

TRANSFER OF PANCASILA VALUES IN PROJECT BASED LEARNING (PLANNING, IMPLEMENTING, AND EVALUATING) FOR PGSD STUDENTS OF UMC

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Abstract: Civics education in Indonesia more emphasis on moral aspects (individual character). The next generation through civics education is expected to anticipate a future that constantly changing and always related to the context of the dynamics of culture, nation, state, and international relations, as well as having love of the fatherland based on Pancasila. The purpose of this study was to determine the application of Pancasila values in Civics learning, and to find out the obstacles in project based learning in Civics learning for elementary school. This research use descriptive qualitative methods, with survey research design, and the instrument used a questionnaire. The focus of the research is planning, implementing and evaluating project-based learning based on transfer of Pancasila values in Civics learning to teacher students candidate, as well as obstacles that arise in the learning process. Respondents amounted to 30 people, they are students of SD16A2 class. The results of this study indicate that: 1) The planning is must be done carefully, considering the values of Pancasila consist of derivatives of 5 principles incorporated as Pancasila; 2) In the implementation, lecture must be able to direct students so the material associated with the 5 principles in Pancasila; 3) Evaluation of learning finds obstacles in the form of material delivery processes that are difficult for some students to understand, and difficult to make a red line from each of the Pancasila precepts. For this reason lecturers strive to provide examples contextually as an effort to deep material.

Keywords: transfer of Pancasila values, project-based learning, civics learning

1. Introduction

Character education which is used again in the 2013 curriculum does not only require students to learn about 18 pillars of character education, but so that the changes in character education settle within themselves. Character education is a pillar that refers to the moral values of Pancasila, that consist of : believe in the one supreme God, justice and civilized humanity, nations unity, principles of wisdom and deliberation, and equitable social justice. As an ideology, Pancasila is the fundamental of the Indonesian country that underlie the development of attitudes which is the identity of a citizen of Indonesia. So that the values of Pancasila will be transferred through various values that will shape the personality of Indonesian citizens.

See various realities in the field regarding the moral degradation of the nation, especially young people in Indonesia. The influence of modernization, the hedonic lifestyle, and the effects of technological advances almost had a significant impact and increasingly dampened the spirit of Pancasila morality which has always been a great hope by the nation's patriots. Currently the number of teachers in primary schools is dominated by women, and it is believed that women deserve to carry out their noble duties as observers and correctors to improve the current conditions of moral degradation. Nurkholis and Fikriyah (2015) stated, it is not an exaggeration to say that the moral of society depends on women and will have an impact on moral development that will shape a society to be good or bad. Therefore good education must be able to deliver the values of Pancasila into classroom learning.

National Education System Law No. 20 of 2003 Article 40 Paragraph 2 explains that the obligation of teachers in learning in class is to create an educational atmosphere that is meaningful, creative, dynamic, and dialogical and has a professional commitment to improve the quality of education. One of them is by developing the values of Pancasila as an attitude foundation that shows the integrity of national identity, through project-based learning (PjBL). PjBL for prospective teachers will shape the critical attitude, responsibility, thorough and independent in preparing teaching materials as preparation to become elementary school teachers who are committed to improving the quality of education.

PjBL is a learning that seeks to improve the writing skills of students, through the specified syntax stages. PjBL wants prospective teacher students to be able to write and prepare their own teaching materials to be used in the classroom. As a representation of the teacher's explanation, teaching material becomes very important to improve the ability of prospective teacher students to create effective and interactive learning and to achieve the desired learning goals.

Some researchs show that more than 60% of individual success is not only determined by mastering the knowledge field, but also the individual personality. By considering the importance of the Pancasila's values as the foundation of this personality value, it is hoped that the students will be more interested to civics education course that is packaged into PjBL through the transfer of Pancasila's values. So that the learning outcomes will see how is the learning process such as ; planning, implementing and evaluating of PjBL, so it can be seen that PjBL is good for students. Through PjBL is expected that the writing skill of the prospectus teachers will rise, so in that result the quality of learning obtained by the students is suitable with the objectives of national education.

2. Literature Review

a. Transfer of Pancasila Values

Transferring the values of Pancasila as a value that is inherent in the foundation of the Indonesian state (ideology) is something that must be developed by us as the next generation of the Indonesian people. These Pancasila values grew into moral values which later became an urgency in

the formation of national morals that are increasingly modern. Indeed, a developing nation will experience a shift in values and culture, which is also experienced by the Indonesian people.

