**THE MEANINGFUL LEARNING OF THE 1st and 2nd PRECEPTS OF PANCASILA TO IMPROVE THE CHARACTER OF PGSD STUDENTS**

**1Ady Ferdian Noor, 2Bulkani**

1,2Department of Elementary School Teacher Education,

The Faculty of Teacher Training and Education,

Muhammadiyah University of Palangkaraya

1ady.ferdian@umpalangkaraya.ac.id, 2bulkaniardi@yahoo.co.id

**Abstract**

Students of Prodi PGSD based on the observation: learning during high school is only cognitive and less affective and psychomotor. lecture time they are less concerned when berdo'a, in less confident class, fellow classmates less familiar, less caring about friends, and dress is still less tidy.

Research subjects of PGSD Study Program are 46 people, student data source and lecturer of Pancasila subject and completion of data through questionnaire. This research uses a qualitative approach and uses a type of case research strategy. Case study is a supporting activity in it with a unity, event, activity, process, or individual that time and time (Creswell, 2010).

The result of the research is converted with Sudjana (2006) theory, then the 1st Sila, Belief in the One, students are very confident to be able to exude confidence and taqwa behavior towards God Almighty and give birth to a religious Indonesian man who can develop tolerance to realize live harmony. Of course there are still the following sure of it. It is very lacking in the sense of the meaning of one principle. 2nd Sila, Just and Civilized Humanity, this student really has personality and behavior that rotates high humanism value with the characteristic characteristic of human personality besides being individual being also social man. It is realized by means of meaningful learning including personality education based on the mental revolution movement.

Keywords: *Learning*, *values*, *Precepts of* *Pancasila*, *Character*

1. **Introduction**

The Meaningful Learning Pancasila Courses require the creativity of a lecturer so that learning is not monotonous and boring. During this time many students argue that the need for lecturers to teach not only explain and question and answer but also to change the method / model / approach / style of teaching. Creativity of lecturers in learning Pancasila will help students understand and interpret the meaning correctly Precepts of Pancasila.

According to Harefa (2001) and Curriculum Center (Pidarta, 2007), viewed from the field or subject of science, learning means learning how to learn how to learn and how to think in accordance with certain scientific principles. Viewed from the field or subject of skills, learning means learning to do or learning how to do. Viewed from the field or subjects that are socio-cultural, learning means learning to get along or learning how to live together. The meaningful learning as a result of teaching events is marked by the occurrence of relationships between new aspects, concepts, information or situations with relevant components within the student's cognitive structure (Samani, 2007).

Students of Teachers Education Program of Elementary School (PGSD) of The Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Palangkaraya in the first semester based on observation and unstructured interviews concluded that they were less able to adapt to college because the characters taught to them during high school were teachers who became the focus of learning so it all depends on the teacher. Teachers transfer knowledge to learners only in the form of cognitive but less in affective and psychomotor. This can be seen from the initial implementation of the lecture that they are less concerned when invited to pray, in front of the less confident class, with fellow classmates also less familiar with each other, less concerned about friends, and in dress is 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 (Noor, 2016).

Based on the background then the focus of research is the process of learning Pancasila courses. The learning process studied in Odd Semester Academic Year 2017/2018. The learning process undertaken to empower the character of students, especially students Prodi PGSD. Learning is the process of interaction between the lecturers and students to achieve a particular purpose. The course of Pancasila is one of the courses of Personality Development. Personality development is a process of character empowerment. Pancasila is a learning program that teaches people to behave and have attitude according to the meaning of precepts.

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

The purpose of this study is To describe the process of character empowerment and to improve the personality of students of the PGSD Study Program Muhammadiyah University of Palangkaraya through learning Pancasila courses.

1. **Methods**

The research was conducted in PGSD Study Program of Muhammadiyah University of Palangkaraya. Research subjects of students Prodi PGSD amounted to 46 people in the Odd semester of academic year 2017/2018, data sources of students and lecturers Pengemper Pancasila. This research uses a qualitative approach, and this qualitative research uses a kind of case study strategy (Silalahi, 2003). Sugiyono (2014) Bungin (2015) and Moleong (2004) stated that qualitative research is a research conducted on natural condition, qualitative data will be processed and tested data validity used triangulation technique and analyzed using inductive data analysis as well as in external validation. Yin (2009) suggests External Validity is to determine the implementation of a study can be visualized and Realibilitas that shows that the implementation of a study such as data collection procedures can be interpreted, with the same results.

Warsono (2008) suggests induction is thought or reasoning that moves from specific to the general. Stake argued that this case study was used because the subjects studied were narrow and limited. Case study is a research in which researchers thoroughly investigate a program, event, activity, process, or group of time-limited individuals and events (Creswell, 2010).

