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Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools

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Abstract. The main problem of this study is that the students encounter a moral decadence which requires the integration support of character education in learning and anticipates various barriers to the integration of character education in learning. The purpose of this study was to identify various factors supporting and inhibiting character education specifically on social studies learning at primary schools. The research method used descriptive qualitative at SD Inpres 34 Bungung Katammu, Bantaeng Regency. In choosing the research informant, the researcher used purposive sampling, namely the principal, teachers, students and parents. Data collection technique used observation, depth-interview and documentation. Techniques of data analysis were data reduction, data display and drawing conclusion. The technique of data validity was done through triangulation of sources, time and techniques. Based on the research findings from various researchers, there has been no research which evaluates character education in learning of social study at primary schools which includes input, process and output of learning in high grade. The Factors in supporting and inhibiting character education at SD 34 Bungung Katammung consist of two aspects, namely internal and external. Supporting factors include teachers, principals (internal), parents (external) and inhibiting factors include teachers, principals (internal) and parents (external).

Keywords: *Integration Mode, Character Education, Learning, Social Studies.*

Abstrak. Masalah utama dalam penelitian ini adalah kalangan pelajar mengalami dekadensi moral yang membutuhkan dukungan integrasi pendidikan karakter dalam pembelajaran dan mengantisipasi berbagai hambatan integrasi pendidikan karakter dalam pembelajaran. Tujuan penelitian ini untuk mengidentifikasi berbagai faktor pendukung dan penghambat pendidikan karakter terkhusus pada pembelajaran ilmu pengetahuan social di sekolah dasar. Metode penelitian menggunakan deskriptif kualitatif SD Inpres 34 Bungung Katammu Kabupaten Bantaeng. Penentuan informan penelitian secara *purposive sampling*, yaitu kepala sekolah, guru, siswa dan orang tua. Teknik pengumpulan data menggunakan *observation*, *depth-Interview* dan dokumentasi. Teknik Analisis melalui *data reduction*, *data display* dan *conclusion drawing*. Teknik keabsahan data dilakukan melalui triangulasi sumber, waktu dan teknik. Berdasarkan hasil penelitian dari berbagai peneliti, belum ada penelitian yang melakukan evaluasi pendidikan karakter dalam pembelajaran ilmu pengetahuan sosial di sekolah dasar yang mencakup input, proses dan output pembelajaran di kelas tinggi. Faktor mendukung dan penghambat pendidikan karakter di SD 34 Bungung Katammung terdiri dari dua aspek yaitu internal dan eksternal. Faktor pendukungnya mencakup guru, kepala sekolah (internal), orang tua (eksternal) dan faktor penghambatnya mencakup guru, kepala sekolah (internal) dan orang tua (eksternal).

Kata Kunci: *Model Integrasi, Pendidikan Karakter, Pembelajaran, Ilmu Pengetahuan Sosial.*

INTRODUCTION

Education is a conscious and systematic effort in developing the students potential students. Education is also an effort of the people and nation in preparing their young generation for the better life of the people and nation in the future. Sustainability is characterized by cultural and character inheritance that has been owned by the community and nation. Therefore, education is a process of cultural inheritance and national character for the young generation and also the process of developing the culture and character of the nation to improve the life quality of the people and nation in the future.

Education is a conscious and systematic effort to develop students' potential. (das sollen) the education implementation in a country is the responsibility of the state to implement it in the context of the intellectual life of the nation. Nevertheless, people also have the right to participate in the administration of education. The practice of education in our country indicates that the government (state) ,together with the people, is quite intense in the administration of education. For the smooth and successful education, it is stipulated in Law No. 2 of 1989 concerning with the national education system which was later amended by the issuance of Law No. 20 of 2003 concerning the national education system. This law is a benchmark for the government and the community in the education administration in Indonesia. Article

3 of Law No. 20 of 2003 asserted that national education functions to develop capabilities and shape the character and civilization of the nation that is useful in the context of educating life of the nation, aiming at developing the potential of students to become people of faith and devoted to God Almighty, having noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible. This was also confirmed by Ministerial Regulation, 22/2006 concerning content standards for primary and secondary education units. In order to achieve this goal, education is not only enough to emphasize the process and provision of facilities which lead to the mastery of science and technology (hard skills) but also have to facilitate the growth of noble characters as formulated in the national education goals above.

But the reality (das sein) among students now counter moral decadence which is very alarming as the behaviour of ethical, moral and legal crashing from the mild to the severe is still often shown by students (Ahya, H. 2013), cheating habits during tests or exams still being done (Akhwan, M. 2014), some symptoms occur among students in the form of delinquency (Unayah, N., & Sabarisman, M. 2015), some of them are brawls between students.(Herawan, KD, & Sudarsana, IK 2017), the increasing of violence among students (Pulungan, FR 2012), the more blurring of good and bad morals (Rohendi, E.

2018), the decreasing work ethic (Arifin, I. 2017), lower respect to parents and teachers (Novitasari, K. 2017), the low sense of individual responsibilities and citizens (Suhono, S., & Khumairo, A. 2018), cultivating dishonesty (Rohendi, E. 2018), the existence of mutual suspicion and hatred each other (Marlina, L., & Nurman, G. 2017). In some big cities, student brawls become a tradition and form a fixed pattern, so that between them form a mortal enemy (Azmi, N. (2017), drink alcohol (Getting Drunk) (Tasik, F., & Purwanto, A. 2018), promiscuity (Sudarsana, I. K. 2018), sucking glue (Simatupang, L. Y. 2018), hedonism (Tasik, F., & Purwanto, A. 2018), drug abuse, (Soeroso, S. 2016), the rise of student gangs and motorcycle gangs (Qibtiyah, M. 2017), violence (bullying) (Amini, YSJ 2008) and even criminal acts such as , agitate, Persecution even murder (Rohayati, N. 2018), all of these are disgraceful acts (amoral) which do clearly not reflect our eastern customs and culture which are exacerbated by the incorporation of the teachers in internalizing character values (Ahmad, FY 2014) and the parents' difficulties in educating their children characters (Daniel Goleman, 2000).

All of the negative behaviours among, these students clearly show a fairly severe fragility of character and one of them is caused by the suboptimal character development in educational institutions. In addition, environmental conditions that do not support

character development and even hinder the development of student character education. For this reason, it is necessary to evaluate the supporting and inhibiting factors of character education conducted by educational institutions. This is important to support the development of human character and the Indonesian nation so that they ,for instance, have good, superior and noble character while eliminating various factors that can hamper character education at schools. Because institutions have an important role in developing a character education through school education (Ahya, H. 2013), because education has an important and central role in the development of human potential, including mental potential. It is expected that through education, there will be transformations which can foster positive character, and change the bad to good character. Ki Hajar Dewantara in Usman, H., & Raharjo, N. E. (2012) firmly stated that education is an effort to advance the growth of character (inner strength, character), mind (intellect), and the child's body. Can be done in the learning process at school or college (Suardi, S dkk. 2019, Suardi, S dkk (2018) Suardi, S. 2018). Therefore the importance of character education to facilitate the reinforcement and development of certain values so that manifested in the behaviour of children, both during the school process and after the school process or after graduating from school (Kesuma, Triatna and Permana, 2011: 9). Education really needs to be done in

the scope of schools, especially in social studies learning (Akhwan, M. 2014), basically, the purpose of social studies learning is to develop the potential of students to be able to adapt on the surrounding environment, be sensitive to the problems that occur in the community and be able to overcome both those that afflict themselves and those that affect the community and have a positive mental attitude towards correcting any inequality that occurs. Therefore, social studies play an important role in students' social interactions. To form characters in developing the potential that is beneficial to themselves, society, nation and country. Thus, social studies that are in direct contact with students' social lives need to be designed in such a way as to form personalities that are characterized by sustaining social experiences to build their potential. Besides, social studies are also designed to achieve common goals in forming relationships with social attitudes and skills. By conditioning conducive social studies learning, it will make students to be directly involved in learning to develop knowledge, values, attitudes, morals, and social skills. Students are able to participate in the dynamic life of modern society to approach the era of globalization as a millennial generation. In the end, the critical role carried by IPS (Social Studies) to form good citizens can be realized. So that social studies learning is not only designed and implemented, but it is also necessary to identify a variety of factors supporting and

inhibiting systematic character education ranging from low grade to high grade in order to achieve these goals

The student potential is able to adapt to the surrounding environment, be sensitive to problems that occur in the community and be able to overcome both those that afflict themselves and those that affect the community and have a positive mental attitude towards correcting any inequality that occurs. Therefore, social studies play an important role on students' social interactions. To form characters at developing the potential that is beneficial to themselves, society, nation and country. Thus, social studies which are in direct contact with students' social lives need to be designed in such a way as to form Supporting and inhibiting factors of character education at schools, especially social science education in high grade is very important to do, because the high grade period at primary school (9 years to 12 years of age) included in grades IV, V, and VI has characteristics that are(1) Have started to be independent; (2) There is already a sense of personal responsibility; (3) the evaluation of the outside world is not only seen from itself but also seen from others; (4) has shown a critical and rational attitude (Boojest, 2013). (5) Interest in life who did something concretely. (6) Very realistic, curious and want to learn; (7) Towards the end of this period there has been an interest in special matters or learning as the special talents begin to be emerged; (8) Until

the age of 11, children need teachers or other adults to complete assignments and fulfil their desires. After this age, children generally face their tasks freely and try to complete them; (9) During this time the child views grades (report cards) as an appropriate measure of school performance, and; (10) Likes forming peer groups to play together. In the game they are no longer bound by traditional (existing) rules of the game, they make their own rules (Sebrinariz, 2014). So that the evaluation of character education at the high grade is very possible and results begin to appear.

RESEARCH METHODS

This research was a type of descriptive qualitative research that was to understand the phenomena about what was experienced by research subjects (Lexy J Moleong, 2007), with a deep understanding of individuals, groups or situations (Emzir, 2010: 20), describe, and map the facts based on a certain perspective or framework of thinking (Burhan Bungin, 2007). This research was conducted at SD Inpres 34 Bungung Katammu, Bissappu District, Bantaeng Regency, focusing on finding a model of integrating character education in learning social science. choosing the subject of this study was carried out using a purposive technique including principals, teachers, students and parents. In this study, the main instrument (key instrument) was the researcher himself serves to determine the focus of the study, chose the informant as a

source of data, collect the data, assess data quality, analyze data, interpret data and make conclusions on its findings (Sugiyono, 2011). Data collection techniques used an observation (observation), in-depth interviews (depth-interview) and documentation. Techniques of Data Analysis in this study was by means of data reduction, data presentation and verification or drawing conclusions based on the findings. The data validity technique was done through source triangulation, time triangulation and technique triangulation.

DISCUSSION

Supporting Factors integrating character education in social studies learning at high grades (IV, V and VI)

a. Internal

The integration of character education in social studies learning at high grades (IV, V and VI) is obtained from various elements ranging from internal and external at school. Internal support is obtained from students, teachers, and school principals, while external support is obtained from parents in forming the student' character education in social studies learning at high class (grades IV, V and VI)

- 1) The teacher roles that became an important aspect in forming character education in social studies at high classes (grades IV, V and VI). The aspect which supports character education building in social studies at high classes (grades IV, V and VI) is that the teacher becomes a target (row

model) for students in learning process to provide examples of good behaviour which can be emulated by students. Among the examples given by the teacher such as (1) Religious character, the teacher participates in the Dhuha prayer with students every day, and the teacher reads short letters before starting the learning process. (2) Honest character, the teacher always tells the truth and gives correct information in learning process. (3) The character of tolerance, teachers always associate with teachers of different religions as a form of religious tolerance. (4) Discipline character, the teacher comes on time to teach in class and goes home according to the schedule determined by the school. Unless there are other sudden interests. Besides teacher uniforms are adjusted to the applicable rules such as Monday wearing official uniforms, Wednesday black and white uniforms, Saturday wearing sports uniforms. (5) The hard work, teachers always try to prepare learning tools for each meeting. (6) Creative character, the teacher makes learning media which are hung in the classroom and pinned to the classroom walls. (7) Independent character, the teacher conducts teaching activities independently in the class being taught. (8) Democratic character, teachers never discriminate between students who have different social and economic background.

