

PANCASILA AND CITIZENS EDUCATION (PKN) LEARNING BASED ON LOCAL CULTURE IN THE ESTABLISHMENT OF STUDENT CHARACTERS

Sabar Narimo , Maryadi, Achmad Fatoni, Sofyan Anif, Bambang Sumardjoko ,
Muh. Syahriandi Adhantoro

FKIP, Universitas Muhammadiyah Surakarta

Sabar.narimo@ums.ac.id

Abstract: Citizenship Education (Civics) is one of the subjects that can build the character of students in behaving democratically so that each student is expected to be able to become a better person. The main problem obstacle when building students' character in Civics learning based a local culture is a large number of teaching teachers who have difficulty in making students become more active in learning process and can implement lesson material. The purpose of this research is to develop an effective model of development and management of Civics learning based on local culture to be able to improve the learning outcomes of Muhammadiyah Boyolali Elementary School (SD) students in Central Java. The method used in this study is a research and development approach whose results are qualitative. The results of this study are the development of Learning Implementation Plans (RPP) that integrate the local culture with Civics, which is done by 1) incorporating local culture according to Basic Competencies (KD), 2) developing indicators in order to achieve KD, 3) formulating learning objectives, 4) developing learning materials that are relevant to local culture, 5) developing learning activities that will be carried out, and 6) developing assessment tools that can measure the level of quality of the local culture of students. In this study resulted in a contribution to the improvement of the quality of education which developed to integrate the local culture with Civics learning.

Keywords: Local Culture, Civic Education, Basic Comptence

INTRODUCTION

Character formation carried out by educators can be done by providing learning materials namely Pancasila and Citizenship Education (PKn). It refers to one of the objective of national education called character formation. This is as stated in Article I of UU Sisdiknas 2013 which states that one of the objectives of national education is to develop the potential of students to have intelligence, personality and noble character. So, Education not only forms intelligent learners, but also forms students with personality or character with the hope that the nation's future generations will be born with a character that upholds the noble values of nation and religion.

Through the management of PKn learning, students can study the Education of Pancasila and Citizenship in a dynamic and interactive Forum. Material in PKn learning can be said to be substantial because it will be given moral cultivation to students from an early age. According to Utama (2017) explained that teachers have a very important

role in moral cultivation and develop the spirit of independence of students. Also learning innovations that depend on thought and what done by the teacher.

Beside that, the students interest in learning PKn needs special attention, because with interest can encourage student's willingness to learn material. Beside that the interest that arises can be an important factor for students in carrying out all activities or business. In practice, PKn learning still faces obstacles. The constraints in question are the large number of the teachers who have difficulty to make students become more active in the process of exploring and studying lesson material. According to (Maesaroh, 2013) explained that education can be said to be successful if the teaching and learning process can run well and produce quality outcomes. Because the factors of the success of education can be shown from the quality of education, which is the quality that produced by graduates.

Indonesia is a country that has a variety of cultures. With this variety of cultures can be a characteristic of Indonesia that is not owned by other countries. Various cultures that inhabit in islands around Indonesia. Local culture is the property and identity of a nation and is an invaluable asset of the nation (Ode, 2015). For example, one of the cultures in Indonesia is Ketoprak culture. With the culture of ketoprak can be a medium of entertaining, educational facilities, medium of traditional ceremonies. Ketoprak culture can make ends meet of use which includes the values to love, an arena to preserve national culture, and can make the character of Indonesia. However, along with the times, ketoprak culture increasingly extincted. Therefore, learning in elementary schools can include local cultural material in PKn in grade IV KD 4.3 Determine attitudes towards the effects of globalization that occur in their environment.

Foreign cultural influences that enter Indonesia, gradually erode local culture. People are more inclined to follow foreign cultural trends than local culture. According to (Agustin, 2011) said that nowadays people are more following foreign cultural trends because they assume that foreign culture is seen to be cooler than the local culture. For example in terms of dress. This is very clearly seen by young people. They like to dress and put make up like celebrities that are not accordance with the culture in Indonesia. Also their hairstyle was painted in various colors, it was indeed not a characteristic of the Indonesian personality. Moreover internet technology can provide all information without any restrictions and can be accessed by everyone. In this day and age, the internet is already become a daily necessity because internet can help to provide solutions to solve every problem. Besides that the negative impact also appears along the progress of the internet, for example there are so many circulating sites or content that smells with pornography that can easily be accessed by anyone, and not to miss many sites that contain online gambling so many people are deceived.

In relation to the world of education, the progress of internet technology can also have a negative impact. Many students more like to play social media such as Facebook and Instagram than using them to find information related to learning. As a result, many students become lazy to learn which impact in a decrease of their achievement. If not taken seriously, this can change and damage the character.