Researchers go into the field, studying a process or discovery that occurs naturally, taking notes, analyzing, interpreting and reporting and drawing conclusions from the process. Data collection using questionnaires that have been validated by lecturers in accordance with their fields, external validity and unstructured interviews to find out the initial data conditions character of students. Data analysis refers to the steps used by Miles and Huberman (2007) 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 (Cresswel, 2010). For that, in this research using three strategies in doing validation, Sugiyono (2007) stated there are three kinds of triangulation that is (1) triangulation technique, by checking the data to the same source with different technique, (2) by checking the data has been obtained through 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.

1. **Results**

Kaelan (2003) argues 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 (Sukadi, 2010). As the value of virtue and social value together, Pancasila needs to be actualized, implemented and socialized to its citizens for the existence and survival of nation life in Indonesia (Winarno, 2011). 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 (Sugiharto, 2010).

Sujana (2006) proposes the Godhead of the Almighty, the meaning of the first principle of which man or nation of Indonesia spread the belief and taqwa behavior 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 precept, the Pancasila man who has personality and behavior that reflects the values ​​of humanism (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 behavior 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 behavior 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 (Sugiharto, 2010).

The grid of this questionnaire is based on Sujana's theory (2006). The results of questionnaires to 1 and 2nd Precepts..

a. Results of Student Questionnaires Prodi PGSD "Group A" Numbered 25 people,

 namely (table 1).

Table 1.

Results of Student Questionnaire Prodi PGSD "Group A"

There are 26 people

|  |  |  |
| --- | --- | --- |
| **No** | Aspects / Questions | **Score** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Do you believe in and believe in a God Almighty? | - | - | - | - | 26 |
| 2 | Do you stay away from prohibitions and do the commands of God Almighty? | - | - | - | 7 | 19 |
| 3 | Do you have an attitude of Tolerance? | - | - | 2 | 14 | 10 |
| 4 | Do you have an attitude of mutual respect between believers and different believers? | - | 1 | 1 | 5 | 19 |
| 5 | When your friend is experiencing disaster, will you help him? | - | - | 2 | 11 | 13 |
| 6 | Do you need other people in your life? | - | - | 3 | 7 | 16 |
| 7 | Can you appreciate ethnic and religious differences with others? | - | - | 4 | 4 | 18 |
| 8 | Do you like to do humanitarian activities? | - | - | 5 | 11 | 10 |

 (Sujana, 2006)

 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 0.48% meaning there are still less sure of the character of mutual respect. Student states are not 100% very sure.

b. Results of Student Questionnaires Prodi PGSD "Group B" There are 21 people,

 namely (table 2).

Table 2.
Results of Student Questionnaire Prodi PGSD "Group B"
There are 25 people

|  |  |  |
| --- | --- | --- |
| **No** |  **Aspek/Pertanyaan** | **Skor** |
| **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 | 11 | 9 |
| 3 | Do you have an attitude of Tolerance? | - | - | 10 | 11 | 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 | 17 | 5 |
| 6 | Do you need other people in your life? | - | - | - | 2 | 23 |
| 7 | Can you appreciate ethnic and religious differences with others? | - | - | 2 | 10 | 13 |
| 8 | Do you like to do humanitarian activities? | - | 1 | 8 | 11 | 5 |

 (Sujana, 2006)

 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 people who answered less confidently having mutual respect between religious adherents and different believers, helping friends who experienced disaster, and likes to do a total 1.5% 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, this shows that students do not necessarily understand and can have basic competence through learning Pancasila course. Winataputra (2001) put forward the problem then it is not simple 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 (Sukadi, 2010).

1. **Discussion**
Student of Study Program of PGSD FKIP

The result of the research is converted with Sudjana (2006) theory, then the 1st Sila, Belief in the One, students are sure able to radiate belief and taqwa behavior 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 there are still less convinced of it. This indicates that the students lack the totality in implementing the meaning of one principle. The 2nd Precinct, Just and Civilized Humanity, students believe to have personalities and behaviors that reflect high humanity values with the characteristics of human personality as human beings as well as social beings. But there are still less convinced of it. This indicates that the students do not fully understand the meaning of the second precept.

1. **Acknowledgments**

Praise the presence of God Almighty for the blessing of His bounty, so researchers can complete this research. Thank you to the Rector of Muhammadiyah University of Palangkaraya who has the pleasure to allow researchers to conduct research and attend this international seminar. Thank you not to the Head of LP2M, Dean of FKIP, and Head of Elementary Teacher Education Study Program of Muhammadiyah University of Palangkaraya for his help. Thank you infinity to students of Teachers Education Program of Elementary School FKIP Muhammadiyah University of Palangkaraya.