(9) The curiosity character, the teacher always reads reference books and reads various writings available on the internet to add to the teacher's insight. (10) The character of the spirit of nationalism, the teacher teaches intending to educate the nation's children and advance the Indonesian State. (11) The character of patriotism, teachers always use Indonesian in teaching and use regional languages as a form of local wisdom. (12) Characters value achievement, the teacher always gives appreciation to students who have academic abilities in the classroom such as giving praise to students. (13) Friendly/communicative character, the teacher likes to talk to students in class both in the learning process and outside the learning process. (14) The character of peace-loving, the teacher always tries to create a sense of security and peace in the classroom by teaching with a smile. (15) The character likes to read, the teacher gives examples of reading that is in learning and reading stories to students. (16) The character of caring for the environment, the teacher always picks up trash and cleans the room inside and outside the classroom. (17) The character of social care, the teacher helps students in the class, for students who faces difficulties or problems in learning. (18) The character of responsibility, the teacher always teaches at predetermined

hours and learning every semester which is the teacher's responsibility

- 2) The aspects of the head master who can be as a important aspect in forming a character education in social studies in high classes (class IV, V and VI). And evaluation of the planning and implementation of learning that has been prepared by the teacher so that, it always includes character education. In addition, other contributions are school policies which can support character education such as (1) Religious characters, the principal leads students to read short letters in the school field. (2) Honest character, the principal always tells the truth and gives information to the teachers and students. (3) tolerance Character, principals always associate with teachers of different religions as a form of religious tolerance. In addition, the headmaster answered greetings from teachers and students in different religions. (4) Discipline character, the principal comes on time to school. Unless there are other sudden interests. In addition, the principal's uniform is adjusted to the applicable rules such as Monday wearing official uniforms, Wednesday black and white uniforms, Saturday wearing sports uniforms. (5) Hardwork character, the principal tries to monitor teacher learning tools. (6) Creative character, the principal makes a policy to create learning media which are hung in the classroom and attached to the classroom

- walls. (7) Independent character, the principal conducts school management activities independently without the vice principal. (8) Democratic character, principals never discriminate between teachers and students who have different social and economic status backgrounds. (9) Character of curiosity, the principal always reads a variety of writings which are found from the internet to add insight to the principal, including news which is on facebook and WhatsApp. (10) The spirit character of the nationalism, the principal leads the school with the aim to make indonesian students clever and make Indonesia stronger
- (11) Always use Indonesian when giving direction or guidance to teachers and staff. (12) Appreciation Character of achievement, the principal always gives an appreciation for teachers who have achievements in teaching. (13) Friendly or communicative character, the principal likes to talk to teachers inside the office room and outside the office. (14) The character of peace-loving, the principal tries to create a sense of security and peace in the school environment by always establishing communication with all teachers. (15) The character likes to read, the principal gives an example to the teacher to use mobile technology to find information. (16) The character of caring for the environment, the principal provides

support in the form of policies to create a clean school environment. (17) The character of social care, the principal helps teachers, students and parents of students who experience a problem. (18) The character of responsibility, the principal leads the school management which is the the principal responsibility.

- 3) The Student Factors that become important aspect in forming character education in social studies at high classes (grades IV, V and VI). Namely as peer tutors in giving examples by other students a good behaviours such as (1) Religious characters, students participate in the Duha prayer with other students every Friday, and students read holy Qur'an before starting the teaching and learning process. (2) Honest character, students are honest and give correct information to the teacher and other students in teaching and learning process. (3) The character of tolerance, students always associate with other students with different socio economic status and with teachers of different religions as a form of religious tolerance. (4) Discipline character, the majority of students arrive on time to study in class and go home according to the schedule determined by the school. Besides, students are disciplined in wearing school uniforms because student uniforms are adjusted to the applicable rules. Like Monday wearing a red and white heart uniform, Wednesday and Thursday

batik uniforms, Friday and Saturday wearing paramuka uniforms and wearing sports uniforms according to the schedule of sports learning. (5) The character of hard work, students always try to prepare writing instruments before starting the lesson, including working hard in doing the tasks given by the teacher. (6) Creative characters, students are involved in making learning media that are made together with the teacher who is hung in the classroom and placed in the classroom walls as a learning media resulting from the teacher and student creativity. (7) Independent character, students do learning activities independently in class if they are doing independent assignments from the teacher. (8) Democratic character, each student learns in class without discrimination against other students because they have the same rights in learning. (9) The character of curiosity, students read textbooks given by the teacher to add students insight (10) Character of national spirit, students learn to be smart children and useful for parents and the nation. (11) The character of patriotism, students use Indonesian to communicate in class and only occasionally use local languages inside and outside the classroom, this is done as a form of love for local wisdom. (12) Appreciation Character of achievement, student gives appreciation for the students who are smart in class by giving praise. (13) Friendly/communicative

character, the students, inside and outside the classroom both in the learning process and outside the learning process are still respect each other. (14) The character of peace-loving, students try to create a sense of security and peace in the classroom by not disturbing other friends. (15) Character likes reading; students read the teks given by the teacher before and during the teaching and learning process in the class. (16) The character of caring for the environment, students always pick up trash and clean the inside and outside of the classroom. Keep shoes on a shoe rack in the classroom to keep the classroom clean. (17) The character of social care, students help other students in the class, for students who face difficulties or problems in learning. (18) The character of responsibility, students carry out their obligations in the classroom such as diligent in learning as the student responsibility.

b. External

Parent factor that become a important aspect in supporting and forming character education in social sciences at high grade (class IV, V and VI). Parents who support forming of character education in the family or community environment, namely the commands/recommendations and prohibitions or rules set by parents are not written in the form of social norms in the family, which become a reference and guide for all family members, especially

children to do good things, namely (1) Religious character, parents always pray five times a day both at home and at prayer pray at the mosque. (2) Honest character, parents always teach honesty, say the right thing even if it hurts. (3) The character of tolerance, parents always teach their children to respect their teacher's despite being of different religions as a form of religious tolerance. (4) Discipline character, parents discipline to wake their children to go to school on time so that they are not late. (5) The character of hard work, parents always try as hard as possible to provide support to students to take education both in terms of cost, time and energy. (6) Creative characters, parents make student learning tools made by parents such as making student desks, sewing children's shoes and sewing is children's uniforms. (7) Independent character, parents finance their children's school needs independently, without being dependent on other families. (8) Democratic character, parents never discriminate between their sons or daughters. (9) The character of curiosity, parents always ask the teacher, related to information on their learning progress when meeting with their child's teacher. (10) The character of the spirit of nationalism, parents send their children to school intending to make their children useful for the family and the country. (11)

The loving character of the motherland, parents sometimes use Indonesian when talking to their children, even though they use language more in interacting with their children. (12) Appreciation Characters, parents always give motivation their children to study hard so that they become smart children. (13) Friendly/communicative character, parents like to talk with their children before leaving and after returning from school. (14) Peace-loving character, parents always try to create a sense of security and peace in their home with love and affection. (15) The character likes to read, parents give examples to their children if there are things that are not understood by their children by reading student textbooks. (16) The character of caring for the environment, parents teach their children to throw garbage behind the house and clean the house. (17) The character of social care, parents help their children and other students who face many difficulties or problems in learning. (18) The character of responsibility, parents educate the children if at home properly as a form of their responsibilities as parents.

Integration inhibiting factors of character education in social studies learning at high grades (IV, V and VI)

a. Internal

The integration of character education in social studies learning at high grades (IV, V and VI)

not only gets support from various elements but also gets obstacles from various elements ranging from internal and external school. Internal barriers were obtained from students, teachers, principals, while external barriers were obtained from parents in forming the student character education in social studies learning at high grade classes (grades IV, V and VI).

1) Teacher factors that become obstacles in building character education in social studies at high classes (grades IV, V and VI). The thing that becomes an obstacle in building character education in social studies at high classes (grades IV, V and VI) is that all teachers should ideally become a leader for all students, by displaying various feelings, knowledge, or actions that contain character values but there are actions which conducted by teachers who can inhibit character education, those were the three teachers observed by researchers, namely: (1) Inhibiting religious character from growing in students because those are some teachers do not participate Dhuha prayer with students. (2) Inhibiting the character of discipline growing in students, because those are some teachers who are not present on time to teach in the class room and those are also some teachers who never go home on time. Besides there are also teachers who wear uniforms teachers which do not comply with applicable rules. (3) Inhibiting

the character of hard work to grow in students because there are teachers who have taught students with repetitive material, this indicates, the teacher did not show a hard effort to prepare the learning tools. (4) Inhibiting the character of curiosity growing in students because, there are teachers who teach learning that are still using old books, not trying to find new knowledge that can be taught to students. (5) Inhibiting the character of social care growing in students because, there are teachers who do not help students in the class, even though the student is experiencing difficulties or problems in learning. However, teachers only compare these students with other students without providing assistance or solutions to students. (6) Inhibiting the character of responsibility to grow in students because there are teachers who have never entered teaching according to what is determined by the teacher.

- 2) School principals who become obstacles in building character education in social studies at high classes (grades IV, V and VI) namely: (1) Inhibiting religious character from growing in students because principals have never participated in the Duha prayer because Christian school principals are different from religion of all students who are Muslim. (2) Inhibiting the character of discipline from growing in

students because the principal did not present to carry out the flag ceremony.

- 3) Students who become supporters in the formation of character education in social studies in high classes (grades IV, V and VI). Students who hinder the formation of character education in social studies in high classes (grades IV, V and VI), namely student behaviour that is not good to be imitated by students such as (1) Inhibiting the character of discipline growing in students because there are students who present on time to study in the class room and go home according to the schedule determined by the school. In addition, there are also students not disciplined in wearing school uniforms because student uniforms are adjusted to the applicable rules. (2) Inhibiting the character of hard work growing in students because there are students who have never done the assignments given by the teacher. (3) Inhibiting the character of curiosity growing in students because there are students who are still not fluent students reading textbooks given by the teacher (4) Inhibiting the character of friendly/communicative growing in students because there are students who are hostile in the classroom.

b. External

the Parents factors who become obstacles in building a character education in social studies at high classes (class IV, V and

VI). Parents who inhibit the building of character education in the family environment that is the behaviour of parents who are not good to be imitated by children, from three parents of students who observed such as (1) Religious characters, some parents do not carry out five prayers starting from prayer sunset, evening prayer, dawn prayer, midday prayer, and asr prayer. (2) Honest character, some parents deceive their children because they do not want to give money and finally say there is no money even though the money is there. (3) The character of patriotism, some parents communicate with their children not using Indonesian but by using local languages that contain unethical words such as using the word "KO" to children, even though the word is forbidden by students. (4) Lovingreading characters, some parents are not used to reading books that can be taught to their children. (5) The character of caring for the environment, some parents throw away the sampan both organic and non-organic garbage around the house.

CONCLUSION

Supporting and inhibiting factors in character education at SD 34 Bungung Katammung consists of two aspects, namely internal factors and external factors. Factors are supporting the integration of character education in social science in high classes (IV, V and VI) include teachers, principals (internal) and parents (external). While the

inhibiting factor also consists of teachers, principals (internal) and parents (external) who indirectly provide examples of behaviour that can inhibit the development of student character, because students imitated the teacher behaviour, principals and parents as role models for themselves

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Implementation of Teaching Ketamansiswaan Tri-N to Instil Noble Characteristics of Students at SDN I Plumbon, Karanganyar District

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Abstract. The purpose of this study was to determine the process of implementing Tri-N Student Teachings Ketamansiswaan Tri-N to Instil Noble Characteristics of SD N 1 Plumbon Students in Karanganyar Subdistrict, the obstacles encountered in implementing Tri-N Student Teachings to instil noble character of SD NI Plumbon students and to find solutions used to overcome obstacles in the implementation of Tri-N Student Teachings to instil the noble character of students of Plumbon Elementary School NI Karanganyar. This type of research is a type of qualitative research. The data used in this study are primary data, the data obtained directly from research subjects. The instrument of this study was the researcher himself, assisted by interview guidelines, questionnaires, observations and documentation. Methods of data analysis by data reduction, data presentation, drawing conclusions and verification as well as checking the validity of the data with triangulation techniques. The targeted output of this study is an accredited national journal. The results of the data analysis can be concluded that by using the right learning model, it can provide maximum learning outcomes. Learning model with the concept of 3N (Niteni, Nirokke, Nambahi) can be applied in Civics learning. By applying this 3N concept, students are expected to be able to carry out learning to the maximum that is observing learning objects, then imitating what students have observed, and the final stage of students can improve by adding to the learning object so that in teaching and learning process, students will produce knowledge and skills.

