

Instillation of Pancasila Values (Sila-3) in PPKn Learning in Students at SMK Negeri 2 Lubuk Basung, Agam District

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Abstract

This research is motivated by the problems that occur in schools that students at SMK N 2 Lubuk Basung still tend to do things that are not in accordance with the values of Pancasila, especially the value of unity among students. Some of these problems include there are still students who distinguish friends, do Body shaming. Lack of togetherness and cohesiveness of students, there are still many students who have not applied the attitude of the form of practicing the value of unity in learning activities in the classroom and outside the classroom. This type of research is a descriptive qualitative research. With data collection techniques, namely observation, interviews and documentation. The data triangulation carried out is source triangulation, technique triangulation and time triangulation. And data analysis techniques are data reduction, data presentation and verification/conclusion. The results of this study explain that: 1) teachers design and prepare learning tools and teaching modules. This learning design is to achieve the specified Learning Outcomes (CP). 2) the inculcation of the value of unity in Civics learning in students is instilled through 3 aspects of education, namely aspects of knowledge, aspects of attitudes and psychomotor aspects. 3) the teacher's obstacle and solution in instilling the value of unity in Civics learning in students is that there are still students who have not applied the value of unity in the school environment but this can be handled well by the teacher by the teacher instilling in students a sense of kinship and instilling a sense of belonging, love the homeland. Conclusion The results of this study are teachers are able to design learning about the value of unity and apply it in the form of 3 aspects, namely aspects of knowledge, aspects of attitudes and psychomotor so that obstacles to the value of unity against students can be overcome.

Keywords: Planting, Unity Values, PPKn Learning



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INTRODUCTION

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it states that: Education is a conscious and deliberate effort to create a learning atmosphere and learning process so that students can increase their potential and have religious strength, self-control, intellectual intelligence, noble character, and skills needed by themselves, society, nation and state. In the National Education system, of course, it has functions and objectives in its implementation which is contained in Article 3 of Law Number 20 of 2003 saying that National Education functions to develop abilities and shape the character and progress of the nation that is highly dedicated in order to educate the nation's life. Meanwhile, the purpose of National Education is to develop the ability of students to make human beings who have faith and piety in God Almighty, have a commendable character, knowledge, are creative, independent, and be a democratic and responsible citizen. (Darman, 2007)

From the description above, it can be said that National Education is a conscious and deliberate effort and has its function and purpose in improving the ability possessed by students not only in the context of knowledge but also in terms of value education. Value education can build individu moral values of students with noble character so that they can be

directed properly and correctly where these moral values have been incorporated into every Pancasila Precept value. One of the educational facilities that teach or provide teaching about moral value education to learners is Civic Education. Civic education is an educational program based on Pancasila values as a forum to develop and cultivate noble values based on the nation's culture and used as an identity in behaving in everyday life.

Civic education is a subject that focuses on forming a diverse self in terms of religion, social, culture, language, age, and ethnicity to become intelligent citizens who are skilled and have character based on Pancasila and the 1945 Constitution. Indonesia has now entered the era of globalization, where all aspects including political, social, economic, cultural, defense and security are linked to technological advances. Globalization is seen from the strong influence of international institutions and developed countries in regulating world political and economic life, to the world security system. This kind of situation has created a new structure, that is, a global structure that greatly affects the mindset and mentality of the nation in dealing with this kind of world situation. Therefore, the problem of differences that often occur in the Indonesian nation should be an important concern. The Indonesian nation is expected to build the State to be more solid and fully independent. One of them is by equipping students and students with a curriculum on civic education, in which the importance of national and state awareness is emphasized. (Damri & Fauzi, 2020)

Based on the observations made by the author at SMKN 2 Lubuk Basung, Agam district, the author found phenomena and problems that occurred in schools that students in the school were still inclined to do things that were not in accordance with Pancasila values, especially in the value of unity among students which was increasingly evident in the school environment. For example, there are still many groups of students who form small groups (*genk*) in the sense that there are discriminating friends in the school environment. And there are still students who do body shaming to the theme such as reproach of physical shape, skin color and so on so that from this attitude will cause conflicts even to fights. also in this case, the weak value of unity between students can be seen from the impact of the implementation of the online learning process at home, which mainly uses cellphones, which is the result of the lack of togetherness and cohesion of students.

