Treatment

Dependent Variables	Type	N	Mean Score After Adjustment	Standard Deviation (SD)
Motivation Attention	RPPMNP	38	39.797 ^a	.456
	RPPSA	35	29.734 ^a	.481
Motivation Relevance	RPPMNP	38	39.129 ^a	.507
	RPPSA	35	33.974 ^a	.535
Motivation Confidence	RPPMNP	38	37.886 ^a	.572
	RPPSA	35	32.096 ^a	.603
Motivation Satisfaction	RPPMNP	38	36.025 ^a	.476
	RPPSA	35	30.744 ^a	.502

a Covariates in the model is evaluated by: Pretest_Attention = 31.64, Pretest_Relevance = 33.23, Pretest_Confidence = 31.56, Pretest_Satisfaction = 31.25.

Based on Table 3, the mean scores Attention motivation after adjustments pretest _Attention effects, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate for the students pursuing RPPMNP treatment (mean = 39.797, SD = .456) higher than children in the treatment group in RPPSA (mean = 29.734, SD = .481). Relevance of motivation mean score after adjusted effect pretest_Attention effects, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate for the students pursuing RPPMNP treatment (mean = 39.129, SD = .507) was also higher than the group of students who attend RPPSA treatment (mean = 33.974, SD = .535).

More Confidence motivation mean score is adjusted for the effects of the pre after the pretest_Attention effects, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate for the students were taught by using RPPMNP (mean = 37.886, SD = .572) higher than the group of students who taught by using RPPSA (mean = 32.096, SD = .603). Final score mean Satisfaction after making adjustments pretest_Attention effects, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate for the

students pursuing RPPMNP treatment (mean = 36.02, SD = .476) higher than the group of students who attend RPPSA treatment (mean = 30.744, SD = .502).

Table 4
The results reflect this Mancova Test Analysis RPP Toward Motivation
Attention, Relevance, Confidence and Satisfaction

	Effect	Value	F	Hypothesis dk	Error dk	Sig
Wilks' Lambda (λ)	Pretest_Attention	.767	4.860 ^b	4	64	.002
	Pretest_Relevance	.719	6.265 ^b	4	64	.000
	Pretest_Confidence	.569	12.141 ^b	4	64	.000
	Pretest_Satisfaction	.606	10.421 ^b	4	64	.000
	RPP	.264	44.690 ^b	4	64	.000

- a. The test is based on the intercept+ Pretest_Relevance+pretest_Attention+Pretest_Confidence+ RPP
pretest_Satisfaction
b. actual statistics
c. Calculated using alpha = .05

Table 5
Univariate F-Tests for Identifying Dependent Variable Significantly Different Effects of RPP

Dependent Variable		Total Mean Square	dk	Mean Square	F	Sig
Attention	Contrast	1012.792	1	1012.792	178.339	.000
	Error	380.494	67	5.679		
Relevance	Contrast	265.823	1	265.823	37.866	.000
	Error	4.141	67	1.043		
Confidence	Contrast	335.284	1	335.284	37.652	.000
	Error	81.403	67	1.215		
Satisfaction	Contrast	278.897	1	278.897	45.216	.000
	Error	413.264	67	6.168		

⁸ The F Tests the effect of RPP. This is based on the linearly independent pairwise comparisons among the estimated marginal means.

Computed using alpha = .05

Based on this analysis in Table 4 Mancova Test $\lambda = .264$ value on $F(4,64) = 44.690$, $p =$

.000 indicate significant differences at $p > .05$ RPPMNP mean score and the mean score is adjusted for the effects of RPPSA after pretest_Attention, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate, the group of students who taught by using RPPMNP-RPPSA group. Accordingly, Ho (3), there is no significant difference in mean scores motivational aspects of ARCS between students who were taught using RPPMNP with student groups taught using RPPSA after making adjustments after pretest_Attention, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate, the group of students who are taught using RPPMNP students who were taught using RPPSA is rejected. Motivation Attention, Relevance, Confidence, Satisfaction among students taught by using RPPMNP and RPPSA is significantly different.

Univariate F-tests performed to identify independent variables which of motivation Attention, Relevance, Confidence and Satisfaction significantly different effects from treatment RPPMNP and RPPSA. The results of the univariate F tests, as Table 4.33 that there is a significant difference of mean score of Attention ($F_{(1,67)} = 178.339$, $p = .000$), mean Relevance ($F_{(1,67)} = 37.866$, $p = .000$), Confidence score mean R ($F_{(1,67)} = 37.652$, $p = .000$), and mean scores Satisfaction mean score ($F_{(1,67)} = 45,216$, $p = .000$), having made adjustments pretest_Attention, pretest_Relevance, pretest_Confidence, pretest_Satisfaction as a covariate, the group of students who are taught using RPPMNP students who were taught using RPPSA. In conclusion, RPPMNP proved significantly more impact on student motivation aspect compared RPPSA