Keywords: *Implementasion, learning Ketamansiswaan Tri-N, Noble Character*

Abstrak. Tujuan penelitian ini adalah untuk mengetahui proses pengimplementasian Ajaran Ketamansiswaan Tri-N untuk Menanamkan Budi Pekerti Luhur Siswa SD N 1 Plumbon Kecamatan Karanganyar, kendala yg dihadapi dalam pengimplementasian Ajaran Ketamansiswaan Tri-N unuk menanamkan budi pekerti luhur siswa SD N I Plumbon dan untuk mengetahui solusi yang digunakan untuk mengatasi kendala dalam pengimplementasian Ajaran Ketamansiswaan Tri-N untuk menanamkan budi pekerti luhur siswa SD N I Plumbon Kecamatan Karanganyar. Jenis penelitian ini adalah jenis penelitian kualitatif. Data yang digunakan dalam penelitian ini adalah data primer, yaitu data yang diperoleh langsung dari subjek penelitian. Instrumen dalam penelitian ini adalah peneliti sendiri dengan dibantu pedoman wawancara, angket, observasi dan dokumentasi. Metode analisis data dengan reduksi data, penyajian data, penarikan simpulan dan verifikasi serta pengecekan keabsahan data dengan teknik triangulasi. Luaran yang ditargetkan dalam penelitian ini adalah jurnal nasional terakreditasi. Hasil analisis data dapat disimpulkan bahwa menggunakan model pembelajaran yang tepat dapat memberikan hasil pembelajaran yang maksimal. Model pembelajaran dengan konsep 3N (*Niteni, Nirokke, Nambahi*) dapat diterapkan dalam pembelajaran PKn. Dengan menerapkan konsep 3N ini, diharapkan peserta didik dapat melaksanakan pembelajaran dengan maksimal yakni dengan mengamati obyek pembelajaran, kemudian menirukan apa yang telah peserta didik amati, dan tahap terakhir peserta didik dapat menyempurnakan dengan menambahi obyek pembelajaran tersebut, sehingga dalam proses pembelajaran peserta didik akan menghasilkan pengetahuan dan keterampilan.

Kata Kunci: *Implementasi, Ajaran Ketamansiswaan Tri-N, budi pekerti luhur.*

INTRODUCTION

National education has the task of developing Indonesian people so that they become whole human beings and at the same time develop character resources. School as an educational institution is a vehicle for students who have a character in order to survive in the global era. Ministry of National Education (Kemdiknas) starting the new academic year 2011/2012, plans to implement character education. Character education material will be given starting from the level of early childhood education (PAUD) to university. Related to formal and non-formal education.

The realization of Indonesian society with noble character, noble character, and morality is the goal of the development of Indonesian society which is then implemented in the aim of national education. Character education to facilitate students to be able to use knowledge, study, internalize values, and personalize values, and develop social skills that enable the growth and development of noble morals in students and develop daily relationships (Nurul Zuriah, 2011: 65).

In principle, the current learning objectives are educational concepts taught by KI Hajar Dewantara since a long time ago. Learning outcomes to be achieved are cognitive (understanding), affective (Ngrasa), and psychomotor (nglakoni). This was further elaborated by Bloom's Taxonomy which had been revised in 2001. Each domain has developed into many indicators that are

presented clearly and in detail using operational verbs. Cognitive processes (understanding) are arranged in stages including remembering, understanding, using, analyzing, assessing and creating. Dimensions of knowledge are facts, procedural concepts, and metacognition. Affective process (ngroso) is a process to achieve learning goals related to feelings, emotions, value systems and attitudes that indicate acceptance and rejection of something. Each level in a sequential manner in the affective process that is the level of receiving, responding, appreciating, organizing and living levels. The psychomotor domain is a learning goal related to motor skills including the movement of the whole body, coordinated movements, non-verbal communication and ability to speak.

Based on observations on May 7, 2019 at SD Negeri 1 Plumbon, Karanganyar District, there were some problems: students were still busy or noisy in learning when given assignments by the teacher the lack of concern for students to do well, if there were no homework students did not learning at home, students lack the sense of help to help, student activities have not been observed in internalizing noble character, there is still a lack of teacher's ability to maximize learning of virtuous character.

Tri-N Teachings are a concept of education taught by Ki Hajar Dewantara since ancient times consisting of *niteni*, *nirokake* and *addi*. The purpose of this study was to

determine the process of implementing Tri-N to instill Budi Pekerti Luhur students at SD N 1 Plumbon Karanganyar.

In implementing noble mind and character through Tri-N, learning planning is needed. Learning activities which include introductory, core and concluding stages can be internalized in learning by incorporating choices from the values of character that want to be developed in learning. Development of the elements of character in learning include conscience, virtue, honesty, trustworthy, discipline, courtesy, neatness, sincerity, self-control, courage, friendship, loyalty, honor and justice. Based on the problem, the researcher will conduct descriptive qualitative research through learning of noble mind and character by applying Tri-N in Teaching Students.

RESEARCH METHODS

This type of research was a type of qualitative research. The data used in this study were primary data, the data was obtained directly from research subjects. The instrument of this research was the researcher himself, assisted by interview, observation and documentation guidelines. Methods of data analysis by data reduction, data presentation, drawing conclusions and verification also checking the validity of the data with triangulation techniques.

DISCUSSION

Implementation of Teaching Ketamansiswaan Tri-N to Instill Noble Characteristics of Students at SD N 1 Plumbon Karanganyar District

In this research, the implementation of noble mind and character through Tri-N is the implementation of someone who What if you have knowledge about how to solve and remember something discussed (niteni) about something, then you must have a sense of wanting to do things following the knowledge you have. And not only to imitate something learned (nirokake), but try to develop something that is learned (added) from the knowledge gained.

This research, the implementation of noble mind and character through Tri-N is the implementation of someone who already has knowledge. Someone already has knowledge that is taken by way of recognizing and remembering something that is learned (niteni) about a thing, then it must have a sense of wanting to do things by the knowledge possessed. And not only to imitate something that is learned (nirokake), but also should develop something that is learned (nambahi) from the knowledge possessed.

Niteni means the process of finding meaning (traits, traits, procedures, truth) of an object observed through sensory means. Thus, niteni is a cognitive / thought process which according to Ki Hadjar Dewantara called Cipta. Cipta is the power of thinking, which is

tasked with finding the truth of something by observing and comparing objects so that they can know the differences and similarities. Nirokke and addi can be translated as imitating (to imitate) and developing/adding (to innovate / to add value). The discussion of these two concepts was put together considering that nirokke and addi were in the same level, namely the application of the acquisition of the niteni process. According to Ki Hadjar Dewantara included in the realm of "*Kemauan or Karsa*" that always arise next to or as if the result of thoughts and feelings. The difference between the two lies in the degree and creative process. Nirokke or imitating according to Ki Hadjar Dewantara is a nature in childhood (Suroso, 2011). In relation to the process of imitating, especially children have the desire to always imitate everything that interests him. Most of the abilities, skills, and behaviour of children are the process of imitation, especially parents, for example talking, behaving, playing, and so forth. This imitation is very useful because it has the nature to educate oneself personally by way of orientation and experience even in a fantasy. *Nambahior* adding/developing is a further process of nirokke. In this process, there is a creative and innovative process to give a new colour to the model being emulated. This added process is expected to occur in students. In this case, Ki Hadjar Dewantara stated that we are not merely imitating, but processing. If we just copy it "copyeren", remember that the

person who imitates, it is usually someone who has nothing of their own. If people have, on the contrary, they improve, add, reduce, change, and process something that is copied (Suroso, 2011).

The 3N concept (Niteni, Nirokke, Nambahi) in Civics Learning is considered an important science because it is an introduction to other sciences. In Civics learning, the 3N Ki Hadjar Dewantara concept can be used as a learning model. However, the application of the 3N concept must be gradual, namely Niteni, Nirokke, then Nambahi. Each stage does not precede each other, because Nambahi is a final process that will produce intact knowledge and skills. The use of the 3N Ki Hadjar Dewantara concept in Civics learning is as follows:

1. Students listen to the teacher's explanation of the material being explained (Niteni activities)
2. Students are given an explanation of how to solve problems or problems related to the material described (Niteni activities)
3. Students are given examples of questions relating to the material presented taken from thematic books (Niteni activities)
4. Students make observations about the problems or problems related to the material presented. The teacher mobilizes students to pay close attention to the questions given (Niteni activities)
5. Students are asked to find the basic concepts of the material presented and the

problems observed. The teacher guides students in determining the concept of the material presented (Niteni activities)

6. Students identify the use of appropriate concepts in given problems that have been observed. The teacher guides students in identifying the use of concepts from the problems observed (Niteni activities)
7. Students arrange problem-solving with previously identified concepts that are observed with the guidance of the teacher (Nirokke activities)
8. Students write problem solving using the concepts that have been identified and then modified so that they are easily understood when relearning (Nambahi activities)
9. Students with the teacher conclude the problems that have been resolved in accordance with the material presented properly and correctly (Nambahi activities)

With the steps mentioned above, learning using the 3N concept can train students' abilities through their five senses. The hope is from the niteni position, students can seek clarity from Civics objects through careful and in-depth observation. While from the nirokke process, students can imitate exactly from the objects that have been observed. Then in the process of adding, students can try to be creative in solving a Civics problem with knowledge that has been obtained from the niteni and nirokke processes.

The conditioning of learning carried out on the implementation of noble character is to foster the values of character as follows:

1. Having and developing tolerance. The teacher gives an example can be friendly with school residents who are religious, ethnic and cultural, give greetings when meeting with other teachers, students and other school residents, responding and answering greetings, giving advice. Students are directed to be accustomed to get along peacefully with other students who embrace different religions, cultures and tribes.
2. The growth of self-discipline. The teacher gives the example to arrive on time, always dress cleanly, neatly and politely, always maintain class cleanliness and behave in an orderly manner. Students are directed to be accustomed to not being late when entering school. Use clothes neat, clean and polite, get in the way and do not make noise.
3. Develop a work ethic. The teacher gives praise for the improvement of student achievement, encourages students to always study hard, compliments students who are diligent in doing assignments, the teacher does not give too much assessment and burdens students, students are directed to be accustomed to learning routinely to relearn what is obtained in class, do assignments as soon as possible, and make study groups work on assignments.

4. Have a sense of responsibility. The teacher gives an example by checking and giving feedback, advises to do the task according to the instructions, advises not to cheat in doing the task, and directs to be able to do the task in accordance with the given task. Students are directed to be used to being able to submit assignments on time, to do assignments carefully and not to depend on others.
5. Have a sense of openness. Students provide an example by always providing opportunities for students to be able to express their opinions and provide a plus point for students who ask, answer and express opinions. Students are directed to be able to express their opinions properly and correctly and can respect the opinions of other friends both different and the same opinion with his thoughts.
6. Be Able to think positively. The teacher provides an example by giving praise to students who are able and willing to do good when helping others, creating a learning atmosphere that is warm, conducive, open and objective. Students are directed to be accustomed to interacting with lecturers and other students, and students want to understand and try to get used to positive thinking attitudes.
7. Develop self-potential. Students provide an example by providing support in instilling a sense of pleasure and develop the abilities of students by helping and training students in ongoing learning activities. Students are directed to get used to being active in the learning process.
8. Having togetherness and mutual cooperation. Students set an example by creating learning activities in groups on certain materials. The teacher participates in providing assistance and guidance when students experience learning difficulties.
9. Mutual respect. The teacher sets an example by speaking softly and being respectful of others, the teacher arranges and reminds students who act disrespectfully and do not ask permission when leaving learning in class.
10. Cultivating honesty. The teacher provides an example by encouraging students to always tell the truth in accordance with reality, praising every honest word made by students. Students are expected to be honest doing their own work and when given assignments in groups must also participate in working on the group assignments

The implementing Obstacles in teaching Ketamansiswaan Tri-N to Instill Noble Characteristics of Students at SD N 1 Plumbon Karanganyar District

The implementing Obstacles in teaching Ketamansiswaan Tri-N to Instill Noble Characteristics of Students at SD N 1 Plumbon Karanganyar District namely 1). Lack of understanding that the cultivation of noble character, mind and body development

of children can not be beaten flat, 2). Families often put forward the prestige and reputation of educational institutions to put aside the quality of education, 3). Schools tend to teach about temporary theories to pursue high score.

Problem solving Solution in teaching Ketamansiswaan Tri-N to Instill Noble Characteristics of Students at SD N 1 Plumbon

Solutions to overcome obstacles in teaching Ketamansiswaan Tri-N to instill noble mind and character in students of SD NI Plumbon, namely: 1) Make a basic design of teaching with the basis and motto of Ki Hajar Dewantara (application of KHD Tri-N Instructions), 2) Emphasize that education is not only focused on cognitive aspects but also emphasized on the affective and psychomotor aspects, 3) Educators always try to be an example for their students and provide advice to behave well.

CONCLUSION

Using the right learning model can provide maximum learning results. Learning model with the concept of 3N (Niteni, Nirokke, Nambahi) can be applied in Civics learning. By applying this 3N concept, students are expected to be able to carry out learning to the maximum that is by observing learning objects, then imitating what students have observed, and the final stage of students

can improve by adding to the learning object so that in the learning process students will produce knowledge and skills. It is suggested that the teacher needs to familiarize, pay attention to and further develop the implementation of character in every learning activity. Further research needs to be done on the implementation of noble mind and character in developing and applying values to develop students' potential in learning. To be able to develop niteni, nirokake and add to the students themselves there needs to be a continuous or continuous encouragement so that it will become a good habit for students in future community life.

