

The Meaningful Learning of The 1st and 2nd Values of Pancasila to Improve the Character for Indonesian Students

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Abstract—Meaningful learning of Pancasila subject requires the creativities of lecturers so that learning Pancasila is not monotonous and boring. The creativity of lecturers in learning Pancasila help students understand and interpret the meaning correctly values of Pancasila. This research subjects of the research were 51 Elementary Teacher Education students. The data of this study are conducted from students and lecturers on Pancasila subject, and completion of data through the questionnaires. This study used a qualitative approach and kind of case research strategy. The result of the research is converted to Sudjana's theory, the first value of Pancasila, believe in the one Supreme God, students was very confident to be able to exude confidence and a committed attitude towards God Almighty and give birth to a religious Indonesian man who can develop tolerance to realize live harmony. Of course, there is still the following sure of it. It is very lacking in the sense of the meaning of one principle. The second value, Just and civilized humanity, this student really has personality and behaviour that rotate high humanistic value with the characteristic of a human personality constraint besides as an individual being also social human being. Therefore, it is realized by means of meaningful learning, including personality education based on the mental revolution movement.

Keywords—meaningful learning, values, Pancasila, character

I. INTRODUCTION

Meaningful learning of Pancasila subject requires the creativities of lecturers so that learning Pancasila is not monotonous and boring. The creativity of lecturers in learning Pancasila help students understand and interpret the meaning correctly values of Pancasila. During this time, many students argue that the need for lecturers teach not only explain and question and answer but also to change the method/model/approach/style of teaching.

Bungin in [1] Stated that viewed from the field of science, learning means learning how to learn and how to think in accordance with certain scientific principles. Viewed from the field or subject of skills, learning means learn to do or learn how to do. Viewed from the field or subjects that are socio-cultural, learning means learn to *get along* or learning how to live together.

Based on the result of observation and unstructured interviews can be concluded that students were less able to adapt to college because the character that taught during their high school was the teacher as a central learning, it depends

on the teacher. Teachers are transferring knowledge to students in the form of cognitive but less in affective and psychomotor. Viewed from the implementation in the class, they are less concerned to pray, less confident, less familiar with each other, less concerned about friends, and the dress still less tidy. Meaningful learning should include personality education through mental revolutionary movements expected to align and balance the feelings, sayings, and thoughts that reside in the organs of the heart, mouth, and brain [3].

The learning process is to empower the character of students, especially Students of Elementary Teacher Education Department. Because learning is the process of interaction between the lecturers and students to achieve a particular purpose. Learning Pancasila is needed because it contains the Personality Development. Personality development is a process of personality education. Pancasila is a learning program that teaches the people to behave and have attitude according to the meaning of precepts so that there is a mental revolution.

The research process conducted through several stages of learning observation process that has been done by researchers in the previous semester, research administration, open interview, structured questionnaire to the students is done to see the characters obtained, discussion and research results.

Moreover, the purpose of this study was describing the process of character empowerment and to improve the personality of students of Elementary Teacher Education Department of Muhammadiyah University of Palangkaraya through learning Pancasila subject.

The rest of this paper is organized as follow: Section II presents literature review. Section III describes material & methodology of this research. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

The mark of meaningful learning as a result of teaching events the occurrence of relationships between new aspects, concepts, information or situations with relevant components within the student's cognitive structure [4].

Kaelan argued based with another theory that many members of society today are no longer reflecting their strong commitment to contextualizing the values of Pancasila as a

national ideology in the life of society, nation and state of Indonesia [12]. Therefore, as the value of virtue and social value together, Pancasila needs to actualized, implemented and socialized to its citizens for the existence and survival of national life in Indonesia [13]. Pancasila in terms of function has two main functions, namely [1] Pancasila function as the basis of state and [2] Pancasila function as the nation's life view [14].

Accordingly, Proposes the God Almighty, the meaning of the first principle of which man or nation of Indonesia spread the belief and a committed attitude towards God Almighty and this gave birth to a religious Indonesian man who can develop a tolerance attitude so as to realize the harmony of life. The second value, the Pancasila man who has personality and behaviour that reflects the values of humanism is high with the characteristics of human personality constraint as well as individual beings as well as social human beings. The third precept, the personality trait and the ontological behaviour of one, is conscious of the fact that the Indonesian society and nation are plural but have the function of becoming a united and solid society and nation. The fourth precept, the form of human behaviour as an individual shows his identity. The fifth precept, developing noble deeds that reflect the attitude and atmosphere of kinship and mutual cooperation by respecting the rights of others, likes to work hard, and fair to others [14].

III. MATERIAL & METHODOLOGY

The research conducted in Elementary Teacher Education Department of Muhammadiyah University of Palangkaraya. Research subjects amounted to 51 students in the Odd semester in academic year 2017/2018. Data of this research provided by students and lecturers who teach Pancasila subject. This research used the qualitative approach and a kind of case study strategy [5]. Qualitative research is a research that conduct on natural condition, qualitative data will be process and test the data validity used triangulation technique and analyse by using inductive data analysis as well as in external validation [5; 6; and 7]. Reference [9] argues that External Validity is to determine the implementation of a study can be visualized and Reliabilities that shows that the implementation of a study such as data collection procedures can be interpreted, with the same results.