4.4 The Effect Of RPPMNP And RPPSA On The Academic Achievement Of Students In Learning PKn

To answer question 4), analysis of gain scores than a collection of academic achievement of students who are taught using RPPMNP as maintainability and gain academic achievement scores than students who are taught with a collection using RPPSA. Testing the null hypothesis Ho (4) using The Independent T-Test. Prior to testing, the reviewer prior to testing terms of use exam-T than the sample classes taught using the same RPPMNP no sample classes taught by using RPPSA. Prior to the calculation of test-T set free, the reviewer must first perform a test of homogeneity of data indicated by the value of variance, in this case the reviewer did Levene test. Test of homogeneity of the data obtained Levene test value = 19.622, this means $> .05$, it can be said bahwa variation is

to have homogeneity of data, thus the test T can be continued.

Table 6
Comparison of Student Academic Achievement Gain Scores That Taught By Using RPPMNP With RPPSA

	Class	N	Mean	Standard Deviation	Std. Error Min
Gain Skor	RPPMNP(KE)	38	23.92	6.645	1.078
	RPPSA(KK)	35	9.49	14.401	2.434

Table 7
T-test
Academic Achievement of Students Taught Before And After By Using the Academic Achievement of Students With RPPMNP Before And After Taught By Using RPPSA

	Ujian Levene		t-test for Equality of Means			
	F	Sig	T	df	Sig (2-tailed)	
Gain Score	Equal variances assumed	19.622	.000	5.571	71	.000
	Equal variances not assumed			5.422	46.983	.000

T- tests were used to determine whether a student's academic achievement differences before and after being taught using RPPMNP in the treatment group , and the academic achievement of students before and after being taught using RPPSA in the control group subjects, PKN is significant. T- test results can be seen in Table 6 and 7 indicates that there were significant differences between the mean scores of pre-test to post-test mean score of academic achievement between students who were taught using RPPMNP (23.92) and students who were taught using RPPSA (9:49) in PKn mean = 23.92 >9.49, to calculate the value of $t = 5571$ with ($p = .000$) . This means that the null hypothesis H_0 (4) denied that there are no significant differences between the mean scores of pre-test post-test mean scores between students who were taught using PKN RPPMNP subjects. Thus the mean academic achievement of students taught using RPPMNP higher compared with academic achievement than students who were taught using RPPSA . In other words, that the empirical findings of Gain Score average academic achievement in students who were taught using a larger than average Gain scores for academic achievement in students who were taught using RPPSA. It is shown that together

academic achievement differences by using RPPMNP taught to students who are taught using RPPSA. Thus it can be concluded that there was significant impact from the RPPMNP academic achievement among students.

4.5 The Effect of RPPMNP Toward Values Internalization Among Students

The effect of RPPMNP toward values internalization among students can be obtained through the analysis of students answer of non test (likert scale), analysis of case values through the student worksheet with values cases, photos and film documentation. Besides from the results of observations made by observer in teaching learning process and these values are present at the time of the activity advances. That were can be known from the their activities in the class, starting from prlimenary activities to closing activities. In preliminary activities, the inherent values of which are religious values (first aspect of Pancasila), honesty (first and second aspect of Pancasila) , cleanliness and discipline (first and third of Pancasila). It can be seen from the activities greet and read the prayer before the start of learning, before answering the question on students worksheets, after completing the discussion questions at the worksheets, answer questions honestly, clean classrooms by examining whether there is trash around their seats. In core activities, the inherent values are human values, society, democratic. It can be seen from the activities of students who showed behavioral respect for teachers, respect for colleagues, feeling the sadness of a disaster (humanies), students work in groups upon discussion, to appreciate differences in discussion, gives the opportunity to partner to appear to present the discussion in front of the class (the democracy and justice). In the closing activity, the values that exist are religious values, with reading lessons and prayers before closing (religious).

5 Conclusion And Remark

5.1 Conclusion

- The design RPPMNP is a lesson plan that integrates Pancasila values in all its components of lesson plan; starting from determining learning objectives to evaluation.
- Students' motivation after being taught by using RPPMNP higher than the students' motivation before taught using RPPMNP

- Students' motivation are taught using RPPMNP higher than the students' motivation taught by RPPSA
- Academic achievement of students who are taught by using RPPMNP higher than the learning outcomes of students who are taught by RPPSA
- Having taught using RPPMNP, students have better appreciate the values of religiousy, humanity, unity, democracy and justice

5.2 Remark

Based on the conclusions, the researcher suggested to all PKn teachers to design or create and apply PKn lesson plan that integrate Pancasila values in every meeting of teaching learning process . Instead of stating the values, they should be integrated from determining competence achievement indicator until deciding evaluation components. Hopefully, by applying RPPMNP in PKns' teaching and learning process, the aims of PKn curriculum (which emphasis more on affective domain as stated in the curriculum) will be achieved. In addition, researcher recommended to stake holders such as Department of Education, Youth and Sport of Palembang city to support PKns's teacher to design and implement RPPMNP.

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