Pancasila, mentioned in Dianasari (2016), which is listed in the opening of the Indonesian State Constitution 1945, was ratified on August 18, 1945, one day after the proclamation of Indonesian Independence, by Ir. Soekarno. In the Opening of 1945 Constitution, there is the formulation of five basic principals of Indonesian State, which are : 1) Believe in the one supreme God, 2) justice and civilized humanity, 3) the unity of Indonesia, 4) The Democracy, led by the understanding wisdom among honourable representatives from the parliament house; and 5) Social justice for all the people of Indonesia.

Pancasila as an ideology is the foundation as well as the goals that become national ideals in the life of nation, state and society. The nation's ideology contains a series of moral values or a system of basic values that are comprehensive and profound as a view of the nation's life. So as a nation that is rich in culture, Pancasila as moral values are an absolute thing to be taught as a basic pattern of attitude formation that can be based on the values of Pancasila according to the sound of the principles. The National of Civics Lecturer Team (2010) wrote, some of the outlines of Soekarno's philosophical thoughts on Pancasila are: national insight, Pancasila originates in the basis of kinship and mutual cooperation, as well as socio-nationalism and socio-democracy.

Pancasila, which contains 5 principles that are the basis for the value of moral development for all Indonesians, has various values that can be developed. Utami (----) writes that these values are classified according to these 5 principles:

1) The first principle: Believe in the one supreme God

- Belief in the one and only God
- Devotion to the one and only God
- tolerance among religions
- Freedom to embrace and practice any religion

2) Second principle: justice and civilized humanity

- Similarity among every citizen
- Symbol of recognition of humanity
- Dare to defend the truth
- The pride of the nation

3) Third Principle: the unity of Indonesia

- A sense of unity and oneness
- Willing to sacrifice for the nation and state
- Love the Fatherland
- Promote association with Unity in Diversity

4) Forth Principle : The Democracy, led by the understanding wisdom among honorable representatives from the parliament house

- Sovereignty belongs to the people
- The presence of representatives of the people
- Prioritizing consensus in decision-making

5) Fifth Principle: Social justice for all The people of Indonesia

- Develop noble deeds

- Maintain the balance of rights and obligations
- Realizing equitable progress

b. Project Based Learning

One of the problems faced by the most elementary school teachers in the preparation of teaching materials in schools is the development of writing skills, an alternative that can be done to overcome these problems is to provide Project Based Learning (PjBL) to prospective primary school teachers. The learning stages of PjBL can facilitate prospective teachers to develop the ability to write teaching materials so that they can achieve the desired learning goals. Tiantong & Sumalee (2013) stated "PjBL has been found to be effective to increase student learning achievement, acquiring knowledge through active learning, gaining interdisciplinary and multidisciplinary knowledge". The PjBL model can improve various teacher skills, especially writing skills (through literacy activities) and provide meaningful active learning experiences.

Wena (2011) suggested that Project Based Learning learning is learning that requires students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for students to work independently. From this explanation, it can be ascertained that PjBL learning requires an increase in the ability to apply after the learning process takes place. PjBL focuses on problems as a first step for students in collecting and integrating their new knowledge based on experience in real activities through project work.

Also touched on by Wena, the project work emphasized in PjBL learning is complex tasks based on challenging questions and problems. Then it will require students to be able to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for students to work independently.

PjBL has stages that are applied in learning. One of the PjBL syntax is explained by Doppelt (2005) which contains six stages, namely:

1) Design Purpose is to define a problem.

Students need design goals that are in accordance with the formulation of the problem that is made. So that the first step of PjBL is to make goals that will help them make the project design that will be done. This achievement considers the objectives, aspects of costs, availability of tools and materials, schedules and so on.

2) The aspect of inquiry is to define the aspect of inquiry in the scope of the problem.

Learners must examine and analyze the system according to which they develop. Students also need to manage documentation from their inquiry activities. National Research Council (2000) wrote, inquiry into the intimate connected to scientific question - student must inquire using what they already know and the inquiry process must add to their knowledge. In this stage students are required to conduct problem surgery based on the inquiry point of view which leads to the process of knowledge formation that leads to meaningful learning.

3) Alternative Problem Solving is involving consideration of alternative solutions to problems that are formulated.

This stage is called the lateral thinking stage which includes three components, namely; ideas, factors and opinions of others. Students will need repeated training, so they feel free to think not depending on the judgment of others. In this stage, the acquisition of ideas may be strongly influenced by their ability to read literacy.

- 4) Choosing the Preferred Solution is choosing the right solution.