In addition, induction is thought or reasoning that moves from specific to the general [10]. Stake argued this case study used because the subjects study is narrow and limited. A case study is a research which researchers investigate carefully the programs, events, activities, process, or group of time-limited individuals and events [11].

However, researcher involved into the field in studying a process of occurs naturally, took notes, analysing, interpreting and reporting and drawing conclusions from the process. Data collection using questionnaires that validated by lecturers in accordance with their fields and external validation and unstructured interviews to find out the initial data conditions character of students. Data analysis used by Miles and Huberman argued that consisting of three simultaneous activity flows: data reduction, data presentation, and conclusion/verification. To improve the ability of researchers in assessing the accuracy of research results and convince readers about the accuracy of research conducted, it must use a variety of strategies in performing validation [11]. Consequently, this research using three strategies in doing

validation [8]. He stated there are three kinds of triangulation that are [1] triangulation technique, by checking the data to the same source with different technique, [2] by checking the data obtained from several sources, and [3] the triangulation of time, by means of data collected by interview techniques in the morning when the resource is fresh, has not much problem, will provide more valid data.

IV. RESULTS AND DISCUSSION

The grid of this questionnaire is based on Yin's theory [15]. The results of questionnaires to first and second of Pancasila's value.

- 1) Results of student questionnaire Primary School Teacher Education Department "Group A" consists of 26 students, described in Table I. below:

TABLE I. RESULTS OF STUDENT QUESTIONNAIRES OF GROUP A

No	Aspects / Questions	Score				
		1	2	3	4	5
1	Do you believe in and believe in a God Almighty?	-	-	-	-	2
2	Do you stay away from prohibitions and do the commands of God Almighty?	-	-	-	7	1
3	Do you have an attitude of Tolerance?	-	-	2	1	1
4	Do you have an attitude of mutual respect between believers and different believers?	-	1	1	5	1
5	When your friend is experiencing disaster, will you help him?	-	-	2	1	1
6	Do you need other people in your life?	-	-	3	7	1
7	Can you appreciate ethnic and religious differences with others?	-	-	4	4	1
8	Do you like to do humanitarian activities?	-	-	5	1	1

Table Description: 1 = not sure; 2 = less sure; 3 = sure enough; 4 = sure; 5 = very sure

The results of the questionnaire stated that there is still one person who answered less confident to have mutual respect between religious adherents and different believers 3.85% meaning there are still less sure of the character of mutual respect. Students states are not 100% very sure.

- 2) Results of student questionnaire Primary School Teacher Education Department "Group B" consists of 25 students, described in Table II. below:

TABLE II. RESULTS OF STUDENT QUESTIONNAIRES OF GROUP B

No	Aspects / Questions	Score				
		1	2	3	4	5
1	Do you believe in and believe in a God Almighty?	-	-	-	1	24
2	Do you stay away from prohibitions and do the commands of God Almighty?	-	1	4	1	9
3	Do you have an attitude of Tolerance?	-	-	1 0	1 1	4
4	Do you have an attitude of mutual respect between believers and different believers?	-	-	2	8	15
5	When your friend is experiencing disaster, will you help him?	-	1	2	1	5
6	Do you need other people in your life?	-	-	-	2	23
7	Can you appreciate ethnic and religious differences with others?	-	-	2	1 0	13
8	Do you like to do humanitarian activities?	-	1	8	1 1	5

Table Description: 1 = not sure; 2 = less sure; 3 = sure enough; 4 = sure; 5 = very sure

The results of the questionnaire stated that there were three students who answered less confidently having mutual respect between religious adherents and different believers, helping friends who experienced disaster, and likes to do a total 12% humanitarian activity means that there are less sure of the character of mutual respect, helping each other, and liking to do humanitarian activities. Students say not 100% very sure.

The results showed that not 100% of students who answered very sure, moreover, this shows that students do not necessarily understand and can have basic competence through learning Pancasila course. Winataputra in [13] stated that put forward the problem then it is not simply that Pancasila Education has been given the ideological awareness and commitment of community life, nation and state among the students must have increased significantly according to the values of Pancasila but as they follow the course they may not understand and can have basic competencies [11].

The result of the research, accordingly the first value, believe in the one Supreme God, students are sure able to radiate belief and a committed attitude toward God Almighty and gave birth to a religious Indonesian man who can develop tolerance attitude so as to realize the harmony of life. But conversely, there are still less convinced of it. This indicates that the students lack the totality in implementing the meaning of one principle. Moreover, the second value, Just and Civilized Humanity, students believe to have personalities and behaviours that reflect high humanity values with the characteristics of human personality as human beings as well as social beings. But conversely, there are still less convinced of it. This indicates that the students do not fully understand the meaning of the second value.

V. CONCLUSION

According to discussion, we can conclude, that: (1) The process of character enhancement through the learning of Pancasila subject on the students of Primary School Teacher Education Department at the University of Muhammadiyah Palangkaraya showed that the students are confident and very confident to be able to apply the meaning of the first and the second value of Pancasila; (2) Improvement of student

personality character of Primary School Teacher Education Department became very confident after following Pancasila subject meaningful learning including personality education based on the mental revolution movement although they also have less sure, sure enough, and sure; (3) Students of Primary School Teacher Education Department at the University of Muhammadiyah Palangkaraya who answered less sure and sure enough have a character that can be guided for the better.

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