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Multicultural Values: An Analysis of the Indonesian Literacy Disregard

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Abstract. The background of this study is a pluralistic and multicultural Indonesian nation-state from culture, religion, ethnicity, ethnicity, social, and territorial heritage as a prehistoric / pre-literacy era that often arises due to conflict due to friction from a variety of diversity, so there needs to be a solution as a solution to the application of multicultural values to an educational institution. The purpose of this study is to describe: 1) the social system; 2) belief system; 3) science and technology; 4) artistry; 5) agriculture; and 6) shipping. This type of research is designed using a descriptive approach, while the form of research uses a content analysis model, then in practice, it refers to the content analysis procedure. The results of the study concluded that one of the major problems of this nation is the awareness of the identity of a nation-state. This is due to 2 (two) waves of social change, namely globalization and democracy. At the global level, in addition to the existence of world powers such as in politics and trade, there is also a power that wants people to have an awareness of their identities, so we need a unity of the nation that is awareness in the container and frame of the Unitary State of the Republic of Indonesia.

Keywords: *Multicultural Values; Prehistoric*

Abstrak. Latar belakang kajian ini adalah negara-bangsa Indonesia yang plural dan multikultur dari budaya, agama, etnis, suku, sosial, dan kewilayahan sebagai warisan jaman prasejarah/praaksara yang sering muncul adanya konflik disebabkan oleh adanya gesekan dari berbagai keragaman, sehingga perlu adanya solusi sebagai jalan pemecahan dengan penerapan nilai-nilai multikultur pada sebuah institusi pendidikan. Tujuan kajian ini adalah mendeskripsikan: 1) sistem sosial kemasyarakatan; 2) sistem kepercayaan; 3) ilmu pengetahuan dan teknologi; 4) kesenian; 5) pertanian; dan 6) pelayaran. Jenis penelitian didesain dengan menggunakan pendekatan deskriptif, sedangkan bentuk penelitian digunakan model analisis isi (*content analysis*), maka dalam pelaksanaannya mengacu pada prosedur analisis isi. Hasil penelitian diperoleh simpulan bahwa salah satu masalah besar bangsa ini adalah kesadaran identitas suatu negara-bangsa. Hal ini disebabkan adanya 2 (dua) gelombang perubahan sosial, yaitu globalisasi dan demokrasi. Pada tingkat global selain adanya kekuatan-kekuatan dunia seperti dalam bidang politik dan perdagangan, muncul pula kekuatan yang menginginkan orang memiliki kesadaran akan identitasnya, maka diperlukan sebuah persatuan bangsa yaitu kesadaran dalam wadah dan bingkai NKRI.

Kata Kunci: *Nilai-Nilai Multikultural; Prasejarah*

INTRODUCTION

The inculcation of multicultural values in education is believed to be a real solution to the conflicts and disharmony that occur in society, especially those that often occur in Indonesian society which in reality as a plural nation-state. In other words, multicultural education can be an alternative means of resolving social and cultural conflicts (Parekh, 2012). The diverse cultural spectrum of Indonesian society is a challenge for education to process the difference into an asset, not a source of division. At present multicultural education has 2 (two) major responsibilities, namely: 1) preparing the nation to face the flow of outside culture in the era of globalization; and 2) 'uniting' the nation itself which consists of various cultures (Naim and Sauqi, 2011).

Nationalism and ideology education has been widely provided ranging from basic education to tertiary institutions, but multicultural education has not been provided in the correct proportions. Therefore, schools and colleges as educational institutions can develop multicultural education with models according to the principle of educational autonomy or their respective schools. In my opinion, multicultural education should be emphasized more on the subjects of nationality and morals, as well as subjects: History, Civics, Religion, and BK (Slamet, 2017).

Previous learning models related to nationality do exist, but they are still in

adequate as a means of education to appreciate differences: ethnicity, culture, ethnicity, religion, language, territoriality, and other diversity. This condition can be seen from the emergence of conflicts that often occur in the reality of national and state life today, these conditions indicate that understanding of tolerance is still low and very lacking. Supriyoko Said (2011); that until now the number of students and students who understand something that exists behind the nation's culture is still lacking, even the public knows more about stereo types of a tribe than knows something that the tribe has. Whereas in the context of multicultural education discourse, understanding the meaning behind the cultural reality of an ethnic group is essential. Therefore the implementation of multicultural education as a conscious effort to develop personalities inside and outside of school for students and students needs to be strengthened with a rule from the stakeholders. Multicultural education in an educational institution is said to be successful when formed in students and students' attitudes to life are tolerant, non-hostile and non-conflicting caused by differences in culture, ethnicity, language, customs, territories, and others (Slamet, 2017). According to Stephen Hill (in Mahfud, 2011) Representative Director of the UN Agency for Education, Science and Culture, UNESCO for the regions of Indonesia, Malaysia, the Philippines and Timor Leste; multicultural education can be

said to be successful if the process involves all elements of society. Concretely, multicultural education does not only involve teachers/lecturers or the government but all elements of society. This needs to be done because the Indonesian nation-state has multidimensional aspects of life that are covered in multicultural education. The expected change in the context of multicultural education does not lie in the justification of numbers or statistics and the cognitive orientation of an sich as is commonly the assessment of success in the implementation of education in this country. But more than that, in the creation of comfortable conditions, peace, tolerance in people's lives, and conflicts do not always arise due to cultural differences and racial intolerance. Some people even say that the results of multicultural education cannot be determined by a certain time standard (Supardan, 2005). Therefore, in the context of Indonesia's education world, it is time to pay great attention to multicultural education, thereby indirectly providing solutions to a number of social problems facing the nation-state of Indonesia in the future.

Regarding multiculturalism in the study of history, multicultural values have actually been owned by the ancestors of the Indonesian people, even those multicultural values long before the Indonesian people recognized writings known as pre-literacy. Mutual cooperation, social system, belief system,

culture, and so on are real examples of multicultural values that have been owned by the ancestors (Slamet, 2016). The multicultural values become the basis for the development and periodization or subsequent history so that the previous periodization becomes the basis and inseparable from the subsequent multicultural values, and so on, so that the multicultural values cannot stand alone. Past multicultural values are still used and continue to live in the next period.

While historians agree that the period of time in the proclamation of Indonesian National History is known to have 4 (four) periods, namely: 1) prehistoric / pre-literate Indonesia; 2) ancient Indonesian / Hindu-Buddhist history; 3) the history of Indonesian intermediate/entry of Islam and Western nations; 4) the history of new Indonesia which continues into the history of modern Indonesia or contemporary history that has taken place until now (Gazalba, 1981). It was further stated that based on the history of history and findings related to multicultural values according to their period, this exposure focused on Indonesian prehistoric / praxara so that the objectives of this study describe: 1) the social system; 2) belief system; 3) science and technology; 4) artistry; 5) agriculture; and 6) shipping.

RESEARCH METHODS

This type of research used as descriptive research material, while the form of research

used the content analysis model (content analysis) then in the implementation of the investigation of the content analysis procedure (Creswell, 2009). This study used the subject of an event or events that exist in the community on certain content. Developed by the author in developing data by 2 (two) steps or procedures, namely: 1) procurement of data which includes (1) careful and repeated reading unit analysis, (2) recording and/or recording of related data consisting of symbolic data that was not structured; and (3) data validation, namely the use of semantic validation patterns to measure the level of sensitivity of symbolic meaning related to context; and 2) the process of inference and analysis as one of the content analysis procedures. This inference was interesting to draw abstract conclusions, then did the presentation and discussion of data obtained according to the field in order to provide clarity for those obtained.

DISCUSSION

Culture and society are inseparable unity. Society can survive because it produces culture, otherwise, culture exists because it is produced by the community. Through culture, all the features of community life can be known, then the results of material culture in the prehistoric/prehistoric times can be studied and studied from the patterns of community life related to multicultural values so that the

results and at the same time the discussion can be presented in sequence as follows

Community Social System

During the hunting and gathering of food, the community lived in small numbers, but the relationship between the groups was already tight because members had to be together (= mutual cooperation?) Facing severe natural conditions, while the social system that emerged at that time still very simple. During farming, the lives of people who have settled increasingly experience development and this is what drives the community to shape the regularity of life. Rules of life can be implemented well, because of a leader who is chosen based on deliberation. Furthermore, the social system continues to develop, especially at the time of legislation, because at that time community life is more complex which is divided into groups according to their fields of expertise. Each group has its own rules of the agreement, in addition to the existence of general rules that guarantee harmonious relations of each group. General rules are made based on mutual agreement/deliberation in democratic life. Thus the social system in the pre-literacy period in Indonesia has been based on consultation and mutual cooperation

The explanation above illustrates that in the days of the ancestors, noble values in the form of cooperation and mutual cooperation have been carried out. This illustrates and provides an understanding that if welfare is to

be obtained together, mutual cooperation involving relatively large members of the community is needed so that a leader is needed, while the method of determining a leader is chosen through the word consensus. Those are multicultural values as the noble values of the Indonesian nation-state that our ancestors actually owned and carried out. If it is related to the present condition, the multicultural values are almost faded and increasingly extinct, as evidenced by frequent student brawls, even as the nation-state spectrum is stiffened by inter-ethnic groups and ethnic groups who do not see as an Indonesian nation-state. According to the opinion of the writer, in this position, multicultural education needs to be given to an educational institution in order to provide fundamental awareness to students and students about how to respect differences of opinion, the need for cooperation, and mutual assistance especially for people who are framed in the Unitary Republic of Indonesia (NKRI) plural.

Belief System

The belief system (= religion) of prehistoric/prehistoric communities is estimated to have begun to grow during the hunting and gathering of advanced food or also called the period of settling and farming that occurred during the Mesolithic era. Other evidence that helped strengthen the pattern of belief in that era was found in a boat painting in Necker depicting vehicles that deliver

ancestral spirits to the afterlife. This means that at that time had believed the existence of the spirit. Trust in the spirit continues to develop in the prehistoric/prehistoric times, it can be seen from the complexity of the forms of ceremonies, burials, and offerings. This belief in the spirit is known as animism (the existence of spiritual forces outside the human soul), in addition, there is also a belief in dynamism (trust in certain objects that are considered to have supernatural powers). For example, axe made of chalcedon stone (beautiful stone) is considered to have strength, in addition to dagger, spear, talisman, and examples of other objects. The totemism is a belief on the basis of the belief that certain animals are ancestors (exceeding the power possessed by humans) of a particular society. Animals that are considered as ancestors between members of the community are different from one another. Usually, animals that are considered incarnations of ancestors should not be hunted and eaten, except for certain ceremonial purposes. This means that the belief system of prehistoric / pre-literacy society is animism, dynamism and totemism.

The pre-literate belief system reflects the belief in the existence of spirits, objects and animals that have great/magical powers. If it is related to current conditions, the Indonesian nation-state has agreed to 6 (six) religions (*Islam, Kristen Katholik, Kristen Protestan, Hindu, Budha, dan Khonghucu*) . If the members of the community realize that all

religions are true and adherents are approved by the Law, then there is no need for bombings which are accused of terrorism and tribal conflict caused by SARA issues. According to the opinion of the author, in this condition, multicultural values need to be given to education in order to provide awareness to students and students about ways to save religion and its adherents because in principle all religions are true.

Science and technology

Since the Neolithic era the ancestors of the people have known high knowledge, it can be known from the use of monsoons as a driving force in trading and shipping activities as well as astronomy or astrology as a direction for sailing or as a time guide in agriculture. In addition to the development of science, technology is also known by the prehistoric community, especially in the era of perundagian namely metal casting technology, so that at this time people have been able to produce life tools made of metal, such as funnel axes, nekara, moko, and various goods jewellery. Based on the explanation above, according to the opinion of the writer in this condition, urgent multicultural values are given to educational institutions in order to provide understanding to students and university students that mastery of technology is important but do not forget to uphold the nation's noble values, as well as respecting differences, cooperation, deliberation, consensus, as a feature of the nation that has

been owned since prehistoric / pre-literacy times.

Art

Art (= culture) has been known by prehistoric communities since the time of Mesolithikum as evidenced by the paintings on cave walls. Furthermore, the arts experienced rapid development in the Neolithic era, because during the farming period there was free time from planting to harvest, which was used by the community to channel their artistic souls. Specifically, sources that state about art produced in prehistoric/prehistoric times have not provided the details as in present times, but at least the tools produced for use in hunting and gathering food such as spear shape models, wood splitting forms, and life equipment day-to-day has shown that the ancestors already had quite a taste and aspiration of beauty related to art, it developed in the next period and period, namely in the era of Ancient Indonesia and Middle Indonesia which produced batik, gamelan, and wayang.

Agriculture

The agricultural system (= economy) known to prehistoric / pre-literacy communities was originally cultivation that only relied on topsoil, so the form of agriculture was to move from place to place. Furthermore, the community began to develop the rice field system, so that it was no longer dependent on topsoil, and tried to overcome soil fertility through processing, irrigation, and fertilizing. The rice field system was known by

the prehistoric / pre-literacy community during the Neolithic period because at that time people's lives were settled and organized. During the revision of the paddy system, it developed because of specialization or division of tasks based on expertise, so the prehistoric community was increasingly adept at processing rice. Based on the explanation above, it can be stated that the agricultural system in Indonesia has been owned by the ancestors with the application of quite high technology, even to this day the traditional land management done using a hoe has evolved and changed using a tractor.