Responding to this matters PKn have a very important role to build the character of students by not leaving the existing technological progress. According to (Hemafitria, 2017) weakening of nation characteristics become a serious threat to the sustainability of Indonesian society, especially with the widespread issue of moral life decadence in society and state.

Based on the background above, the problem of this research is focused on the effective of local culture as based in PKn learning management model in character building of Muhammadiyah Elementary School students in Boyolali District, Central Java. The theoretical level of the results of this study is useful as the principles for developing management of PKn learning. This is increasingly urgent for the needs of theoretical studies when related with the lack of references that discuss about management of local culture-based learning with the scientific approach, quality and enjoyable learning services, and authentic assessment. The results of this study are the development of Learning Implementation Plans (RPP) that integrate local culture with PKn.

APPROACH & RESEARCH METHOD

This whole research uses a research and development approach. Where research and development is a process that used to develop a product that previously existed and the results can be responsible for terms of efficiency, effectiveness and robustness (Sutama, 2012).

The subjects in this research is teachers, principals and students in grades 1 and 4 of 22 of Muhammadiyah Elementary Schools, Boyolali District, Central Java. From the subject is used for exploration and analysis of research data needs. The determination of the research subject is done by observing the research objectives.

The data collection methods in this research use observation, interview, documentation, test and questionnaire (Denzin and Lincoln, 2009). Data analysis techniques in this research is qualitative analysis of flow models and descriptive comparison (Flick, Kardorff, and Steinke, 2004).

RESULTS AND DISCUSSION

The results of this research indicate that PKn teacher's competence in developing lesson plans based on local culture in formation of student's character is still inadequate. Learning Implementation Plans (RPP) compiled and used by PKn teachers in research subject is explicitly not integrated yet the student's character building education. The presentation of several RPP components compiled by PKn teachers in schools where research is also still diverse. Some teachers write Core Competencies (KI), Basic Competencies (KD), and Indicators narratively but there are also teachers who write these in tables forms. There are two versions of narrative writing, namely 1) KI, KD, and sorted down Indicators separately and 2) KI, KD, and sorted down Indicator but the Indicators follow each KD. Likewise the selection and determination of goals and

learning materials are also very diverse. In developing the learning tool the teacher has not developed Basic Competencies that appropriate to the needs of students and the environment. Although some teachers have the ability to develop teaching materials based on character education, there are still many teachers who have problems in developing these teaching materials, especially the problems in developing teaching materials that are in accordance with Basic Competencies.

The results also show that there are several problems faced in developing local culture based RPP PKn. The first problem is that PKn Education is less related to the essential moral issues that happening in society, so students are less able to solve the moral problems that occur. The second problem is that PKn Education learning conducted by teachers also seems lack of integration, both with other subjects as well as the selection of learning models and strategies. The third problem, for some students, the subject material of PKn is perceived as a burden that only adds memorized material, not to feel, even practiced in the behavior of everyday life. The fourth problem, based on preliminary observations, PKn lessons that are not included in the subjects tested nationally are sometimes 'underestimated', seen as a lesson that is not too important by some teachers.

The problems that faced by teachers in developing local culture based on RPP PKn can be overcome by optimizing all the forces or driving factors to seize opportunities. There are at least some strengths, such as adequate teacher qualifications, headmaster management, peer support, motivation in carrying out professional teacher assignments, literature and availability of adequate facilities, parents potentially become the interviewees, and student learning motivation. By these forces, the problem of weaknesses faced by teachers can be minimized by mobilizing and optimizing all the strengths they have.

Knowing, realizing / caring, and internalizing values and making them as behavior is one of the targeted competencies (material). In relation to the KD in learning, teachers develop character education. Standard competencies that can be developed include: (a) Being citizens who accept ethnic, religious, linguistic and cultural differences in the structure of their society (local cultural based); (b) Become citizens who can carry out multi-ethnic, multi-cultural, multi-religious collaboration in the context of economic development and national strength; (c) Become citizens who are able to respect the rights of individual citizens without distinguishing their ethnic, religious, linguistic and cultural backgrounds in all social, educational, economic, political sectors and even to practice language and develop their culture; (d) Become a citizen who gives opportunities to all citizens to represent their ideas and aspirations in government institutions, both legislative and executive; and (e) Become citizens who are able to develop a fair attitude and develop a sense of justice for all citizens without distinguishing their ethnic, religious, linguistic and cultural backgrounds.

Developing Competency Achievement Indicators (GPA) in order to achieve KD and can develop character education through operational verbs from the easy ones to the difficult ones. Learning will lay the foundation and competence, measure

competency with the order of Lower Order Thinking Skills (LOTS) toward HOTS. Examples of GPA in PKn subject based on local culture elementary school grade IV 2013 curriculum developed in character education, namely 4.3. Determine the attitude to the influence of globalization that occurs in their environment.