1. **Conclusion**
2. The process of character enhancement through the learning of Pancasila course on the students of PGSD Study Program of Muhammadiyah University of Palangkaraya shows that the students are confident and very confident to be able to apply the meaning of the first and the second precept of Pancasila.
3. Improvement of student personality character of PGSD FKIP Muhammadiyah University of Palangkaraya become very confident after following Pancasila course meaningful learning including personality education based on the mental revolution movement although they also have less sure, sure enough, and sure.
4. Students of PGSD FKIP Muhammadiyah University of Palangkaraya who answered less sure and sure enough have a character that can be guided for the better.
5. **References**

Borich, G. D ,. Obervation Skills for Effective Teaching. New York: Macmillan Publishing Company, 1994

Bogdan, Robert C. & Biklen, Sari Knopp. Qualitative Research for Education: An Introduction to Theory and Methods. Boston London Sydney Toronto: Allyn and Bacon, Inc.

Bungin, Burhan. Qualitative Research Methodology. Jakarta: Rajawali Press, 2015

Creswell, J.W ,. Reseach Design Qualitative and Quantitative Approach. Translator Achmad Fawaid, Yogyakarta: Pustaka Pelajar, 2010

Djahiri, et al. Moral Values ​​Education in the Dimensions of Citizenship Education. Bandung: Citizenship Education Laboratory (Civics), 2006

Harefa, Andrias. Learning in the Era of Autonomy. Jakarta: Book Publishers Kompas, 2001

Iskandar. Educational and Social Research Methodology (Quantitative and Qualitative). Jakarta: Gaung Persada Press, 2008

Isep. The role of Citizenship Education as Legal Education in Seeking Internalization of Law among Learners. Journal of Educational Research, Vol. 13 No. 1, p. 13-20, Bandung: Universitas Pendidikan Indonesia, 2013

Mursell & Nasution. Teaching Successfully (Successful Teaching). Jakarta: Earth Script, 2002

Moleong, Lexy J. Qualitative Research Methodology. Bandung: PT. Youth Rosdakarya, 2004

Noor, Ady Ferdian. Movement of the Mental Revolution to Improve the Education of Citizens Personality. Pedagogic Journal of Education, Vol. 11No. 1, p. 7-13, Palangkaraya: Muhammadiyah University of Palangkaraya, 2016

Pidarta, Made. Learning and Its Affecting Factors. Surabaya: Unesa Press, 2000

Pidarta, Made. Education Insight (Achieving National Education Goals Development of Pancasila Affection and Culture Reduced Unemployed Graduates). Surabaya: Unesa University Press, 2007

Sari, Mayang. Improved Introduction of English in Children with Total Pshycal Response at Kijang Sijunjung State Kindergarten Nursery. http: // ejournal.unp.ac.id / index.php / paud / article / download / 1590/1372 accessed November 1, 2016, 2012

Samani, Muchlas, et al. Initiating Meaningful Education (Life Skill-KBK-CTL-MBS Integration): Surabaya, SIC, 2007

Silalahi, Gabriel Amin, 2003, Research Methodology and Case Study. Sidoarjo: Citramedia, 2003

Sugiyono. Educational Research Methods (Quantitative Approach, Qualitative, and R & D). Bandung: Alfabeta, 2007

Sugiharto, Luke, Still Existing Nation Character (Indonesia). http://ejournal.unesa.ac.id/article/7962/90/article.pdf accessed on 31 October 2016, 2010

Suharjo. Know Basic School Education Theory and Practice. Jakarta: Depdiknas, Directorate General of Higher Education, Directorate of Manpower, 2006

Sukadi, Understanding and Orientation of Students' Pancasila Value as a Nation Character Education Forum. http: // ejournal.undiksha.ac.id / index.php / JPP / article / viewfile / 131/125 accessed on 31 October 2016, 2010

Supardi, et al. Character Empowerment through Pancasila and English. Grant Research Report Muhammadiyah University of Palangkaraya Palangkaraya. Palangka Raya: Muhammadiyah University of Palangkaraya, 2017

Setyowati, Ratini. Correlation of English Communicative Competence with Competence LCD-10 (Case Study at APIKES CITRA MEDIKA SURAKARTA III semester of class of 2010). http: // www.apikescm.ac.id / ejurnalinfokes / images / volume1 / accessed on October 31, 2016, 2012

The Center for Civic Education and The U.S. Department of Education and The Pew Char. National Standards for Civics and Government, 2007

Warsono. Logic How to think Healthy. Surabaya: Unesa University Press, 2008

Winataputra, Udin S. Paradigm of Citizenship Education as a Systemic Forum for Democracy Education. Jakarta: Balitbang Depdiknas, 2001

Winarno. Implementation of Pancasila through Citizenship Education in Indonesia. http: // kuliahdaring.dikti.go.id / lms1 / pluginfile.php / 13400 / mod\_resource / content / 1 / Contoh Artikel Penelitian.pdf accessed on 31 October 2016, 2011

Yin, Robert K. Case Studies, Designs and Methods. Jakarta: Rajawali Pers, 2009