

Revitalizing The Role Of Pancasila And Civics Education As Part Of Nationality Development And Character Building In Indonesia

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Submission date: 29-Jan-2021 02:53PM (UTC+0700)

Submission ID: 1496892508

File name: 1.pdf (2.09M)

Word count: 4030

Character count: 22585

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Abstract— Pancasila, and Civics Education (called PPKn) is one of the compulsory subject starting from primary education to higher education. Its vision is a way for the formation of character (nationality development and character building) and mission is to make a good citizen and intelligent (smart and good citizen). Though PPKn encountered many challenges and obstacles and was changed several times, its made PPKn further strengthened. So it's important that to revitalize the role of PPKn by repositioning the PPKn into various roles, not only as role curricular but also as extracurricular, socio-cultural as well as political program nationalities but not indoctrination packaged.

Keywords: revitalizing, PPKn, nationality and character building, Indonesia

I. INTRODUCTION

Education as a tool of transmitting knowledge, values, attitudes to personal development within reach maturity and adulthood. Therefore he does not only to develop the knowledge, skills, technologies but also to develop other aspects eg, personality, moral ethics, and others. As mentioned in Law No. 20 of 2003 on National Education System, Article 3 states that: "The national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible."

There is no doubt that education has an important role in the life of a nation, it is to ensure the development and survival of the nation are concerned. Indonesia is one nation in the world, not apart from the above, it means the progress of the Indonesian nation will be greatly influenced by the quality of education, especially at the present time to anticipate the era of globalization and industrialization, the necessary human resources (HR) quality, in terms of both material and spiritual master of science and technology, creative, innovative, adaptable and a good personality.

Indonesian human resources quality is the human resources not only qualified in terms of mastery of science and technology, but also the quality of the spiritual aspect, meaning the mastery

of science and technology that does not mean if it is not supported by the attitude and good behavior, which stick to the personality of the nation Indonesia. Ref. [1] says that: "The quality of human resources is a man who not only capable and survive in times of change, a value-oriented culture of science and technology but also civilized and faithful. Indonesia fully human is not only oriented science and technology and are able to think in a systematic and sophisticated but also to be civilized, polite and courteous, discipline, sense of responsibility, tolerance and faith ease of use.

Nowadays challenging to education today is how to educate children that not only has the physical ability to be able to work hard, but also have the softness behavior and attitude wise as the patient. Having softness wise behavior and attitudes is the goal of the educational value. Conceptually values education form an integral part of the educational process as a whole, because it is basically the ultimate goal of education as stated in Law No. 20 of 2003 Section 3 above. If reviewed, it appears that the educational value of substantive inherent in all dimensions of these objectives that focus on the value of faith religious, social value of religion, the value of physical health and spiritual, scientific values, the value of creativity, the value of independence, democratic values and the values of responsibility [2]. In an effort to realize the quality of Indonesian human and intact is necessary, necessary educational value.

II. VALUES AND CHARACTER CONCEPT

Value is neither taught nor caught, it is learned. Value is derived from the word value (Latin) means good or strong. There are various definitions of the value of various fields, but none of them considers that a more precise definition than others. Ref. [3] defines values as a normative benchmark that affects humans in determining the choice between alternative ways of action. He put an emphasis on norms as external factors affecting human behavior. Therefore, one of the most important parts of the process of consideration of the value (value judgment) is the inclusion of normative values prevailing in society. Ref. [4] states that a value is an idea-a concept-someone think about what is important in life. When a person values something, he or she seems is worthwhile-worth having, worth doing, or worth trying to Obtain ". Our values show us a tendency to do something with the time and energy [5]

One of the compulsory lesson contained in the curriculum in Indonesia is more dominant containing values, is Citizenship Education (Civics/Pendidikan Kewarganegaraan or PKN Curriculum 2006/Pancasila and Civics Education (Pendidikan Pancasila dan Kewarganegaraan or PPKn-Curriculum 2013). Civics is education that leads to the formation of good citizens and responsibly based on the values and the Pancasila ideology. Conceptually epistemological, Pancasila education can be seen as an integrated knowledge system. The vision of Civics is as a means of character development (nation and character building) and empowering citizens, while its mission is to form a good citizen and intelligent (good and smart citizen).