Learning objective is the direction to be addressed from a series of learning activities. Formulating learning objectives to be clear in showing students with character, carried out with the orientation that the learning objectives should include Audience, Behavior, Condition, and Degree (ABCD). In this development, examples were taken: A: Student B: can sing one of the Javanese regional songs D: correctly C: after reading a local song collection book.

Developing learning materials that are relevant to KD characteristics and indicators, which include material that factual, conceptual, procedural, and metacognitive. The materials are sorted and selected so they can fulfill what has been formulated according to KD's guidance.

The formation of character in Citizenship Education is based on the five pillars of the noble character of Indonesian nation which includes elements of transcendence (God Almighty), humanization (just and civilized humanity), diversity (unity), democratization (populerness led by wisdom / representation), justice (social justice for all Indonesian people).

Besides subjects that forms and contents deliberately carry character education, such as religious education and citizenship education, all subjects are expected not only to teach knowledge and skills, but also to foster student attitudes and behavior. Therefore, as an effort to improve moral maturity and student character formation optimally, the presentation of moral education material to students should be carried out in an integrated manner in all subjects and by using integrated learning strategies and models. All subject teachers are given additional assignments to analyze all aspects taught and linked to character education. For example, the social studies teacher teaches about various types of culture. This material will be supplemented by how students appreciate the culture in Indonesia, how to take care of the surrounding environment. Likewise for all subject teachers at school.

Development of RPP PKn that integrates local culture-based character education, is carried out by 1) developing KD character education, 2) developing indicators to achieve KD, 3) formulating learning objectives, 4) developing relevant learning materials, 5) developing learning activities that will be carried out, and 6) develop a character assessment tool developed. Besides that, it is also important to plan literacy in learning activities.

CONCLUSION

Based on the data obtained from research results and the development of a local culture-based RPP PKn according to 2013 curriculum for character formation of students in grade IV elementary school theoretically and practically can be said good and

appropriate and can be used in elementary schools. The results of this study are the development of Learning Implementation Plans (RPP) that integrate the local culture with PKn, which is acknowledged by 1) developing local culture according to Basic Competencies (KD), 2) developing indicators in order to achieve KD, 3) formulating learning objectives, 4) developing relevant learning materials, 5) developing learning activities that will be carried out, and 6) developing assessment tools that can measure the quality of student's character.

Our thanks go to various parties who have supported this research activity. Our gratitude goes to the Directorate of Research and Community Service of the Directorate General of Strengthening Research and Development of the Ministry of Research, Technology and Higher Education which has assisted in funding multi-year research costs through the Postgraduate Team Research Grant. Our thanks goes to the Director of the Postgraduate School and Chairman of the UMS Research Institute and their staffs, who have provided facilities and encouragement so we can conduct research. We also express our gratitude to the head of the Education Office, the heads and Junior High School mathematics teachers of Sukoharjo District who have helped the research process so it runs as planned.

REFERENCES

- Agustin, DSY. 2011. "Penurunan Rasa Cinta Budaya Dan Nasionalisme Generasi Muda Akibat Globalisasi." *Jurnal Sosial Humaniora* 4(2): 177-85.
<http://www.iptek.its.ac.id/index.php/jsh/article/view/632>.
- Denzin, N.K. & Lincoln, Y.S. 2009. *Handbook of Qualitative Research (Edisi Bahasa Indonesia)*. Yogyakarta: Pustaka Pelajar.
- Flick, U., Kardorff, E.V., and Steinke, I. 2004. *A Companion to Qualitative Research*. London: SAGE Publication Ltd.
- Hemafitria. 2017. "Penguatan Karakter Bangsa Melalui Pengembangan Kurikulum Dan Pembelajaran Pendidikan Kewarganegaraan." *Jurnal Pendidikan Kewarganegaraan* 1(1): 44-57.
- Maesaroh, Siti. 2013. "Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam." *Jurnal Kependidikan* 1(1): 150-68.
<http://ejournal.iainpurwokerto.ac.id/index.php/jurnalkependidikan%0Ahttp://moraref.or.id/record/view/45097>.
- Ode, Samsul. 2015. Budaya Lokal sebagai Media Resolusi dan Pengendalian Konflik di Provinsi Maluku (Kajian, Tantangan, dan Revitalisasi Budaya Pela). *POLITIKA*, Vol. 6, No.2, Oktober 2015 halaman 93-100.
- Sutama. 2017. "Pembelajaran Matematika Bermutu: Menunbuh Kembangkan Peserta Didik Bermartabat". Makalah: Seminar Nasional Pendidikan Matematika: Inovasi Matematika dan Pembelajarannya untuk Indonesia Berkemajuan. Surakarta, 18 Maret 2017.
- Sutama. 2012. *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, PTK, R&D)*. Surakarta: Fairuz Media.