

DESCRIPTIVE STUDY IMPLEMENTATION OF LEARNING PANCASILA EDUCATION AND CIVICS (PPKn) WITH CHARACTER EDUCATION UBTEGRATIONS FOR STUDENTS JUNIOR HIGH SCHOOL (SMP) 1 IN REGENCY OF BOYOLALI

Suyahman¹
Muhammad Furqon Hidayatullah²,
Mulyoto³
Asrowi

ABSTRACT

This study aims to describe the implementation of Pancasila and Citizenship Education (PPKn) learning integrated with character education for junior high school students in Boyolali District. This research includes qualitative research using descriptive approach. The subjects of this study were VII grade students and teachers of PPKn junior high school in Boyolali district while the object was integrated learning of PPKn with character education in junior high school. Methods of data collection are: observation, interview and documentation. Data analysis techniques used are interactive techniques consisting of 4 steps, namely: data collection, data reduction, data display and data verification. The results showed that based on observations made during 2 weeks from March 2 to March 16, 2017 at the time of teachers implementing learning PPKn obtained data as follows: teacher-centered learning, lecture methods dominate in learning, students are only seen as objects in learning. The teacher does not give the opportunity to ask the students, the teacher pursues the target material, the teacher is less able to develop teaching materials and tend to text book, less interesting and fun lessons, passive students and less attention, learning emphasizes only the knowledge aspect so that less able to grow the value of student character, Absorption of students less than the maximum. While the results of interviews with the teachers obtained information that: teachers do not understand the meaning of the curriculum PPKn 2013, teachers do not understand to make learning tools based on the curriculum PPKn 2013, teachers do not understand applying and implement an evaluation based on the curriculum PPKn 2013, teachers are less comprehend the meaning of Core Competence And basic competency of PPKn based on curriculum year 2013, teachers are less able to develop teaching materials, learning model and learning approach of PPKn based on curriculum year 2013. Conclusion is the implementation of learning integrated with character education for junior high school students in Boyolali district still use conventional learning model and less reflect Character education, this is due to a lack of teacher's understanding of the curriculum of PPKn in 2013.

Key Words: PPKn Learning and Character Education

Introduction

Starting in the academic year 2013/2014 the Ministry of Education and Culture Curriculum 2013 Curriculum 2013 imposing designed with the aim to prepare the Indonesian people that have the ability to live as a person and a citizen who believed, productive, creative, innovative, and affective and able to contribute to society, nation, The state and civilization of the world. The curriculum is an educational instrument to bring Indonesians with the competence of attitudes, knowledge, and skills so that they can be productive, creative, innovative and affective individuals and citizens. This is in line with the Purposes of National Education as formulated in Act Number 20 of 2003 is for the development of students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, And become a democratic and responsible citizen.

In order to realize the national educational goals of all subjects at all levels and types of schools have an important role in accordance with the characteristics of each subject. In particular, the subject matter of PPKn in the 2013 curriculum has a very significant difference with the 2006 Civics curriculum. The differences in aspects of existence, essence, substance, strategy, approach and evaluation. PPKn subjects contribute more than any other subject in order to realize the goals of national education. Ironically, the subject of PPKn is viewed by the eyes of both parents and students. This is due to several things including: the load of lessons PPKn only 3 hours of lessons each week, PPKn not including subjects National exam With conditions like this then it also affects the teachers in carrying out the learning process. The observation that researchers do in SMP Negeri 1 Boyolali, SMP II Banyudono, Simo Muhammadiyah junior high school, junior high Sambu local government, and SMP PGRI Ampel showed that the thrill of teachers in teaching real concern. This is indicated by the indicators: teachers often arrive late, the teacher ends the lesson faster, the teacher is less able to develop teaching materials, teacher-centered learning, passive students, unmotivated students, students are not concentrated and lack of attention. With these indicators, the impact of absorption of students less than the maximum. This is indicated by the results of formative tests conducted by teachers in general achievement of less than maximum learning outcomes. By looking at the real condition it should soon find a solution, if not look for solutions that will impact PPKn learning more severe and alarming, but if a solution found, the matter will be resolved PPKn Solution so as to create a better learning.

Many solutions can be given, as Cucu (2014) proposes to solve the problems faced by PPKn Teachers in Junior High School by changing the learning paradigm. In contrast to Winarno (2015) in his research concluded that the solution to solve the problematic learning of PPKn is done by way of awareness of the teacher himself to gain more recent learning through either workshop or seminar. In contrast to Triyanto (2016) in his research concluded that the solution to the problems of learning in

junior high PPKn are highly complex but nevertheless the key is the willingness and ability of the teachers themselves to attempt to change the anyng more contemporary learning models.