Sailing

Sailing includes trade, economy, culture, science and technology can be studied from the migration of other nations to Indonesia. The movement of nations from mainland Asia to Indonesia proves that since century BC, the ancestors of the Indonesian people had the ability to sail. The ability to sail continues to develop because Indonesia's geographical conditions consist of islands so that to arrive at other islands a boat must be used. The type of boat used is a boat. The existence of the making and ownership of a simple boat, but was able to sail the ocean in the prehistoric era. It should be proud of the great ability to sail our ancestors to be the basic capital of the ability to trade so that at the beginning of the century the Indonesian people took part in the path of international trade. This condition has developed until now, so it is not

surprising that the Indonesian nation-state involved and coloured economic activities in the global world trade.

CONCLUSION

Based on the description that has been stated above it can be stated that one of the great problems of this nation is the awareness of the identity of a nation-state. This is due to 2 (two) waves of social change, namely globalization and democracy. Globalization is the main problem not only for people in the fields of trade, politics, economics but also in the field of philosophy and of course also in the world of education. Many experts have discussed globalization, positive and negative values, and there are even very sceptical about the effects of globalization in human life. However, the reality of human life in the 21st century shows the occurrence of social transformation that has never been experienced by mankind to escape from the current that can eliminate or marginalize the identity of a society, ethnicity, language, belief (religion), and culture as one's identity in the nation-state. At the global level, besides the existence of world powers such as in politics and trade, there is also a power that wants people to have an awareness of identity as well as the Indonesian nation-state.

Indonesia is one of the largest multicultural countries in the world. The truth of that statement can be seen from the socio-cultural and geographical conditions that are

so diverse and broad. At present, the number of islands in the territory of the Republic of Indonesia is \pm 13,000 large and small islands, with a population of more than 200 million people consisting of 300 tribes using \pm 200 different languages. Besides that, there are also various religions and beliefs, such as : Islam, Kristen Katolik, Kristen Protestan, Hindu, Budha, and various beliefs. That diversity is recognized or will not have an impact on various problems that must be faced by the nation-state. Corruption, collusion, nepotism, political feuds, poverty, violence, separatism, environmental destruction and loss of humanity to always respect the rights of others are manifest forms of the multiculturalism problem.

The advice given related to the events and conditions above is, multicultural education is not only seen as a discourse but needs to be immediately implemented by the government. This is seen as very urgent because multicultural education is intended to respond to the phenomena of ethnic, social and cultural conflict, and the region that often arises in a pluralistic society. The multicultural face in this country up to now is like a fire in the husk which could one day bring up a heated political, religious, socio-cultural temperature, which allows the conflict to re-emerge. Therefore, it becomes a necessity for all members of the community to think of solutions, including those responsible, are the education community (read: government).

Education should have a role in resolving conflicts that occur in the community, that conflict is not a good thing to be cultivated. Education should also be able to provide a smart offer, for example by designing material, methods, and curricula that are able to realize the importance of mutual tolerance to respect differences: ethnicity, religion, race, ethnicity, culture, language, and region. The multicultural Indonesian nation-state should place education as a medium for social, cultural and multicultural transformation, so it is natural to develop a new paradigm in the world of education, namely a multicultural education paradigm that leads to the student's creation to understand, respect differences in culture, ethnicity, religion, taste, ethnicity, language, region, and others that exist in society and in the frame of the Unitary Republic of Indonesia.

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Development of Student Civic Competence Through Scouting Courses as Strengthening the Young Generation Character

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Abstract. The purpose of this study Is to determine the pattern of civic competence coaching for students through Scouting Education as a reinforcement of young characters in the USSD FKIP PGIP Study Program. This study used qualitative research with a case study method. This study consists of the formulation of the problems namely: civic competence in the context of Scouting Education, Scouting learning process in fostering student civic competence, obstacles and solutions in fostering civic competence through Scouting Education, the role of Scouting Education in fostering student civic competence. In collecting data researchers used three techniques namely observation, interviews, and documentation. Data analysis uses an interactive model. This research produces several findings, namely: (1) Civic competence in the context of Scouting Education: Citizenship knowledge includes understanding democracy, understanding defending the country, understanding obligations and rights. Citizenship skills include three skills namely managerial, organizational, and scout skills. Citizenship character is in the form of character contained in the tri satya and dasa dharma. (2) Knowledge is fostered by providing the task of finding information related to Scouting to be understood and poured back on the exam, skills are fostered by learning by doing with the team system, and character is fostered by instilling the values of tri satya characters and dasa dharma with habituation and the system among. (3) Obstacles in the development of civic competence that is students still feel shy, less responsible, arriving late. The solution is to be assertive and apply reward and punishment in learning process.

Keywords: *Development of Civic Competence, Scouting Education, Strengthening Character of Young Generation*

Abstrak. Tujuan penelitian ini adalah untuk mengetahui pola pembinaan *civic competence* mahasiswa melalui Pendidikan Kepramukaan sebagai penguatan karakter muda di Prodi PGSD FKIP UST. Penelitian ini menggunakan penelitian kualitatif dengan metode studi kasus. Penelitian ini terdiri dari rumusan masalah yaitu: *civic competence* dalam konteks Pendidikan Kepramukaan, proses pembelajaran Pendidikan Kepramukaan dalam membina *civic competence* mahasiswa, kendala dan solusi dalam pembinaan *civic competence* melalui Pendidikan Kepramukaan, peran Pendidikan Kepramukaan dalam membina *civic competence* mahasiswa. Dalam pengumpulan data peneliti menggunakan tiga teknik yaitu observasi, wawancara, dan dokumentasi. Analisis data menggunakan model interaktif. Penelitian ini menghasilkan beberapa temuan, yaitu: (1) *Civic competence* dalam konteks Pendidikan Kepramukaan: pengetahuan kewarganegaraan mencakup pemahaman demokrasi, pemahaman bela negara, pemahaman kewajiban dan hak. Keterampilan kewarganegaraan mencakup tiga keterampilan yaitu keterampilan manajerial, organisatorik, dan keterampilan pramuka. Karakter kewarganegaraan berwujud karakter yang terdapat dalam tri satya dan dasa dharma. (2) Pengetahuan dibina dengan memberikan tugas untuk mencari informasi terkait Kepramukaan untuk dipahami dan dituangkan kembali pada ujian, keterampilan dibina dengan *learning by doing* dengan sistem beregu, dan karakter dibina dengan menanamkan nilai-nilai karakter tri satya dan dasa dharma dengan pembiasaan dan sistem among. (3) Kendala dalam pembinaan *civic competence* yaitu mahasiswa masih merasa malu, kurang bertanggung jawab, datang terlambat. Solusi berupa bersikap tegas dan menerapkan *reward and punishment* dalam proses pembelajaran

Kata Kunci: *Pembinaan Civic Competence, Pendidikan Kepramukaan, Penguatan Karakter Generasi Muda*

INTRODUCTION

The problem now faced by education is that learning is expected to be able to provide instructional and accompanying impacts for students and university students, it turns out more emphasis on instructional impacts only, or in the sense that only cognitive and knowledge are considered. While the impact of accompaniment received less attention, so students and university students were only cognitive aspects that were trained, for other aspects such as psychomotor and affective can be said to be ignored. This results in the absence of meaningful learning experiences.

Efforts to overcome these problems are done by fostering the dimensions of civic competence of students to have a strong character. Civic competence development can be done through education with a meaningful learning process with the Scouting Course as a compulsory subject at FKIP PGSD Study Program. Scouting courses with 2 credits in semester 1 consists of theory and practice in the form of KMD. This course is intended to equip students to have creativity so they can work in the basic fields and foster Scouting. So that students will have the competence to be able to foster Scouting activities at school as a vehicle for character building students and young generation.

This effort is to foster students so that they do not follow deviant behaviour in their daily lives. Lectures through Scouting Education courses are expected to develop

student civic competence because lectures are not only in the classroom with a variety of materials but also practice in schools and communities and the students are trained to be democratic, aware of the law, responsible and skilled, critical thinking, problem-solving and cooperation.

Scouting in Indonesia has been around for a long time, in fact, it has been regulated by law namely The Constitution of The Republic of Indonesia Number 12 of 2010 (UU RI No 12/2010) concerning the Scout Movement. In the law, it is stated that the scout movement is based on Pancasila, so that all activities are based on Pancasila values. The Scout Movement itself as an organization has goals as regulated in article 4 UU RI No 12/2010.

The Constitution of The Republic of Indonesia Number 12/2010 about the national education system. That the national education system is an overall component of education that is interrelated in an integrated manner to achieve national education goals. The presence of Scouting courses in tertiary institutions, especially in PGSD study programs will revive the spirit of scouting in Indonesia. Because there are still rare Scout courses in tertiary institutions, after this research it is expected that there will be other tertiary institutions that will include Scouting as subjects in their curriculum so that it will strengthen graduates with smart and good citizenship character and competence.

In line with Megawangi (2004: 1) argues that civilization will decline if there is the demoralisation of its people. Many experts, philosophers, and wise men who say that the moral factor is the main thing must be built first in order to build an orderly, safe and prosperous society. One of the main obligations that must be carried out by parents and educators to preserve and teach moral values to our children. Moral values that are implanted will form a character which is an important foundation for the formation of a civilized and prosperous society. Of course, this is in line with the main objective of civic education. Citizenship Education contains the knowledge of citizenship based on or referring to political science, law, and citizenship. As confirmed by Winarno (2013: 117) that "material citizenship knowledge covers the fields of politics, law, and morals".

Civics are lessons that aim to form good citizens in their daily lives or in the life of the nation and state. Thus, students are expected to have personalities that are in accordance with the values of Pancasila so can create an intelligent and moral generation of people (Fauzi et al, 2013: 12-13).

Winataputra (2001: 317-318) states that the main objectives of Citizenship Education about Citizenship education in the new paradigm carries the main goal, namely developing citizenship competencies such as civil knowledge (knowledge and citizenship understood), civil disposition (values, goals,

and citizenship attitudes), civil skills (sets of intellectual, social and personal citizenship skills) that should be mastered by each citizen.

Scouting Education in Changing Character Education is included in extracurricular activities, as stated by Budimansyah (2010) which explains about extracurricular Scouts with PKn movers in developing national character. Scouting Education has long been character education for the younger generation. it involves tri satya, dasa dharma, and various activities carried out. In the tri satya, there are six imperatives such as those issued by Sunardi (2006: 8) including: (a) taking against the Almighty God, (b) diverting towards the Unitary State of the Republic of Indonesia, (c) opposing Pancasila, (d) sending against fellow life, (e) opposing society, (f) demanding against dasa dharma. Based on this quote, it is very clear that Scout members are designed to carry it out against God Almighty, NKRI, Pancasila, fellow life, community and dasa dharma. Religious attitudes, defence of the nation, Pancasilaism, caring, helping and building society.

RESEARCH METHODS

This type of research was a qualitative research. The data used in this study were primary data, that was the data obtained directly from research subjects. this research instrument was own research with interview guides, observations and documentation.

Methods of data analysis by data reduction, data presentation, verification of conclusions and verification as well as checking the data validity with triangulation techniques.

DISCUSSION

Coaching civic competence of students through Scouting subjects as strengthening the character of the younger generation in the UST FKIP PGSD Study Program.

The results achieved in this study are not yet perfect because this research has only been running for one month starting from the scouting course in this semester, so the results obtained are not significant, The First, Civic knowledge or citizenship knowledge developed in Scouting Education. Based on temporary observations with Ana Fitrotunisa (lecturer supporting the course) about citizenship knowledge in Scouting Education that is related to the potential possessed by students. these potentials differ from one student to another. This potential is related to the ability to think, the ability to act, the ability to behave and an understanding of democracy. By adding citizenship knowledge in Scouting Education, it generally includes developing thoughts and knowledge about defending the country so that an attitude of love for the motherland grows understanding and mastering and implementing Pancasila values, understanding and implementing norms in society, and citizenship values such as complying with regulations and understands

knowledge of democratic behaviour in families, schools, communities. Second, civic skills or citizenship skills developed and fostered through Scouting Education. The opinion of Dwi Wijayanti as one of the guiding lecturers who gave her opinion on citizenship skills in Scouting Education that there are three skills, namely managerial, organizational, and scout skills. Furthermore, citizenship skills in Scouting Education which skills related to citizens developed in Scouting Education courses are mostly participatory skills or skills for active participation. Third, civic dispositions or citizenship character in Scouting Education. Opinions expressed by Wachid Pratomo as scouting subjects give a review of the citizenship character in Scouting Education that, a character contained in the tri dharma and dharma dasa. Tri satya and dasa dharma contain 29 character values compared to 18 character values from the Ministry of Education and Culture. Each dharma contains more than one character. Based on tri satya and dasa dharma, students will be good elementary teachers and coaches. Meanwhile, according to Sumarni (18 years), the character in Scouting Education is the character of the young generation who are brave, tough, alert, resilient, independent, and disciplined. Meanwhile, according to Rosel (19 years), the character in Scouting Education includes self-discipline, responsibility, independence, mutual assistance, mutual cooperation, and love the environment. Based on the opinion of

the interview results with some students in participating the Scouting Education courses, it can be concluded that Scouting Education is pious, resilient, resilient, independent, disciplined, helpful, mutual cooperation, obedient, responsible, brave, nationalism, patriotic, and skilled. All of these characters are an effort to strengthen the character of the younger generation through Scouting Education courses as agents of change who have strong characters to make changes.

