LEARNING PANCASILA EDUCATION IN THE STUDENTS' VIEWS

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Abstract

Pancasila education is a mandatory subject in the curriculum in Indonesia which has begun to be given from primary, secondary to higher education. These lessons are often considered boring and less interesting for some students due to several factors. This study tries to uncover data related to Pancasila Education learning in grade 8 of high school. This research was carried out with a qualitative approach through the descriptive method. Data were obtained using questionnaires, observations and interviews with students. The research respondents were taken two classes out of six classes at SMP Labschool Jakarta around 66 students or 33% of the 8th grade population. Grade 8 is an ideal middle class to be used as a respondent because it is not an early class that does not have much experience, and not a final class that already has a burden of final exams and further studies. The research lasted for three months from July to September 2024. From the research, it was revealed that students still liked Pancasila Education lessons with interesting learning and using digital technology, not much memorization and there were games in learning so that students were not bored. Monotonous learning and many tasks make students bored with Pancasila Education learning.

Keywords: Pancasila Education, Learning, Interesting

1. Introduction

Learning that takes place in the classroom will be lively and passionate if it is done in a dynamic, creative and informative way. The role of the teacher is very important to be able to create the expected conditions so that student participation in the class can synergize with the teacher, and students show enthusiasm in learning. This is necessary because students are subjects in the educational process and teachers are facilitators in the process. This is also what is actually expected to happen in the implementation of education in general as mandated by the Law on the National Education System, which is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by themselves, the community, the nation and the state. A good learning atmosphere and learning process need to be prepared and created by teachers in learning at school. In addition to making students enthusiastic about learning, it means that teachers have also carried out the mandate of the constitution in educating the life of the nation.

Teaching Pancasila Education is not only required to have mastery of the material, but also the ability to manage learning so that learning is not boring and the material delivered can be internalized by students at the same time implemented so that the learning objectives of cognitive, affective and psychomotor aspects can be achieved. Pancasila Education learning, which gets a portion of three hours of lessons in one week, can be a boring lesson if teachers teach monotonously and do not use interesting learning methods. In addition to being boring, the goal of learning Pancasila Education will also be difficult to achieve.

Pancasila education according to the national curriculum is a mandatory subject that must be given to students ranging from basic education to students at universities. The subject of Pancasila Education has undergone many name changes from the subject of Citizenship in 1957, Civics 1967, Citizenship Education 1968, Moral Education Pancasila Education 1975, 1984, Citizenship 2004, Citizenship Education 2006, Pancasila and Citizenship Education, 2013 and finally the Independent Curriculum under the name of Pancasila Education 2022.(Faharani, 2021)

The position of Pancasila Education in the curriculum is a mandatory subject because through this subject students are expected to have good civic attitudes and behaviors, have love and pride for their nation and country or briefly become good citizens, so that they are willing to sacrifice for their nation and country.(Kementerian Pendidikan dan Kebudayaan, 2022)

But in practice, this subject often does not get the attention of students, for several reasons. This subject is less popular than Math, Science and English subjects. So that this subject is not liked by students. From this condition, the researcher intends to find out the students' views on the subject of Pancasila Education

2. Method

The research method in this study uses a qualitative approach through the descriptive method. Data were obtained using questionnaires, observations and interviews with students. The research respondents were taken two classes out of six classes at SMP Labschool Jakarta around 66 students or 33% of the 8th grade population.

3. Result and Discussion

Students' views on Pancasila Education are interesting to researchers, this is because researchers want to know carefully about their views on subjects that are important for the formation of good citizens. The subject of Pancasila Education has a strategic position in an effort to instill and inherit a character in accordance with Pancasila to every citizen, by making Pancasila values as a guiding star to achieve a golden Indonesia. (Suryatna et al., 2023)

In several statements and writings that Pancasila Education is still considered boring for students, as mentioned by Aprima in her thesis, Pancasila education learning is still considered boring and less interesting learning for students. This happens because the content of the material is large and the learning media used is still less varied and innovative, causing a lack of understanding and interest. Students in learning Pancasila Education. In other statements conveyed by online media, among others, it was stated that the PPKn

learning method was boring. From these conditions, research was conducted from students at SMP Labschool Jakarta grade 8 at the beginning of the first semester of the 2024/2025 school year. This research was conducted in two classes, namely class 8D and 8E of the six existing classes. The number of respondents was 66 out of 68 students in the two classes. Two students at the time of this study did not enter due to illness.

This study reveals students' views on the subject of Pancasila Education that students have different views from one student to another. There are two main questions in this study that are asked to students.

1. When asked what makes students less interested in Pancasila lessons, it can be expressed as follows:

No	Reason	Number
1	Hard	3
2	Lots of memorization	12
3	Contains history	2
4	A bit boring	4
5	Many projects	1
6	Easy	1
7	Teacher	1
8	How to deliver	4
9	The material is about the law	1
10	because it's quite difficult	2
11	Makes you sleepy	1
12	Writing notes	3
13	Politics	2
14	Complicated	1
15	A little less interesting	1
16	Likes to be erroneous or distracted	1
17	Materials are less relevant to life	1
18	No	25

Table 1: Reason student less interest in Pancasila Education lessons

Based on the data above, the main factors that students are less interested in Pancasila Education lessons are a lot of memorization of 12 students or 18%, boring 4 students or 0.7%, the way of delivery 4 students or 0.7%, difficult 3 students or 0.5%, a lot of writing/notes 3 students or 0.5%. Interestingly, in the students' answers to the questions

above, there were those who stated that there were not as many as 25 students or 38%. This means that as many as 38% of students view the subject of Pancasila Education as a subject that is easy to learn. While each other student answered with different reasons why students were not interested in the subject of Pancasila Education.