A good citizen is a citizen who could exercise the rights and obligations in civic life, based on the political awareness, legal awareness, and moral consciousness. A good citizen is not only good in social life, but also good character, among other things: faith and devoted to God Almighty; conscious and able to promote and implement the rights and obligations as human beings; national and state community, obey the rule of law, democratic and active participation, creative and positive, in the diversity of society, nation, and state. Associated with citizenship perspective, known as the five competencies that need to be owned by a good citizen, namely civic knowledge, civic skills, and civic disposition [6].

The multidimensional crisis Indonesia in 1998, which has an effect on the Indonesian nation in creating a good citizen, because the crisis has influenced a broad impact on the destruction of the life pattern of Indonesian people especially with the negative effects of globalization, as evidenced by the recent. Many complaints about declining ethics society, ethics, and creativity for cultural education and weak national character. As a result, most students behave disrespectfully and sometimes deviate from the values of Pancasila, ethics, and culture of Indonesia. Today a lot of complaints that emerged in our education, moral crisis, and yet the problems that exist in our human resources [7]. Impact of family disorganization to adolescent morality has become increasingly apparent with the emergence of a variety of other problems. For example, the number of teenagers who face the law tends to increase. In 2011, the National Commission for the protection of children receiving 1,851 complaints teenage children who are brought to justice. Almost 90% of them end up with a criminal verdict. The condition is reinforced by data from the Ministry of Justice and Human Rights noted that there are 6,505 cases of teenagers, and 4,602 filed. Such cases reinforce the assumption that family disorganization can have a major impact on the morality of teenagers. Indonesian people, especially young people who forget a lot of identity as a nation of Indonesia, because of his lifestyle tend to imitate the western culture by the world community is considered as a model. Thus the fact that, then it ought the government (and society) take steps that need to be cultivated effort settlement to avoid a problem that is more serious. One of the steps taken by the government is to establish capacity building and shaping the character as a function of the Indonesian national education as stated in the National Education Law No. 20 of 2003 Section 3 above.

Character education is the deliberate attempts to make learners know, care about and the values so that students behave as a perfect man, which aims to improve the implementation and

results of education in schools through the character formation of students as a whole, integrated and balanced, appropriate competency standards. As for the values that need to be understood and practiced by teachers when teaching subjects in school are: religious, honest, tolerant, disciplined, work hard, work smart, creative, independent, democratic, curiosity, the spirit of nationalism, love of the homeland, appreciate the achievements, friends/communicative, love peace, to read, social care, environmental care, and responsibility. Law number 17 of 2007 on the National Long-Term Development Plan for 2005-2025, it was determined long before the national basic construction of a national character, namely the realization of the nation's great character, competitive, morality, and morality based on Pancasila, which is characterized by the character and human behavior/society Indonesia with faith and fear of God Almighty, noble character, tolerance, worked together, patriotic spirit, developing dynamic and oriented science and technology.

The three main functions of characters developing are: first, the function of the formation and development potential, means for forming human or Indonesian citizens who were thinking good, be good and behave well in accordance with the philosophy of Pancasila life. Second, a full restore and strengthen the function, means to improve and strengthen the role of family, education units, communities, and governments to be responsible for the development potential of its citizens towards a developed nation, independent and prosperous. Third, the function of the filters, namely sorting and sifting the culture of the nation's own culture of other nations that are inconsistent with the values of the culture and character of the nation's dignity [8].

Implementation of character education in primary schools is done through the realm: learning activities, development of school culture and learning centers, and co-curricular activities or extracurricular activities, and daily activities at home and in the community.

The implementation of character education in the implementation of learning is implemented using the right strategy. The right strategy is a strategy that uses a contextual approach. Why use contextual strategy is that the strategy is to encourage students to connect or associate the material learned to the real world. Can invite connect with the material being studied in the real world, means students are expected to find the relationship between the knowledge possessed by the application of that knowledge in everyday life. With that approach, the students have comprehensive results not only on the cognitive level (though the thought), but at the level of attitude (though the heart, sense, and intention), and psychomotor (sports).

III. DISCUSSION

As for some contextual learning strategies include: (a) problem-based learning, (b) cooperative learning, (c) project-based learning, (d) learning services, and (e) work-based learning. Puskur describes five strategies that can give effect nurturant students character development, such as intelligent character, open thinking, responsibility, and curiosity.

The third function of the above can be done through several businesses, namely: first, the affirmation of philosophy and

ideology Pancasila as the State. Second inaugural 1945 values and norms; third, strengthening the national agreement of the Republic of Indonesia; Fourth, the strengthening of the values in accordance with the concept of unity in diversity; Fifth, strengthening excellence and competitiveness of the nation. One of the inaugural business philosophy and ideology of Pancasila as the state and strengthening the value and 1945 is through teaching in schools through the Civics subject. Thus that if Civics learning can be implemented in accordance with the actual destination, then through Civics can develop the character of the nation.