The process of developing civic competence of students through Scouting subjects as a reinforcement of the character of the younger generation at UST FKIP PGSD Study Program.

The learning process that contains the pattern of civic competence coaching conducted by the UST FKIP PGIP Study Program through Scouting courses is carried out continuously, Based on findings in the field obtained by interviewing, documentation, and observation techniques related to the Scouting Education learning process in fostering student civic competence as strengthening the character of the young generation. According to Ana fitrotunisa, the learning process contains a pattern of civic competence coaching that civic competence consisting of knowledge, skills and character are jointly fostered through Scouting Education. Knowledge is hidden. in other word the importance of the activity is

emphasized during Scouting exercises. The skills are carried out by method *learning by doing* which is carried out with a team system with the aim of causing peer tutors. Character is fostered by departing from the among the system. The lecturer in front gives a good example, in the middle of building / implementing, and behind giving encouragement. It also applies a reward and punishment system.

According to other informants, Dwi Wijayanti discussed the learning process that is very important in fostering citizenship competencies through Scouting Education for the younger generation. Knowledge is fostered through assignments to search for information related to activities in Scouting which are following the syllabus and RMP, and gather the information for the mid-term and end of semester goals. While skills are fostered through the active participation of students in each exercise in the Scouting Education course. And the last one consists of characters who are nurtured by habituation to instil character values in the tri satya and dasa dharma Scouts and apply gifts and punishment.

The next opinion was from students participating in the Scouting semester I of the UST FKIP PGIP Study Program through interviews that had been conducted. The first opinion of Susilo (18 years) revealed that the lecturer fostered skills such as ceremonies, Scout activities such as marching lines, morse,

semaphore, while characters were fostered by applying disciplinary attitudes by arriving on time, while knowledge was fostered by the task of finding news. news and information for the next lecture meeting. Meanwhile, according to Ani (18 years) revealed that the lecturer did coaching by giving good examples in words and deeds, besides that lecturers also foster a disciplined attitude of students by starting lectures at exactly 7:00. Meanwhile, according to Yoga (19 years) giving his opinion that the knowledge fostered by lecturers by giving students assignments related to the next meeting is where students have the responsibility to work on and train the brain to receive new knowledge by not forgetting old knowledge, skills by lecturers are fostered with experience directly to do, while the characters who are fostered by disciplining students to arrive on time because if you get late get punishment.

Obstacles and solutions Development of civic competence of students through Scouting courses as strengthening the character of the younger generation in the UST FKIP PGSD Study Program.

1. Constraints

Efforts to foster student civic competence through Scouting courses in the UST FKIP PGIP Study Program as a reinforcement of the character of the younger generation certainly cannot be separated from the obstacles faced by lecturers and students.

Researchers, in this case, find obstacles in the field faced by lecturers and students. According to Ana Fitrotunisa revealed that the obstacles in fostering student civic competence through Scouting Education are: the first, students still feel ashamed to take Scouting Education courses, especially implemented in tertiary institutions; secondly, it is very difficult for students to wear the full Scout uniforms and their attributes. This is evident starting from September the policy to use Scout uniforms when the Scouting subjects were not maximally realized.

2. Solution

The solution is proposed to answer the obstacles faced, as explained above, there are several obstacles faced by lecturers and students in Scouting lectures. In this sub, researchers will describe the findings obtained from interviews and observations in the field about the solutions made by lecturers to overcome the above obstacles. According to Ana Fitrotunisa, providing solutions to overcome obstacles faced in fostering student civic competence by being assertive concerning the policy of wearing.

Scout uniforms during lectures, besides having to be hard so that students are more disciplined, while also applying reward and punishment in the learning process. As well as accustoming students to discipline and provide motivation so that students are enthusiastic about attending lectures.

CONCLUSION

Coaching of student civic competence in the UST FKIP PGSD Study Program curricularly is carried out through Scouting Education courses. The existence of these courses is a form of commitment of the Study Program to organize education and coaching the young generation through the Scouting Education program, to produce teachers who can foster the young generation through Scouting courses. The process of civic competence coaching for students through Scouting eyes does not run smoothly according to plan, there are many obstacles faced by lecturers and students. Likewise, students still consider Scouting to be a non-prestigious activity resulting in low motivation, lack of discipline, and physical health problems. The existence of Scouting courses has a positive impact, including more disciplined students, emphasis on teamwork, fostering knowledge of citizenship, citizenship skills, citizenship character, fostering spiritual competence, social competence, personal competence, competency skills, students able to self development, community development, and unit development.

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Position of the Regional Representative Board of the Republic of Indonesia in Indonesian Administrative System

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Abstract. The Regional Representative board of the Republic of Indonesia is one of the state institutions mentioned in the 1945 Constitution of the Republic of Indonesia. Although it has high legitimacy, it is not comparable with its authority. The position of the Indonesian Regional Representative Board (*DPD RI*) does not have authority in the legislative function, although it is limited to submitting and discussing certain draft laws that have been proposed, as well as in terms of supervision which is limited to supervising the implementation of certain laws and discussing and provide consideration of the results of its supervision to the House of Representatives (DPR). The ideal idea to strengthen the position of the Indonesian Regional Representative Board from experts, as well as from the results of the analysis of the author is carried out the fifth amendment to the 1945 Constitution of the Republic of Indonesia, one of which is in terms of its authority so that it is equal to the authority of the House of Representatives, which can participate in deciding the draft law related to its authority following Article 22D of the 1945 Constitution of the Republic of Indonesia. Besides that, so that the Indonesian legislative body can adopt strong bicameralism, unperfect bicameralism.

Keywords: *Position Regional Representative board of the Republic of Indonesia Bicameral system, and the rule of law*

Abstrak. Dewan Perwakilan Daerah Republik Indonesia merupakan salah satu lembaga negara yang disebutkan dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. Meskipun memiliki legitimasi tinggi, namun hal tersebut tidak sebanding dengan kewenangan yang dimilikinya. Kedudukan Dewan Perwakilan Daerah Indonesia (DPD RI) tidak mempunyai wewenang dalam fungsi legislasi, meskipun hanya sebatas mengajukan serta membahas rancangan undang-undang tertentu yang telah diajukan, begitu pun dalam hal pengawasan yang hanya sebatas mengawasi terkait pelaksanaan terhadap undang-undang tertentu dan membahas serta memberikan pertimbangan hasil pengawasannya ke Dewan Perwakilan Rakyat (DPR). Gagasan ideal untuk memperkuat kedudukan Dewan Perwakilan Daerah Indonesia dari para ahli, maupun dari hasil analisis penulis adalah dilakukan amandemen kelima Undang-Undang Dasar Negara Republik Indonesia Tahun 1945, salah satunya yaitu dari segi kewenangannya agar setara dengan kewenangan Dewan Perwakilan Rakyat, yang dapat ikut memutuskan rancangan undang-undang yang terkait dengan kewenangannya sesuai Pasal 22D Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. Disamping itu juga agar lembaga legislatif Indonesia dapat menganut lembaga perwakilan kuat (*strong bicameralism*), bukan yang sempurna (*perfect bicameralism*).

Kata kunci: *Kedudukan DPD RI, Sistem Bikameral, dan Negara Hukum*

INTRODUCTION

The government system is generally divided into two main systems, namely the presidential system and the parliamentary system. Outside of the two systems are called "mixed" systems, they can also be quasi presidential or quasi parliamentary. However, some refer to the referendum system, which is a system where the executive body is part of the legislative body, or what is commonly referred to as the legislative worker body. In this system, the legislative body forms a sub-body within it as the executor of government duties. Control over the legislature is carried out directly through a referendum (Sulardi, 2012)

The characteristics of constitutional democracy contain the idea that the government in carrying out its duties and functions is regulated in the constitution and written legal rules in force so that the government is not justified to act arbitrarily. The idea of constitutional democracy was formulated by Lord Acton the British historian, he said "*Power tends corrupt, but absolute power corrupt absolutely (Manusia yang memiliki kekuasaan cenderung menyalahgunakan kekuasaan, tetapi manusia yang memiliki kekuasaan tak terbatas pasti menyalahgunakan kekuasaan tak terbatas pula)*" (Lord Acton dalam Miriam Budiardjo 2013).

The rule of law state put forward by Frederich Julius Stahl to the state adheres to

the Continental European system, namely ownership or sharing of power to guarantee human rights (Sarja, 2016)

Indonesia as a country that adheres to Pancasila democracy is based on popular sovereignty supported by crystallized norms in the constitution. The sovereignty of the people and the sovereignty of the law are an inseparable unity and are a major component of being able to provide welfare for its people. Understanding the sovereignty of the people adopted by this country means that the real power is in the hands of the people. That power must be realized from the people, by the people and for the people (Jimly Asshiddiqie, 2006). The bicameral system adopted by Indonesia is the two-chamber system within the legislative body. In the two-room system consists of the House of Representatives (DPR) and the Regional Representative Board (DPD). The presence of the two-state institutions is to be able to carry out supervision of the implementation of the law, as well as participate in the process of making laws (checks and balances) (Indonesian MPR Study Board, 2017).

The theory of the separation of powers echoed by John Locke consists of three branches of power, the first is the legislative power that has to make laws, the second is the executive power which must implement the law, then the third is the federative power which has the task to conduct international relations with other countries. Unlike the

concept of separation of powers proposed by Montesquieu which consists of legislative power, executive power, and judicative power.

Indonesia as a modern democracy adopted a presidential government system. The bicameral system adopted by Indonesia has two rooms. The doctrine of the bicameral system comes from the classical theories of Aristotle and Polybius who argue that combining democracy and oligarchy is good governance. From this theory then created birth to a two-chamber legislative idea termed by Jeremy Bentham (Robert L. Madex in Saldi Isra, 2010).

Implicitly, the functions and authority of the Regional Representatives Board of the Republic of Indonesia (DPD RI) are regulated in the 1945 Constitution of the Republic of Indonesia in Chapter VIIA Article 22D, which reads Paragraph (1) regions, central and regional relations, formation and expansion and merging of regions, management of natural resources and other economic resources, and financial balance between the centre and the regions ", Paragraph (2)" The Regional Representative Board shall also discuss the draft law relating to autonomy. area; central and regional relations; formation, expansion, and merging of regions; management of natural resources and other economic resources, as well as central and regional financial balance; and consider the House of Representatives on the draft laws relating to tax, education and religion ",

Paragraph (3)" The Regional Representative Board can supervise the implementation of laws concerning: regional autonomy, the formation, expansion, and incorporation of regional, central and regional relations, management of natural resources and other economic resources, implementation of the state revenue and expenditure budget, taxes, education, and religion and submit the results of their supervision to the House of Representatives as a material for consideration to be followed up ", Paragraph (4) "Members of the Regional Representative Council may be dismissed from their positions, the terms and procedures of which are regulated by law" (Republic of Indonesia, 1945).

Furthermore, related to the authority and duties are also regulated in the provisions of Article 249 of the Law of the Republic of Indonesia Number 2 of 2018 concerning the second amendment to Law Number 17 of 2014 concerning the People's Consultative Assembly, the House of Representatives, the Regional Representative Board, and the House of Representatives Regions that read Paragraph (1) DPD has the authority and duties:

1. submit a draft law relating to regional autonomy, central and regional relations, the formation and expansion and merging of regions, management of natural resources and other economic resources, and relating to the balance of central and regional finances to the DPR;

2. participate in discussing the draft law relating to the matter referred to in letter a;
3. compile and submit a list of inventory issues of draft laws originating from the Parliament or the President relating to the matter referred to in letter a;
4. give consideration to the DPR for the draft law on the state budget and the draft law relating to tax, education and religion;
5. can supervise the implementation of laws concerning regional autonomy, the formation, expansion, and merging of regions, central and regional relations, management of natural resources, and other economic resources, implementation of the National Budget, taxes, education, and religion.
6. convey the results of supervision of the implementation of the law on regional autonomy, the formation, expansion, and merging of regions, central and regional relations, management of natural resources and other economic resources, implementation of the state budget, tax, education, and religion law to DPR as material for consideration to be followed up;
7. accepting the results of audits of state finances from the BPK as material for making deliberations to the Parliament regarding the draft law relating to the APBN;
8. give consideration to the DPR in the selection of BPK members;
9. compiling national legislation programs relating to regional autonomy, central and regional relations, the formation and expansion and merging of regions, management of natural resources and other economic resources, as well as those related to central and regional financial balance; and
10. monitoring and evaluating the draft regional regulations and regional regulations. "

Paragraph (2) In carrying out supervisory duties as referred to in paragraph (1) letter e, DPD members may hold meetings with the regional government, DPRD, and elements of the community in their constituency. "(the Republic of Indonesia, 2018)

The authority possessed by the DPD in the Indonesian constitution only has the authority to initiate legislative initiation and discussion of the law (law-making process), Likewise with the supervisory function possessed by the DPD, it is only oriented towards oversight of policies (Jimly Asshiddiqie, 2019). So, it is very clear the role of the DPD in the legislative process, does not have a full role to be able to carry out functions and authorities that can regulate central and regional relations.