In addition, based on the experience that the author did while studying at SMKN 2 Lubuk Basung, the author found that in the learning process in the classroom the teacher has given a theory about the value of unity in the subject of Civic Education but in everyday reality there are still many students who have not applied the attitude of practicing the value of Unity in learning activities in the classroom and outside the classroom, Evidently There Are Still Fights Between Students. So that the material taught by the teacher is only limited to knowledge and is not well practiced by students. Based on the results of the observations and experiences above, the author feels interested in researching more about how to Instill Pancasila Values in PPKn Learning in Students at SMKN 2 Lubuk Basung, Agam Regency. The author chose research only conducted in class XI majoring in TKP (Construction and Housing Engineering) to focus and facilitate research on the Cultivation of Pancasila Values (Sila-3) in PPKn Learning in Students at SMKN 2 Lubuk Basung.

RESEARCH METHODS

This research uses a qualitative approach. Qualitative research is research that is descriptive and tends to use analysis with inductive strategies. Therefore the design should be flexible and open. While the data is descriptive, namely data in the form of categorized symptoms or in the form of other forms such as photos, documents, field notes, at the time the study was conducted (Rukin, 2019). The object in qualitative research is the entire sphere of human life, namely humans and everything that is influenced by humans. The object is

expressed as it is or in a natural setting, perhaps with regard to aspects of its life called cultural, legal, administrative, religious economics and so on. Qualitative data in objects are expressed in sentences, the processing of which is carried out through a thought process (logic) of a critique, analytical and complete nature (Mamik, 2015).

The author uses this qualitative method because qualitative research can help the author to dig deeper into information related to the cultivation of Pancasila values in PPKn learning in students at SMKN 2 Lubuk Basung which later the information obtained can be used to determine research objectives. This type of research is qualitative descriptive research, which is research that aims to reveal a problem more specifically and in depth. In accordance with the definition of qualitative research, that is, a research procedure that produces descriptive data in the form of written or spoken words of people and observed behaviors. This research is a field research that aims to find out information about the Cultivation of Pancasila Values in PPKn Learning in students at SMKN 2 Lubuk Basung.

RESULTS OF RESEARCH AND DISCUSSION

Pancasila values, especially the value of unity, are considered very important in being applied in everyday life. Where divisions and wars will not arise if all circles of society work together in realizing and creating harmony in the life of the nation and state. In PPKn learning, the value of unity contained in the Pancasila precepts is no less important in shaping the character of students. Based on the results of the study through observations and interviews conducted by researchers with PPKn teachers and students at SMK N 2 Lubuk Basung as well as documentation as a complement to the presentation of the results of this thesis, it can be known as follows.

Teachers Design Learning to Instill Unity Values in PPKn Learning for Students at SMKN 2 Lubuk Basung

Based on research conducted in class XI of the crime scene of SMKN 2 Lubuk Basung, it was found that in the PPKn learning design, teachers prepare several things related to PPKn learning, such as preparing learning tools in the form of lesson plans, and teaching materials. Planning from this learning aims to direct students to achieve the Basic Competencies (KD) that have been set in the prepared RPP. The things contained in the rpp are determining the subject matter to be taught, the objectives of learning, learning models, learning activities, determining assessments in learning and determining the teaching materials to be used. After planning the lesson, the teacher chooses the material to be given to students with Basic Competencies (KD) that have been determined in accordance with the RPP. And for class XI Basic Competencies (KD) that have been set by teachers related to the value of unity is KD 3.20 Analyzing the Driving and Inhibiting Factors of Unity and Unity of the Nation in the Unitary State of the Republic of Indonesia.

After planning the study and selecting the material, Teachers prepare teaching materials, namely PPKn textbooks, then teachers evaluate learning by conducting learning outcomes tests by providing several questions related to the material then providing useful assessments to find out the progress of student learning outcomes. After making observations, the researcher again conducted an interview with the PPKn Teacher to obtain the desired data. Interviews that researchers conducted with PPKn teachers related to the development of planning in teaching materials to instill the value of unity in students. the results of the researcher's interview with the PPKn teacher are as follows. Determine in advance what indicators or the order of the material. Such as analyzing the meaning of unity. Then what method or approach will be used, in this method must also be adapted to the conditions of the learners. For example, for unity

materials the methods used such as discussion or group work. then prepare exercises to see the development of student learning outcomes, then conduct assessments."