2. When students are asked what makes them like the subject of Pancasila Education, the answer is as follows:

No	Reason	Number
1	Fun lessons	9
2	Joyfull lessons	5
3	Easy to understand	7
4	Handsome	2
5	Pull	5
6	Contains about norms	1
7	Many games	7
8	Good	1
9	A lot of history	3
10	Useful	2
11	Applicable	1
12	Love Indonesia more	6
13	Digital use	1
14	Expanding knowledge	2
15	Because there is a history	4
16	Repeat	1
17	Difficult	1
18	None	2
19	Not difficult	3
20	Not boring	2
21	Because learning Pancasila	4

Table 2 : Reason student like the subject of Pancasila Education

Based on the students' answers above, out of 66 students, 64 students or 97% gave the reason that they liked the Pancasila lesson, while 2 students or as many as 3% did not answer, meaning that this student did not like the Pancasila Education subject. Meanwhile, there are twenty reasons why students like the subject of Pancasila, with the biggest reason being because the lessons are exciting as many as 9 students or 14% and the lessons are widely understood by 7 students or 10% and many games 7 or 10%, and the reason for being able to love Indonesia (nationalism) more as many as 6 students or 9%.

Thus, it can be concluded that in the view of students, the subject of Pancasila Education is the preferred subject according to the data above. This means that students will be more interested if the subject is delivered in an exciting and interesting way for students in an easy-to-understand way and interspersed with games so that students are not bored. The reason students like the subject of Pancasila Education is that it can foster love for Indonesia.

From the results of the research, so that learning is not boring for students, teachers can apply several approaches, one of which is by implementing differentiated learning. Because with differentiated learning, teachers can facilitate differences in students' backgrounds, interests, and potentials so that students can develop together. In general, in differentiated learning, teachers can notice differences in teachers. In fact, everyone has different abilities, both interests, achievements, intelligence, and talents. In the book Differentiated Learning Development Model, among others, it is stated that in differentiated learning, teachers must understand and realize that there is not only one way, method, and strategy that is carried out in learning a subject material. Teachers need to prepare lesson materials, activities, daily tasks both in class and at home, and the final assessment is in accordance with the readiness of students in learning the subject material, what interests or things their students like in learning, and how to convey lessons that are in accordance with the learning profile of their students. (Kristiani et al., 2021)

Teachers who are able to implement differentiated learning will be able to manage learning well by paying attention to all students so that students can follow the learning well and not feel abandoned by their teachers. Differentiated learning will reach students better if in its implementation teachers can also take advantage of existing digital platforms and take advantage of the learning environment at school, both inside and outside the classroom.

According to Santoso, Sarnoto said that one example of the application of technology in learning is through the use of digital learning platforms.

These platforms can provide access to learning materials, assignments, and quizzes, as well as enable online communication between students and teachers. This allows for more flexible learning and allows students to learn anywhere and anytime. In addition, technology can also be used to facilitate active and collaborative learning.(Sarnoto et al., 2023)

In addition to using digital platforms, learning is also carried out by utilizing the school environment, namely by learning outside the classroom which is more open and encouraging. In providing an understanding of the importance of the state foundation for a country. The teacher gave a project in a group with the task of making the flag stand tall by using seven sheets of paper as the foundation. In addition to the red and white Indonesian flag, the teacher also gave the Palestinian flag so that students understand that a country that is still fighting for independence needs to be supported by the Indonesian people because of the opening mandate of the preamble to the 1945 Constitution. The seven-sheet paper must be made so strong that it becomes the basis or foundation for the flag to stand upright, which is the symbol of the founding of the country. Learning outside of this is very challenging for students, and after students have successfully made the flag stand up, then students will then fill out worksheets related to the game. From the game of setting up the flag, students will experience a real and original learning experience related to how important a state foundation is for a nation/state.

Based on the results of the assessment conducted in the two classes, there were excellent learning outcomes with the achievement of an average daily assessment score of 88 out of the highest score of 100, as well as assignment and group scores with an average score of 93. From this data, it can be concluded that if students learn in a fun and active condition, students will receive the subject matter well, so that the student's learning day will be good. Students do not feel bored in learning Pancasila Education, and students have a positive view of Pancasila subjects, because teachers can manage the differentiated learning process by utilizing all the potential of students and school facilities, as well as by utilizing digital platforms and fun games in learning.

4. Conclusion

Good learning will give or give birth to a good impression on Pancasila Education lessons in the students' views. Learning that engages students by paying attention to the characteristics of each student can create fun, challenging and meaningful learning. This learning can be carried out with various approaches and strategies, one of which is by using differentiated learning which in its implementation can utilize digital platforms and school environments, both inside and outside the classroom. Appreciation to students during learning is also important so that students feel appreciated.

Teachers can take advantage of existing digital platforms according to the material context and the conditions of their respective schools. To further spur students, teachers can also create books or learning modules that are compiled based on direct experience from the learning practices that have been carried out.

With differentiated learning, Pancasila Education learning will be more interesting and fun can be created and students can achieve the expected goals or competencies both in terms of cognitive, affective and psychomotor.

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