This research is descriptive research that describes real condition of learning of PPKn in junior high school in Boyolali district. Thus the results of this study only photographing the implementation of learning PPKn junior high school in Boyolali district. Based on the description above, at issue in this study was formulated: learning how to exercise PPKn integrated with curriculum-based character education PPKn in 2013 for junior high school students in the district Boyolali. Objectives formulated research to describe the implementation of an integrated learning PPKn with character education based on curriculum PPKn year 2013 for junior high school students in Boyolali district

Method

This research is a qualitative research using descriptive approach. Subject of research is the Master Junior High School Civics Boyolali district a total of 90 people and students of SMP Negeri 1 Boyolali, SMP II Banyudono, Simo Muhammadiyah junior high school, junior high Sambu local government, and SMP PGRI Ampel number of 400 students. The object of his research is PPKn learning and character education. Data collection methods are interview, observation and documentation. To know the validity of data is done. Triangulation Triangulation refers to the consistency of a study. But Patton (2001) warns that the inconsistency of an analysis should not be seen as a weakness of evidence, but an opportunity to reveal deeper meaning of data. Miles and Huberman (1984) has a good way to explain how the triangulation work concretely in an investigation into a riddle: "Detective involving instrumentation complicated. When the detective amasses fingerprints, hair samples, alibi, eyewitness and the like, a case that Built might fit on one or more allegations. Various types of measurements that provide repeated verification. " There are 4 types of triangulation presentation as follows: first: Data Triangulation (Data Triangulation) Researchers use different types of data sources and evidence of different situations. There are 3 sub types namely a) People, People, data collected from different people who do the same activity. B) Time, the data are collected at different times, c) Space, data are collected in different places.

The most complex form of data triangulation is to combine several sub-types or all levels of analysis. If the data are consistent, then validity is enforced. Second: Inter-Research Triangulation (Multiple Researchers) The involvement of several researchers differs in the analysis process. A concrete form is usually an evaluation team consisting of peers who master specific methods into Focus Group Discussion (FGD). This triangulation typically uses professionals who master specific techniques with the belief that experts from different techniques bring different perspectives. If every evaluator interprets the same, then validity is enforced. Third Triangulation Theory (Theory Triangulation) The use of multiple perspectives to interpret a data set. The use of multiple theories can help provide a better understanding of the data. If the various theories same analysis leads to the conclusion, the validity is upheld, and the fourth triangulation methodology (methodological Triangulation) checks the consistency of the findings generated by different methods of data collection such as the incorporation of qualitative methods with quantitative data or complete the interview data with observational data. Survey results, interviews and observations can be compared to see if the findings are the same. If the conclusions of each method are the same, then validity is enforced.

The benefits of triangulation (Creswell, JW. (1998) are increasing research confidence, creating innovative ways of understanding phenomena, uncovering unique findings, challenging or integrating theory and providing a clearer understanding of the problem. Limited triangulation is time consuming. Varies requires more planning and resource organization that is not always available Other disadvantages of bias and conflict of theoretical framework Technique Data analysis that the researcher uses is flow analysis technique which consists of 3 steps: data reuction, data display and conclusion drawing.

Research Results and Discussion

1. Research Results

One of the steps in the preparation of the curriculum of 2013 is the rearrangement of Civics into PPKn, with details as follows: Change the name of Civic Education (Civics) subjects to Pancasila and Citizenship Education (KDP). Place PPKn subjects as an integral part of a subject group with a national strengthening mission Organize SK-KD and PPKn indicators nationally by strengthening Pancasila values and morals; The values and norms of the 1945 Constitution of the Republic of Indonesia; The value and spirit of Bhinneka Tunggal Ika; As well as the insight and commitment of the Unitary State of the Republic of Indonesia. Strengthen the development of learners in dimensions: (1) civic knowledge; (2) the attitude of citizenship; (3) citizenship skills; (4) citizenship constancy; (5) civic commitment; And (6) citizenship competence. Develop and apply various learning models that fit the characteristics of PPKn that are oriented towards developing the character of learners as intelligent and good citizens as a whole.

Develop and implement various models of learning process assessment and learning outcomes of KDP. The nature of PPKn is: Awareness as a citizen (civic literacy), Civic engagement, civic skills and participation, civic knowledge, civic participation and civic responsibility. Civic engagement; civic engagement; civic engagement; civic engagement; civic skills; civic knowledge; civic participation and civic responsibility; One consideration of the CCP changed back to PPKn is because in the 2006 curriculum, Pancasila was not raised explicitly so that (as) disappeared in the Civics Curriculum although there is a special language subject that discusses Pancasila, only a small portion. Therefore, Pancasila is now re-emerged to remind all of us that the characteristic of Citizenship Education in Indonesia is based on Pancasila, not adopting the civic values of western citizenship education that make democracy condition in Indonesia as far away as it is today . The re-entry of Pancasila as part of the change of Civics subject to PPKn is as part of the strengthening

of 4 (four) pillars of nationality which include: Pancasila, 1945 Constitution, Unity in Diversity, and NKRI. The four pillars are interconnected with one another, and all of them are imbued with Pancasila.