Implementation in the Classroom of Instilling the Value of Unity in PPKn Learning in Students at SMKN 2 Lubuk Basung

Based on the results of observations that researchers have made from July 26 to August 1, 2022 in class XI of the crime scene of SMKN 2 Lubuk Basung, it was found that the implementation of the cultivation of unity values by PPKn Teachers when teaching in class is contained in 3 aspects of education, namely 1) aspects of knowledge shown in the delivery of material regarding the concept of national unity and unity. 2) aspects of the attitude shown by the teacher by giving a pen loan to one of his learners from which the teacher has shown the value of unity to his learners that there is no caste difference between the teacher and the learner in helping, then when the teacher explained the lesson there was a fuss and the teacher reprimanded the student to appreciate it and there were also students playing cellphones while studying and the teacher also reprimanded him.

From this incident, the teacher places unity on the learners to attach importance to the common interest above personal interests where if the learner has a fuss, it will disturb the comfort of the learner who pays attention to the teacher explaining the lesson. 3) this psychomotor aspect is seen from the association of class XI crime scene students where in the class the researcher sees that students in class XI crime scene are more dominated by male students than women, but researchers see no gender differences among students. All learners get along well. This can be seen from the formation of groups given by the teacher, All male and female learners mingled in group formation without discriminating even though the class was dominated by men.

After making observations, the researcher again conducted an interview with the PPKn Teacher to obtain the desired data. Interviews that researchers conducted with KDP teachers about what methods were used in applying the value of Unity to students in the classroom. And the results of the researcher's interview with the PPKn Teacher are as follows: the method I use is habituation both in the classroom and outside the classroom, for example as I did in class XI of the crime scene when my student needed help I would help him without discriminating against whose child he was, he was poor or rich, or when I reprimanded him also did not distinguish if he was wrong I would reprimand or advise. Actually, the value of unity is that without realizing it, students have instilled it, for example, when the teacher explains the lesson then all students pay attention to the lesson taught by the teacher, it has shown the embedded value of unity where there is mutual respect in students towards the teacher in learning."

Researchers again conducted interviews with several students to further convince researchers of the attitude of PPKn Teachers in instilling the value of unity in the classroom. And the results of the researcher's interview with student 1 are as follows: "Very good, the teacher set a good example to emulate for his students. Because it's not possible for teachers to be racist or discriminate against each other." The researcher again asked students 2 as follows: "The teacher sets a good example of mutual respect when the teacher's mother explains in front of the class, the teacher directs that her students respect her when explaining the lesson." The researcher again asked student 3 as follows: "The teacher explained what is the way of appreciating contained in the precepts of pancasila, for example, respecting each other and not choosing friends." From the results of researchers' interviews with several students, it can be concluded that in the implementation of instilling the value of unity in the classroom, teachers have instilled the value of unity in students, this is evident from the attitude and way of teachers to direct their students to apply mutual respect when in class.

Obstacles Faced and Teacher Solutions in Instilling Unity Values in PPKn Learning in Students at SMKN 2 Lubuk Basung

The researcher again asked the PPKn teacher about the obstacles and solutions in instilling the value of unity in the learning of KDP. And the results of the interview are as follows: children actually understand about the values of Pancasila but do not appear these values in everyday life. Because there are still students who bully and even fight in class. For example, there is a friend who enters late and then another friend who bullies his friend, so a fight arises in class. For the first solution instills a sense of family in students, providing an understanding that if in this school or in this class we are a family, mothers as teachers are your mothers in school and you are children mothers in schools, then instill love for the homeland, where the love of the homeland here is not war but living in harmony, respecting each other like teachers, friends and school residents others."