Recognizing the importance of civics as subjects in particular (besides subjects Religious Education), which developed the character, values and attitudes, and assume a mission to make the Indonesian people become active citizens, then it ought to revitalize civic education in the context of character education, to the Civics should designed such that the learning program to develop and direct a good attitude and behavior of students.

Learning programs that can achieve the desired objectives in the development of values and character, which should be the main focus of which can use a variety of strategies and methods of educational value (value/character education), both as influences learning directly (instructional effects) as well as the impression of a companion (nurturant effects), so that the realization of the character of a great nation, competitive, morality, and morality based on Pancasila²⁵ which is characterized by nature and human behavior and people of Indonesia, namely faith and fear of God Almighty; noble character, tolerance, mutual cooperation, patriotic spirit, developing dynamic and oriented science and technology.

Civics visible importance of the²⁴ us of their subject as a compulsory subject for all students ranging from the level of Basic Education to Higher Education. Since Indonesia's independence Civics subjects have several times changed labels. Starting from the Old Order, 1957-1965 year, this lesson aims to prepare citizens until now. Although the curriculum in 1957, the name of the lesson is constitutional, the goal is to form a nation and character building ". Curriculum 1962, with labels Civic. In the curriculum in 1968, is citizenship. In 1975 the name PKN, while 1984 turned into Education moral Pancasila (PMP). Then in 1994, replaced with Pancasila and Citizenship Education (PPKn). in 2004, the applicable curriculum Civics, and currently applicable curriculum is the curriculum in 2006 or the Education Unit Level curriculum with the name of civics. in the curriculum in 2013, changed its name back to PPKn

Although it has been several times through the turn, the orientation is fixed at the values. According to Heri Ahmadi who along with Noor Syam in Education Seminar and civilizing values of Pancasila on June 8, 2006, in Kuala Lumpur⁴ then agreed as the conclusion of the seminar, emphasized that the core of Civics for Indonesia is Pancasila. In other words, can be formulated that Civics for Indonesia³⁴ as a philosophic and substantive pedagogical/andragogy, is education to facilitate the personal development of students to become Indonesian citizens are religious, civilized, spirited Indonesian unity, democratic and accountable, and equitable.

In fact, from some of the results of research on curriculum implementation PMP/PPKn (1984-2004) known to some weaknesses are: first, the purpose PMP cannot achieve satisfactory results, the learning process has not reached the goal PMP expected. Second, the teacher just gave knowledge and understanding of the values of Pancasila to students, teachers yet to build and encourage students to appreciate and practice the values of Pancasila in daily life. Third, teachers, PMP is still lot of emphasis on students' knowledge of the values of Pancasila. Fourth, teachers have not developed the attitude and behavior of real students so that the students have not opened their hearts to practice the values of Pancasila. Fifth, the pattern of teaching that teachers are more knowledgeable about the administration of Pancasila and more oriented towards achieving results rather than to develop a number of moral. Sixth, the atmosphere and less teaching situation led to the establishment attitudes. Seventh, the less teaching situation led to the establishment attitudes. Eighth teachers have not developed the students' attitudes and behavior significantly.

This also occurs civics curriculum in 2006. Based on the observation that researchers do to the implementation of teaching Civics done by some teachers of Civics at some junior high/high school turned out to be the new Civics teachers impart knowledge (transfer of knowledge). It is also apparent lesson plan documentation created by the teacher, has yet to integrate the values of Pancasila. In terms of teaching goal setting, teachers set goals only to the extent of cognitive (and even then only up to the second level). When it should be of interest Civics, not just goals but to the cognitive-affective and psychomotor objectives. This is evident from the² purpose of Civics that mention one of its objectives is to think critically, rationally, and creative in responding to the issue of citizenship. Then, participate actively and responsibly, and act intelligently in the activities of the society, nation and state, as well as anti-corruption, and others. The determination in terms of teaching materials as well, teachers only teach the material of the cognitive domains, and even then only in the form of knowledge of the facts, while the Civics course material should contain material about the values.