The choice of solution is done through the selection of various ideas documented in the alternative solution stage. Each solution that was conceived would be seen the possibility of what would be generated, so that the solution was taken through wise and appropriate steps.

- 5) Operation Step is the operational implementation of the selected solution.

This stage is also included in the construction of projects that will be produced by students, namely teaching materials.

- 6) Evaluation, which evaluates the entire process and products produced.

In the form of summative evaluation stages and related to the stages of formative evaluation carried out as the development of the selected ideas.

3. Material & Methodology

a. Material

The research material collected was PjBL learning that focused on the planning, implementing, and evaluating process. The aim is to see how the picture that occurs in the PjBL learning process with the findings obtained in the field as a comparison with Civics learning without using PjBL. So it can be seen whether there are significant differences in Civics learning using PjBL and without using PjBL through the description of the results of questionnaires distributed to prospective elementary school teachers.

Respondents consisted of 30 students from the SD16-A2 class. That class has received PjBL learning that produces Class V primary school Civics teaching materials with material arranged based on the transfer of value of Pancasila values and adapt to the conditions of students in the Cirebon Regency area.

b. Methodology

Sudaryono (2018) describes descriptive research (descriptive research) which is intended to describe a situation or phenomena in real terms. In this case the study describes PjBL learning in three main stages, namely planning, implementing, and evaluating. In a descriptive study a qualitative approach can be used. According to Cooper in Sudaryono (2018), descriptive research was conducted to determine the value of independent variables without making comparisons or connecting with other variables. So that the descriptive research conducted was only to see an overview of the implementation of PjBL learning.

In qualitative research, understanding is an important factor of research. Understanding will involve 3 conditions that support, namely; The researcher must be able to combine himself the object of research, the researcher must be able to place himself as a researcher and as part of the object under study, and the researcher must be able to describe the results of his study in an interesting manner.

The research design used is survey research, is a type of research that uses questionnaires as the main source of research. This survey research is more appropriate and suitable as a descriptive study. Sudaryono (2018) proposed three important objectives in survey research, namely to describe the natural conditions that occur at that time, to identify measurably the current state to be compared, and determine the relationship between specific events found.

4. Results and Discussion

a. Result

The results of the study were analyzed using descriptive statistics. Supardi (2017) writes descriptive statistics also called deductive statistics. Deductive statistics are statistics that only

function to organize and analyze and provide understanding of data (circumstances, symptoms, problems) in the form of numbers so that they can be given a regular, concise and clear picture. The results of the collection of answers based on the questionnaire that has been distributed can be seen in Figure 1.

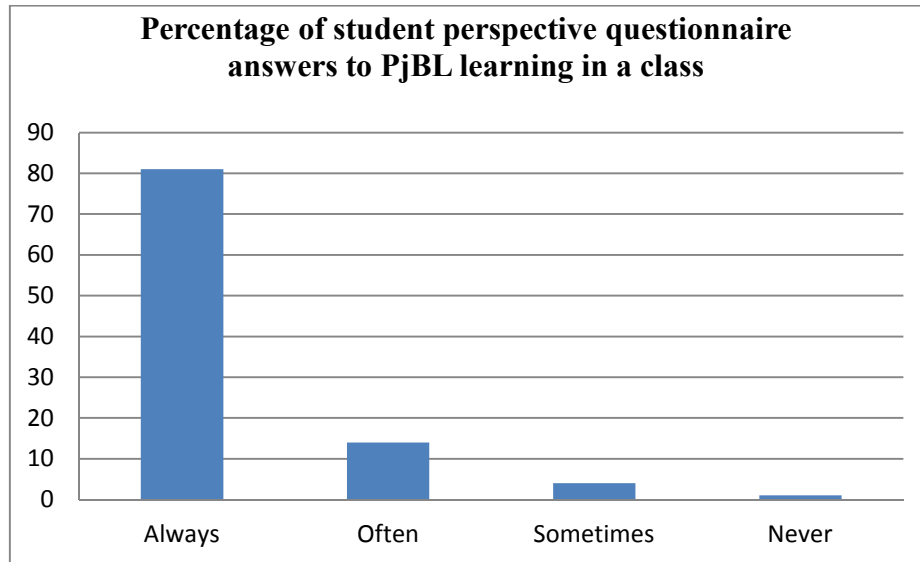


Figure 1. Graph of percentage of student perspective questionnaire answers to PjBL learning

The number of respondents was 30 students. The questionnaire distributed consisted of 25 open statements which were statements about the implementation of PjBL learning that had been carried out. The PjBL learning questionnaire grids can be seen in Table 1.