Development of Learning Process based on Core Competence Analysis and Basic Competency of PPKn 2013 in elementary, junior high and high school level, PPKn teachers are required to develop approach, strategy, and learning method. The learning approach is described as a general framework of scenarios that teachers use to teach students, in order to achieve a learning objective. The learning approach model comes into two. The first teacher-centered approach to learning (teacher centered), and both student centered learning approaches. Strategies are ways that teachers will choose and use to convey learning materials, so that will facilitate learners achieve learning objectives. Can also be interpreted as a plan to achieve goals. Consists of methods, techniques, and procedures. While the method is the way that teachers use in carrying out its function and is a tool to achieve learning objectives.

Based on the above description, the PPKn teachers are required to be able to develop the learning process so as to be more interesting, fun, challenging, and shaping learners to be able to think critically and constructively. KDP teachers should be able to present contextual learning materials, link learning materials to real conditions in the field. Link theory to practice, between expectations and reality, identify problems, and encourage learners to come up with alternative solutions. Alternative methods suitable for realizing the above, PPKn teachers can use lecture methods, discussions, observations, simulations, inquiries, role playing, case studies, field visits, assignments, projects, debates, portfolios or other methods deemed relevant. Regardless of the method used, it is important to provide the knowledge, experience, and skills of the state and the internalization of the character of citizenship to learners. PPKn subjects are packaged in an interesting way will make learners enjoy it, feel the need, do not become a burden, and feel the benefits after learning it. In addition to changing the image that the subject of PPKn boring because according to the author, the assessment that a subject is boring or not, in addition influenced by the interests of learners, is also influenced by the way the teacher delivered it. In other words, the teacher should be able to present a pleasant personality in front of the learner.

The above description is an idealism for KDP teachers in applying the KDP curriculum in 2013. However, the reality in the field is very different.

Based on field observations that researchers conducted from May 12 to May 20, 2017, researchers can be described as follows:

Teacher and Student Activities in PPKn learning

Aktifitas guru dan Siswa dalam pembelajaran PPKn

No	Element	Teacher Activity	No	Element	Students Activity
1	The focus of learning	Teacher centered	1	Student participation	Very less
2	The teacher's view of students	Student is just an object	2	Student attention	Less focus
3	Method	In the domination lecture method	3	Motivation ask	Very less
4	Style teaching	Monotonous and boring	4	Student attitudes toward learning	Quickly bored and saturated
5	Material ruling	Teachers are less able to develop teaching materials			
6	Learning model	Conventional			
7	Interaction	One way interaction			
8	Language used	Difficult to understand			
9	Media used	Less varied			
10	Ability to motivate students	Less able to motivate students			
11	Learning process	Less attractive			

Outcomes of student learning outcomes based on formative tests conducted by teachers obtained less than optimal learning outcomes, this proved more than 60% achievement of student learning outcomes under the KKM.

2. Discussion

Based on the results of the above research it can be explained that the implementation of learning PPKn for junior high school class VII in boyolali district even semester 2016-2017 less less in accordance with the criteria that have been determined by the curriculum KDP in 2013 both in terms of strategy, methods, approach, development of materials Teach, media usage, emphasis on character value targets, as well as assessment techniques. It affects that the learning process of PPKn is less interesting, and fun, the teacher tends to pursue the target material so that learning is memorable transfer of knowlegde not to develop values character. Learning is more conventional characterized by teacher-centered learning, students are only seen as objects, interaction is only one way, dominant lecture method, teachers are less able to develop teaching materials. Such conditions resulted in less than optimal learning outcomes marked by high level of students who get value below KKM.

B. Conclusions

Based on the results of research and discussion as described in Above, the researcher can conclude that the implementation of learning PPKn for junior high school students in Boyolali district has not been fully in accordance with the characteristics of learning PPKn based on the curriculum 2013. This means that teachers still tend to implement learning PPKn konvensional, so the achievement of learning less Results maximum ..

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Suyahman¹
Sym_62@yahoo.com

Muhammad Furqon Hidayatullah²,
furqon@fkip.uns.ac.id

Mulyoto³
mulyoto_tp_uns@yahoo.com

Asrowi
asrowi@yahoo.com