Representative institutions owned by Indonesia consist of two chambers (bicameral), namely the DPR and DPD. However, according to several writers and

reviewers of Indonesian constitutional law, after the amendment to the 1945 Constitution of the Republic of Indonesia, placing the MPR as a separate room, therefore it can be said to have three rooms (tricameral). The reason he said the MPR as the third chamber was because the MPR was a separate body whose members came from the DPR and DPD, so that in the legislation process it had its own discussion, and made a decision on the legislation program that had been discussed in each room (Bagir Manan in Saldi Isra). Unlike the case in the Senate in the United States which has a strong oversight function, so that it can balance the power of The House of Representative whose members come from political parties (Saldi Isra).

The DPD itself has many draft products that could have been legalized in the legislation process, but this cannot be followed up because it is limited by the 1945 Constitution of the Republic of Indonesia and the MD3 Law, so that the initiative undertaken by the DPD is merely wishful thinking. Whereas the purpose of establishing the DPD is to be able to accommodate regional interests and maintain national integrity. Therefore, the group and regional delegates were replaced by the DPD based on the results of the third amendment of the 1945 NRI to avoid executive authoritarianism by controlling the MPR and the DPR (Gabriel Talawe, 2018). Inequality between the DPD and the DPR in the legislative process in

history has been an attempt to propose the DPD to reject and approve a bill that has been approved by the DPR, but the proposal was rejected by the DPR and from the community, so the proposal was not followed up (Sulardi).

Thus the only endeavour of the DPD to be able to strengthen its legitimacy to be able to get full authority in the legislation process is to amend the 1945 Constitution of the Republic of Indonesia for the fifth time. At that moment, DPD members must issue opinions and considerations that can provide space to participate in deciding the legislation program that has been designed so far. However, it would be better if the DPD continues to perform its functions and authorities properly, because the membership of the DPD is purely directly elected by the people, and that is more value that is owned because it can be in direct contact with the community.

RESEARCH METHODS

This research used normative research, which was a type of research that analyzed and examined the provisions of a statute and other written sources, such as books, journals, articles, dictionaries, magazines, newspapers. In this study, the composer in the process used secondary data sources with primary legal material which includes the principles of law, the 1945 Constitution, related laws. Then the secondary legal material in the form of legal textbooks

relating to the title of this study. As well as tertiary legal materials namely legal dictionaries, legal journals, and encyclopedias.

The technique of collecting legal material through the identification of data, namely by gathering some literature then sorting out and separating the data to be discussed. Data editing was an examination of research data that aims to find out the relevance (relationship) and validity of the data that was described in finding answers to the main problems. To analyze the data, the composer used descriptive analysis, which explained and gave legal meaning to the functions and authorities of the Regional Representative Board of the Republic of Indonesia in the Indonesian constitutional system after the amendment to the 1945 Constitution of the Republic of Indonesia.

DISCUSSION

The role of the Regional Representative Board of the Republic of Indonesia

1. A bill submission

The authority of the DPD contained in the 1945 Constitution of the Republic of Indonesia Article 22D paragraph (1), the initial process begins with a written submission by the leader of the DPD to the leader of the DPR and must be included with an academic text. This proposal was then conveyed by the DPR Leadership to the DPR's equipment which specifically handles the field of legislation to harmonize, round up and consolidate the bill.

The House of Representatives' implements will then carry out the process of harmonizing, rounding, and consolidating the bill by inviting the DPD equipment which has a duty in the field of the draft law to discuss it. Furthermore, the equipment submits a written report on the results of harmonization (in the previous stage) to the leadership of the House of Representatives to be subsequently announced at the plenary meeting (Hukum, 2011)

Stipulating the bill on the initiative of the DPD is carried out by the Committee / Committee of the draft law by submitting the proposed document of a harmonized draft to the Deliberation Committee to be scheduled in the plenary session. After that, the committee/committee submits an explanation of the proposed draft law and a list of working team members from the committee and the draft law committee at the plenary session to decide. After the initiator submits his explanation, the decision in the plenary session can be accepted without change; accepted with changes; or rejected. If accepted with amendments, the DPD assigns the draft committee/committee to discuss and refine the proposed draft law, then, it is submitted to the chairman (Regulation of the Regional Representative Board of the Republic of Indonesia, 2014)

Prolegnas can be submitted by the DPD RI with provisions to deal with extraordinary problems, or natural conflicts; Or others such as ensuring the existence of national urgency

or drafting a law that can be accessed together by the DPR's special equipment that specifically installs the field of legislation and ministers who manage affairs in the field of law. Using this law, it can be submitted by the public, members of the DPD, committees, legislators' drafting committees, or by incorporating equipment for the deliberative committee.

After that the proposal was submitted to the leadership of the deliberations with attachments in the form of background and purpose of the preparation; goals to be realized; range and direction of arrangement; compliance with the duties and authority of the DPD; and list of proposers' names and signatures. The deliberative committee after receiving the proposal then determines the competencies/joints of the competent fittings to follow up. Follow-up is done by the fittings/joints of fittings by examining whether the proposal of the bill has fulfilled the stipulated provisions. If the draft law meets the existing provisions, the leader of the equipment/joint of the equipment submits the proposal to the deliberative committee. Deliberation Committee submits its proposal in the next plenary session to make a decision. In the next plenary session, the initiator delivered an explanation related to the proposal. Decisions in the plenary session can be either accepted or rejected. If the proposed bill outside the Prolegnas is rejected, then the proposal cannot be submitted again. However,

if the plenary session accepts the proposal, the deliberative committee appoints a legislative committee/committee to prepare and process the draft law as regulated in the DPD RI code of conduct (Regulation of the Regional Representative Council of the Republic of Indonesia, 2014).

The discussion of the draft law proposed by the DPD is discussed by the equipment established by the DPD together with the DPR and ministerial equipment which will represent the President in the first-level talks. The combination of the fittings gives the task team a task to arrange an introduction to the deliberations in the discussion; prepare justifications and arguments in response to a list of inventory problems and questions from the Parliament and the President; follow discussions in the DPR continuously with at least five people who can take turns with each other; arranging mini opinions in level I talk; co-sign the approval of the draft law at the end of the first-level talks including if there is a decision making with the most votes (Regulation of the Regional Representative Board of the Republic of Indonesia, 2014)

The implementation of the work team discussion can adjust attitudes to the dynamics of political development, especially in the event of a mismatch between the concepts proposed by the DPD and the opinions of the government and/or the DPR and report them to the leader of the DPD through the leaders of the legislative committee. The submission of a

mini opinion was delivered at the end of the first-level talks by the DPD, the DPR, and the President (Regulation of the Regional Representative Board of the Republic of Indonesia, 2014). Discussions on the bill are carried out with work meetings, work agency meetings, drafting teams and / or synchronization team meetings. In the mini opinion, the discussion can be carried out with other mechanisms as long as agreed by the meeting leader and meeting participants (Regulation of the Regional Representative Board of the Republic of Indonesia, 2014)

The national legislation program proposed by the DPR or the President can be followed by the DPD in the discussion by first submitting the draft law through the leadership of the DPD. After being accepted by the leadership, competent equipment must be immediately delivered to formulate views. The material of the proposed bill must be submitted to the deliberative committee to be able to discuss together. The equipment that has been assigned to submit the DPD draft view to the deliberative committee to be scheduled and decided in a plenary session accompanied by a list of names of work team members who will represent the DPD in discussions with the DPR and the Government. In the event that a bill from the DPR or the President based on a five-year national legislation program and outside the national legislation program is received by the leadership, immediately deliver it in the next plenary session to assign a tool that will

discuss the draft law in question. If the plenary session cannot be held within three days of receipt of the draft law from the DPR or the President, the deliberative committee can decide on the completeness of the instrument to discuss the draft law. After that, the draft law is submitted to DPD Members by the Secretariat General to immediately provide input to the designated equipment (Regulation of the Regional Representative Council of the Republic of Indonesia, 2014)

The authority contained in Regulation Number 1 of 2014 concerning the DPD RI Code of Conduct contains formal rules which are limited to submitting, discussing, and then only accepting the results from the DPD initiative. This makes DPD unable to do much of the region's interest and does not know what the performance can be responsible to the regions which they represent

2. Supervision

The Regional Representative Council (*DPD*) in carrying out its oversight function is regulated in Article 22D paragraph (3) of the 1945 Constitution of the Republic of Indonesia. The supervision of the implementation of these laws and regulations is carried out by Members and Committees. Supervision is carried out in the form of implementation of certain laws and regulations implementing certain laws. Then supervision of the implementation of the law is reported at the beginning of the trial period. The preparation of the results of supervision of the

implementation of the law and the implementation of its implementing regulations are reported in a plenary session (Regulation of the Regional Representative Council of the Republic of Indonesia, 2014)

The Regional Representative Council (DPD) can also carry out supervision by discussing the results of the BPK inspection. The initial process is that the DPD receives the results of a state financial audit submitted by the leaders of Indonesian Supreme Audit Institution (BPK) to the DPD leader in a plenary session specifically held for this purpose. Concerning the results of the state financial audit, the DPD gives the task to Committee IV to discuss the central government financial statements and the results of the BPK semester examination related to the performance of the audited entity, and the Public Accountability Agency which is tasked with following up on the BPK semester examination results related to findings that indicate a state loss. entity examined Both can coordinate (Regulation of the Regional Representative Board of the Republic of Indonesia, 2014).

Committee IV prepares a follow-up to the results of the BPK examination and reports it to the plenary session to be determined as a DPD decision. The decision of the session was submitted in writing by the leadership of the DPD to the leadership of the DPR. With regard to BPK's findings which are considered detrimental to state finances, the plenary

session assigns the Public Accountability Board to carry out a further review as mentioned in Article 102 paragraph (1) of DPD RI Regulation No. 1 of 2014 concerning Standing Orders. Then the results of the review are submitted to the plenary session to be determined and can then be forwarded to the Corruption Eradication Commission. Bada Public Accountability in preparing the follow-up to the results of the BPK examination in the form of, first, input to Committee IV for consideration to be presented at the plenary session; second, follow-up materials to minimize state losses; third, recommendations to relevant institutions for legal settlement (Regulation of the Regional Representative Council of the Republic of Indonesia, 2014). Examination and reports to the plenary session to be determined as a DPD decision. The decision of the session is conveyed by the leaders of the DPD to the leader of the DPR. With regard to BPK's findings which discuss state finances, the plenary session assigns to the Public Accountability Board to carry out further reviews to receive approval in Article 102 paragraph (1) of DPD RI Regulation No. 1 of 2014 concerning Standing Orders. Then the results of the review are submitted to the plenary session to be determined and can then be forwarded to the Corruption Eradication Commission. The Public Accountability Board in preparing the follow-up to the results of the BPK audit consists of, first, input to Committee IV for consideration that will be

submitted at the plenary session; second, follow-up material to discuss state losses; ", Recommendations for related institutions to be approved by law (Regulation of the Regional Representative Council of the Republic of Indonesia, 2014).

The supervisory function of the Regional Representative Council itself based on existing regulations can only discuss the results of supervision and request for testing of the implementing regulations. Related to the results of the BPK examination, the results of the discussion are to provide recommendations

Ideal Idea on the Position of the Regional Representatives of the Republic of Indonesia

The regional representative board representation in the Indonesian parliament must be understood because: first, sociologically the community ties with the province are far stronger than the districts; second, it is technically much easier because there is a clear division of administrative territory; third, provincial-based elections are more representative of all regions compared to regency bases, given the number of districts in Java is not balanced with regions outside Java (Fajlurrahman Jurdi, 2019)

As one of the state institutions formed after the 1998 reform, the regional representative board (DPD) must become a chamber in the legislative body that can absorb the aspirations of the people in the regions.