Table 1. Project-Based Learning questionnaire grids in Civics Education Course

Dimensi	Indikator
Implementation of Project-Based Learning in Civics Education Course	Student Response to the implementation of <i>Project-Based Learning</i> (PjBL) Implementation of Project-Base Learning can motivate student writing skill Students activeness in learning activities with Implementation Project-Based Learning Application of Project-Based Learning on the subject of Civics Education
Writing Skills of teaching materials on Civics education for elementary school	Feasibility of content Feasibility in terms of language Presentation eligibility / feasibility of presentation

Based on the results of a statistical calculation of the questionnaire answer given to students, the sum of calculations was 2538 with an average of 3,4. With that average, it can be concluded that the implementation of PjBL learning based on the transfer of Pancasila values is declared good. So that PjBL can help students to develop the ability to write teaching materials that contain Pancasila moral values as expected by the Lecturer.

b. Discuccion

The focus of this study is to see three things in the implementation of the PPA learning, namely *planning, implementing, and evaluating*.

- *Planning*

In the planning stage PjBL study, conducted four early stage in learning the syntax of PjBL namely; purpose design, field inquiry, alternative solutions, and choosing the preferred solution. In **Purpose Design**, students got stimulation to define problems which are then used as project objectives that they form. Stimulation is carried out by dissecting problems collected by students from various educational journals that highlight moral degradation in Indonesia. **Field Inquiry** highlighted the load inquiry in a material which was initiated as a project development, the cornerstone of this phase is to define aspects of inquiry that must be included in the teaching materials which are will be compiled in the teaching materials as an alternative to solving the problem. **Solution Alternative** is to identify the problem solving solution chosen based on the results of the field inquiry review. Some descriptions of problem solutions will be collected and then considered in such a way that the right solution can be chosen. **Choosing the preferred solution**, is the choice of one solution that is chosen based on consideration of the best solution whose purpose is returned to students. In order for Civics Education teaching materials to be based on transfer of Pancasila values for elementary school children in class V are contextually

- *Implementing*

In the implementation phase of PjBL learning, the fifth syntax is implemented, step operation. This means that after the identification of the problem is carried out, the selection of research objectives has been chosen, the solution to the problem was chosen with consideration as the best solution, then began the implementation phase of making Civics teaching materials in grade 5 elementary school containing material content based on the transfer of Pancasila values as an effort to provide teaching materials Civics are contextually appropriate for them.

This implementation encountered several obstacles, including the process of preparation of teaching materials requiring quite a long time. The implementation of the preparation of teaching materials is accompanied by the Lecturer as supervisor so that the process of preparation of teaching materials is carried out optimally. The design of teaching materials also goes through a long process, so that the implementation phase provides an independent learning experience for students.

- *Evaluating*

Evaluation of project based learning finds obstacles in the form of material delivery processes that are difficult for some students to understand, and difficult to make a red line from each of the Pancasila principles. So the result of this research is absolutely a meaningful learning for students of PGSD in UMC, developing writing skill and make they confident to write lesson material in the future, as a teacher in elementary school.

5. Conclusion

Project-Based Learning (planning, implementing, and evaluating) as an effort to improve the writing ability of prospective primary school teacher students, as well as answering the demands of the century that are undergoing moral degradation is stated to have a significant positive impact. Based on questionnaire instruments that have been distributed to students of SD16-A2 class as many as 30 people, the questionnaire scores that have been processed have received an average of 3.4. So that it can be stated that the implementation of PjBL learning goes well.

The implementation of PJBL has been carried out in an effort to compile Civics teaching materials that contain the values contained in each principles in Pancasila. As an ideology that has noble basic values, Pancasila provides a comprehensive picture of values that must be introduced, taught, and familiarized for all students throughout Indonesia. The implementation of planning goes by involving students to find out for themselves the problem of moral degradation that occurs in students in the current era, then the problem is referred to involving the inquiry aspect so that the process of selecting alternative problems is done appropriately and wisely. In the implementing phase of PjBL

based on transfer of Pancasila values encounters several obstacles, including the skill of students to design teaching materials that require the skills to operate software that supports the creative process of designing instructional materials. In addition, the preparation of teaching materials also requires a long time to obtain teaching materials in accordance with the wishes. Then in the final stage, evaluating PjBL is evaluating the entire process and products produced. One of them is by giving a questionnaire as a measuring tool for PjBL success for prospective elementary school teachers at UMC.

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