The determination in terms of teaching materials, a teacher so far limited to providing only the material of the cognitive domain, and then only the knowledge that the facts alone, but should arrive at the level of skills and processes even values. In terms of the use of learning methods, largely using only teacher lecture interspersed with questions and answers. Although in the lesson plan mention⁴ that methods used are lectures, discussions, and tasks. Whereas the Civics curriculum demands call for teachers to use teaching methods are able to invite students to think critically and refer to the teaching of values, for example, welding values, value analysis, and others.

In terms of the use of methods of learning, most teachers simply use lecture interspersed with questions and answers. Even in the lesson plan stated that the methods used are varied lecture meth⁴, question, and answer, discussion, and assignments. Whereas the Civics curriculum demands call for teachers to use teaching methods are able to invite students to think critically and refer to the teaching of values, such as values clarification, value analysis, and others [9].

In terms of ratings, Civics teachers more often and tend to use the assessment form and limited test only measures cognitive ability at level one and two, and very rarely use attitude assessment and use non-test [10].

Ref. [2] mentions the constraints and limitations of Civics including: (1) input instrumental (instrumental input), mainly related to the quality of teachers (2) enter the environment (environmental input), mainly related to the conditions and the political situation in the country which distorts democratic life that aspired. As a result, Civics implementation does not lead to mission as it should be. Some empirical symptoms include civics learning process more emphasis on instructional impact (instructional effects) are limited to the procurement of materials (content mastery), or still the dominant emphasis on the cognitive dimension only. The reality has been a teacher of Civics only teaches the basic concepts and is memorizing it, when it should be the main orientation of Civics is on education and moral values of Pancasila (value and moral development), the development of problem solving skills related to the civic skills, civic knowledge, skills of civic participation, as well as the civic responsibility). One effort that can be done for the purpose of curriculum content can be achieved is by making a good lesson plans in accordance with the demands of the curriculum. The lesson plan were carefully planned and contains clear practice-practice can help to ensure the success of the learning process so that it can help students achieve the learning objectives that have been set [11].

IV. CONCLUSION

In connection with the weaknesses of the above, and considering Pancasila and Civics Education is a lesson that is more emphasis on the values of the lesson compulsory from primary education to higher education, it would need to be pursued efforts to revitalize that Pancasila and Civic Education able to carry out its role optimally especially if associated with the context of character education. The effort is to perform realignment of Pancasila and Civics Education role both in its role as a curricular program (as a compulsory lesson in school), as a socio-cultural movement, as well as national political education. As mentioned by Dasim Budimansyah, that '... need to reposition the Civics into three roles, namely as a curricular role in formal educational institutions and non-formal, as a cultural and social movement as a national political education program for state officials, members and leaders of political organizations'

As a curricular program (particularly in secondary basic education) can be done by improving the learning process. If speaking improve the learning process, meaning it needs starting from planning. Why is it necessary starting from design learning? For a good learning to achieve goals if they are designed well too. In other words, effective and good learning depends on good preparation as well. Implement **13** od learning requires a good lesson plan anyway, because the **lesson plan is a guide for teachers in teaching**. Learning in order to achieve the desired goals then learning needs to be designed in a lesson plan. The process begins of how teachers identify, translate the curriculum, to handouts and decompose Lesson Plan clear and appropriate to achieving the goals of the curriculum. Lesson plan designed carefully, can help to ensure the success of the learning

process. Combining good practices in teaching and learning into the design process will help students achieve the learning objectives. RPP that is when the design is designed so that teachers easily put it into practice, "the greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate" [12]. Given Civics is a lesson that is laden with values and prioritize the achievement of goals affective (affective domain) and is a vehicle for breeding and empowerment so that children become active citizens intelligent and good (smart and good citizen) then it ought teacher Civics designing lesson plan Civics should load values, ranging from the establishment of indicators of achievement, learning objectives, teaching materials, models and methods of teaching, learning steps, tools and media learning and assessment, all designed in accordance with the achievement of the objectives of values.

Furthermore, as a socio-cultural movement citizenship, civics means to serve as a vehicle for self-actualization as a citizen either individually or in groups of course based on rights, obligations and socio-cultural context, through active participation in an intelligent and responsible. As a political education program nationality for state officials, members and leaders of political organizations are packaged into various forms of coaching civic skills, civic disposition, which was packed not as a vehicle for political indoctrination, but conceptually-pedagogical to develop the power of reason (state of mind).

ACKNOWLEDGMENT

Thank you very much to The Dean and Vice Dean of Faculty and Teacher Training and Education, Sriwijaya University for supporting this article

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