The researcher again asked several students about whether any of the students experienced conflicts or speeds when the teacher was in class and how the teacher overcame them. The results of the interview are as follows: Student 1: "if there is no divinity, but if it is for speeding, there must be. The teacher's way of dealing with it is by admonishing the student not to fuss again." Peseta didik 2: "as far as I am concerned, if there is no divinity, but if it is often done, the teacher's way most if there is a divinity must advise him." Student 3: "There is no buk, but in class, the teacher scolds him not to fuss and listen to the teacher when explaining." According to the results of researchers' interviews with several students, it was found that the obstacle faced by teachers in instilling the value of unity in the classroom was the inhibition of the cultivation of unity values by teachers in the classroom due to the discomfort experienced by students because of other students so that there is no maximum instillation of the value of unity to students. And the solution that the teacher shared by reprimanding the student.

Discussion

Based on the findings in the field about the Cultivation of Pancasila Values (sila-3) in PPKn Learning in students at SMKN 2 Lubuk Basung, Agam district in designing learning about the cultivation of unity values has been very good where teachers prepare several things related to PPKn learning such as, preparing learning tools in the form of rpp and teaching materials. This learning design aims to direct students to achieve the basic competencies (KD) that have been set. The things contained in the rpp are determining the subject matter to be taught, the objectives of learning, learning models, learning activities, determining assessment, determine the teaching materials to be used. After conducting a design in the form of a lesson plan, the teacher selects the material to be given to students in accordance with the Basic Competencies (KD) that have been set. And for class XI Basic Competencies (KD) that have been set by teachers related to the value of unity is KD 3.20 Analyzing the Driving and Inhibiting Factors of Unity and Unity of the Nation in the Unitary State of the Republic of Indonesia.

After planning the study and choosing the material, the teacher presents teaching materials such as PPKn textbooks. Furthermore, the teacher prepares an assessment tool consisting of attitude values, knowledge and skills that are useful for knowing the progress of student learning outcomes. The cultivation of the value of unity in PPKn learning is based on observations made that teachers in PPKn learning instill the value of unity through 3 aspects of education, namely:

1. Aspects of knowledge shown in the delivery of material regarding the concept of national unity and unity
2. The aspect of attitude shown by the teacher by giving a pen loan to one of his learners from this the teacher has shown the value of unity to his students that there is no caste difference

between the teacher and the learner in helping, then when the teacher explains the lesson there is a fuss and the teacher admonishes the student to appreciate it and there is also the student playing HP while studying and the teacher also reprimands him. From this incident, the teacher places unity on the learners to attach importance to the common interest above personal interests where if the learner has a fuss, it will disturb the comfort of the learner who pays attention to the teacher explaining the lesson.

3. Psychomotor aspects, this can be seen from the association of class XI crime scene students where in the class students of class XI crime scenes are dominated by male students than women, but there is no gender difference among students. All learners get along well. This can be seen from the group formation given by the teacher, all male and female students mingle in the group formation without discriminating even though the classroom is dominated by men.

In instilling the value of unity, of course, there are obstacles faced by teachers, including there are still students fighting in class, bullying their fellow friends, not maximally instilling the value of unity conveyed due to the discomfort of students because of other students. but this can be resolved properly by the teacher by instilling in students a sense of family and instilling a sense of love for the homeland. Love of the motherland is not in terms of war alone but living in harmony and mutual respect.

CONCLUSION

From the results of interviews and observations that have been carried out, the following conclusions can be drawn; Teachers prepare several things related to PPKn learning, such as preparing learning tools in the form of lesson plans. The planning of this learning aims to direct students to achieve the basic competencies (KD) that have been set. Furthermore, the teacher prepares an assessment tool consisting of attitude values, knowledge and skills that are useful for knowing the progress of student learning outcomes. Instillation of the value of unity in PPKn learning in students at SMK N 2 Lubuk Basung through 3 aspects of education, namely 1) aspects of knowledge seen in the delivery of material regarding the meaning of unity 2) aspects of attitudes shown by teachers when helping learners who need help and also when the teacher reprimands the student who is fussing when the teacher explains the lesson. 3) psychomotor aspects seen from the absence of gender differences in class XI crime scenes, where crime scene XI is dominated by male learners. All learners mingle without any difference. The obstacles faced and the teacher's solution in instilling the value of unity in PPKn learning in students at SMK N 2 Lubuk Basung is that there are still students who fight in class, bully, call in class with their fellow friends but this can be resolved well by the teacher by instilling in students a sense of family and instilling a sense of love for the homeland. Love of the motherland is not in terms of war alone but living in harmony and mutual respect.

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