Besides, the presence of the DPD can reinforce the two-room system (bicameral system) at representative institutions in Indonesia. However, the authority possessed by the DPD is not the same as that of the DPR. According to M. Solly Lubis, there are three parliamentary rights in the field of legislation, namely initiative rights, amendment rights, and budget (budgeting) rights (M. Solly Lubis, 1975). Of the three rights, the DPD only has the right to initiative, namely the right to be able to submit and discuss the draft law relating to its authority, without participating in approving the proposed legislation. In the field of supervision, there are also three parliamentary rights in conducting oversight, namely the right of interpellation, the right of petition and the right of inquiry (Constitution of the Republic of Indonesia, 1945)

Other inequality can be seen from the limitation of the regional representative board (DPD) members who only have four people in each province in Indonesia. The article provides substantial electoral injustice because provinces that are densely populated and less populated provinces have an equal share of seats for DPD members. As a result of the electoral injustice, the DPD seats in Java which are famous for being densely populated have very high prices compared to the DPD seats that are outside Java. The opinion related to the representation of the DPD is that it is not necessary to distinguish the number of representation in the legislature. This opinion

has ignored the fact that those who elect DPD members are people who have the right to vote. To be able to overcome this electoral injustice, it is necessary to make rules such as making intervals of the population in each province directly proportional to the number of representation in the DPD. One example is if the population of each province is under 1 million, the political representation is only four people, then if the population is 1 million to 5 million, then the total political representation is eight people, and so on (Bambang Eka Widodo, 2013)

DPD in carrying out its functions has the authority to propose draft laws relating to regional autonomy, central and regional relations, the formation and expansion and merging of regions, management of natural resources and other economic resources, as well as central and regional financial balances, and those related with the balance of central and regional finances. Beyond his authority, the DPD once had a proposal on strengthening independent state institutions. His proposal relates to the tidying up of state commissions in Indonesia. At the core of his idea, the DPD gives three considerations, first, to strengthen the position of an independent state institution which has become a reality of the state administration regarding its presence, and made a separate chapter entitled "State Commission"; secondly, at the same time, doing a 'little' downsizing of state institutions; third, efforts to avoid the politicization of

recruitment traps by pulling out a number of institutions with political tendencies from the fit and proper test in the DPR to be brought to the DPD room which is a regional representation, not a political representation (Zainal Arifin Mochtar, 2017) Some independent state institutions proposed by the DPD to serve as state commissions regulated in the constitution are:

1. The Judicial Commission, in addition to the supervisory authority over judges, is extended to other legal apparatuses, such as the police and prosecutors. This institution focuses on the administration of justice, recruitment, promotion, transfer, and sanctions.
2. Corruption Eradication Commission, its authority as a deterrent and prosecutor of criminal acts of corruption can be expanded to be able to oversee the agenda of good governance, so that the creation of a government that is free of corruption with prevention and legal action
3. National Commission on Human Rights, merge KPAI and Komnas Perempuan so that the protection divisions of the two institutions are united in one commission only.
4. Indonesian Press Commission, merges the Press Council and KPI to maintain the principle of press freedom (Zainal Arifin Mochtar)

In mid-2006, the regional representative board (DPD) formally proposed a change in

Article 22D of the 1945 Constitution of the Republic of Indonesia to the leadership of the People's Consultative Assembly (MPR). There are three proposals submitted by the DPD:

1. Proposed changes in paragraph (1), namely the Regional Representative Board holds the power to form laws together with the House of Representatives relating to regional autonomy, central and regional relations, the formation and expansion and merging of regions, management of natural resources and other economic resources as well related to the balance between central and regional finances
2. Proposed changes in paragraph (2), namely the Regional Representative Board shall also discuss and consider the House of Representatives on the draft law relating to tax, education, and religion.
3. Proposed changes in paragraph (3), namely the Regional Representative Board to supervise the implementation of laws concerning: regional autonomy, the formation, division, and merging of regions, management of natural resources and other economic resources, implementation of the state budget of revenue and expenditure, taxes, education and religion as well as conveying the results of their supervision to the House of Representatives and the Government for further action

The three proposals are desired by the

Regional Representative Board (DPD) to approve or reject the draft law relating to regional autonomy; central and regional relations; formation, expansion, and merging of regions; management of natural resources and other economies; as well as the centre-regional financial balance which has been approved by the DPR. In addition, the DPD can also reject a bill that has been approved by the DPR and therefore cannot be submitted during the next trial period (Kompas, 2006). The President also has a veto to be able to refuse to ratify a bill approved by the DPR and DPD. However, the draft law rejected by the President is valid if it is approved by at least 2/3 members of the DPR and 2/3 members of the DPD by determining the time limit for adoption (Marwan Mas, 2018)

Jimly Asshiddiqie argues that after the fourth Amendment of the 1945 Constitution of the Republic of Indonesia cannot be said to be a bicameral representation system, this resulted in the authority in the field of legislative DPD not having a role in decision making (Jimly Asshiddiqie, 2010). In line with this opinion, according to Saldi Isra, the limited authority possessed by the DPD in accordance with Article 22D of the 1945 NRI Constitution cannot be said to be a function of legislation, because in legislation theory the legislation function must be seen in its entirety, from the submission to the decision making from draft law to be a law (constitution).

Some of the articles in the 1945

Constitution of the Republic of Indonesia which are not consistent with the position and authority possessed by the DPD as part of the MPR as stipulated in Article 2 paragraph (1). The inconsistent article is Article 7A relating to the dismissal of the President and Vice President, in the article the DPD is not mentioned as one of the proposers for the dismissal of the President and Vice President, as well as in the formal rules of dismissal of the President and Vice President as stipulated in Article 7B, The DPD also does not have a full role as a member of the MPR, because without the DPD any MPR membership session, which is majority by the DPR, will continue. The same is true of the provisions of Article 7C, that the President cannot dissolve and/or freeze the DPR, in this case, the DPD can be dissolved by the President. Article 9 paragraph (1) and paragraph (2) governing the taking of the oath of the President and Vice President are also not mentioned in that article. This lack of synchronization deviates from the idea of forming a DPD and a bicameral system adopted by Indonesian state administration. Therefore, the idea is essentially to strengthen the integrity of the nation, increase the aggregation and accommodation of aspirations in the context of formulating national policies for the benefit of the regions, and to increase the empowerment of regions and communities (Salmon N.M. Nirahua, 2011)

The difference in understanding and authority possessed by the DPD must be

different from the DPR so that the community can differentiate its authority, in addition, to be able to avoid double representation. By continuing to differentiate his authority, Hartati recommends that the DPD have the right to independent initiatives but remain to the authority that already exists in Article 22D. in addition, taking a position to be able to approve or reject any draft law that will be taken a decision. And the last is the imperative to supervise all issues related to regionalism (Hartati, 2018)

Based on the results of this research, all the powers held by the DPD must be strengthened so that there is no imbalance between weak authority and high legitimacy. In addition, it is expected that during the fifth amendment of the 1945 Constitution of the Republic of Indonesia NRI can adopt a strong bicameralism system so that power between legislative institutions can be balanced so that there is no longer an imbalance of authority.

CONCLUSION

The position of the DPD RI does not have the authority in the legislative function, although it is only limited to submitting and discussing certain draft laws that have been proposed, even in the case of supervision which is limited to supervise the implementation of certain laws and discussing and giving consideration to the results of their supervision to the DPR . The ideal idea to strengthen the DPD RI from experts, as well as

from the analysis results of the author is carried out the fifth amendment of the 1945 Constitution of the Republic of Indonesia in 1945, one of which is in terms of its authority to be equal to the authority of the Parliament, which can participate in deciding draft laws related to its authority in accordance with Article 22D of the 1945 Constitution of the Republic of Indonesia. Besides that, the Indonesian legislature can adopt a strong bicameralism, not perfect bicameralism.

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Optimization of Character Education Through Community Participation Around The School Environment (Case Study in Lab School Junior High School Bandung)

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Abstract. The community environment has an essential impact on the formation of student character in schools. Therefore, character education is a crucial step in shaping the identity of the Indonesian people. This study aims to determine the optimization of character education through community participation around the school environment at Junior High School Lab School Bandung. This research method uses a case study centered on Bandung Lab school Middle School. The results showed that the character education conducted at Lab school Junior High School Bandung could optimally because of the collaboration between the school and community participation around the school environment. The partnership carried out produces values that help build student character. The values include religious values, integrity values, nationalist values, independent values, and mutual values.

Keywords: *Character Education, Community Participation, The Environment Around the School*

Abstrak. Lingkungan masyarakat memiliki dampak yang penting bagi terbentuknya karakter siswa di sekolah. Oleh karena itu, Pendidikan karakter merupakan langkah sangat penting dalam membentuk jati diri bangsa Indonesia. Penelitian ini bertujuan untuk mengetahui optimalisasi pendidikan karakter melalui partisipasi masyarakat sekitar lingkungan sekolah pada Sekolah Menengah Pertama Labschool Bandung. Metode penelitian ini menggunakan studi kasus yang berpusat pada Sekolah Menengah Pertama Labschool Bandung. Hasil penelitian menunjukkan bahwa pendidikan karakter yang dilakukan pada Sekolah Menengah Pertama Labschool Bandung dapat berjalan dengan optimal karena kerjasama antara sekolah dan partisipasi masyarakat sekitar lingkungan sekolah. Kerja sama yang dilakukan menghasilkan nilai-nilai yang turut membangun karakter siswa. Adapun nilai-nilai tersebut meliputi nilai religius, nilai integritas, nilai nasionalis, nilai mandiri dan nilai gotong-royong.

Kata Kunci: *Pendidikan Karakter, Partisipasi Masyarakat, Lingkungan sekitar Sekolah*

INTRODUCTION

The world of education today is faced with increasingly heavy and apprehensive demands in the world of national education, especially to prepare students to be able to deal with various dynamics of change that are developing very rapidly, especially shifting aspects of values and morals in people's lives (Nurmalisa & Adha, 2016; Prasetyo, Kamarudin & Dewantara, 2019). The aspect of morality (morals) which specifically highlights portraits of students or even the output of education in Indonesia which has recently experienced moral degradation. This reality departs from the basic problems, namely (1) why there are still many students and the output of national education in Indonesia that do not reflect a moral personality; (2) how are the responsibilities and solutions of educational institutions (schools, families, and communities) on these issues and the educational models that are implemented. In addition to violent behavior, issues of morality among adolescents such as narcotics use, porno-action, student brawls, free sex, abortion, rape, deprivation, theft, murder, and other immoral acts have become social problems that have not yet been overcome

thoroughly (Kementarian Pendidikan Nasional, 2010).

Some data can be used to describe moral degradation and the bad character shown by students is an example of an inseparable part in the world of education today. First, teen sex free behavior. The National Population and Family Planning Agency (BKKBN) reports that 51% of teenagers in Jabodetabek have had premarital sex. Several other regions in Indonesia report that premarital sex is also carried out by adolescents, for example in Surabaya there was 54%, in Bandung 47%, and in Medan 52%. This data is not much different from the data reported earlier by the National Child Protection Commission, PKBI, BKKBN in 2009 where 62.7% of adolescents claimed to have had premarital sex, 21.2% of teenagers had abortions, 93.7% of teenagers, and junior high school had kissed and oral sex, and 97.0% of middle and high school teens had watched porn. The number of sexually transmitted diseases (STDs) in remedies reached 4.18%, 50% of the total number of people with HIV/AIDS in West Java aged around 15-29 years and drug users reached 2,736 (Muhtar, 2010). Second, based on BNN data, the number of drug users throughout

Indonesia reaches 1-5 million users and 600,000 - 1.2 million users are in Jakarta (Kompas, 2017). Third, the corruption case from the center to the regions. Cases of corruption in Indonesia, both legislative, executive and judiciary are unclear when it will be completed.

Some people are of the opinion that such conditions are thought to have a beginning from what is produced by the system education. The system of education, in fact provides the greatest contribution to this situation. In the context of formal education in schools, one reason is because education in Indonesia focuses more on intellectual development alone. Other aspects that exist in students, namely affective aspects and moral virtues are not getting enough attention (Koesoema, 2007; Nurmalisa & Adha, 2016). Student character can grow well if supported by the right school environment. Character education programs can be built through all the events that occur in the school environment. Character education is a joint effort of all school members to create a new culture in school, namely the character education culture (Koesoema, 2010). The implementation of character education in schools is developed through learning experiences that lead to character

building in students. Character education in teaching and learning activities in the classroom is carried out using an integrated approach in all subjects. Education that is urgently needed today is education that can integrate character education with learning so that it can optimize the development of all dimensions of the child, namely; cognitive, physical, social, emotional, creative and spiritual (Sulistiyowati, 2012).

Various problems of the nation as mentioned above must be ended immediately. All parties need self-introspection, immediately look for accurate solutions and engage intensively. One very appropriate solution is to optimize character education through community participation around the school environment. Current education patterns only produce students who lose social sensitivity (sense of social crisis) or lose the awareness of human conscience (social consciousness of men). Students only have technical abilities (skills) and become human "ready to use" like robots (Ghopur, 2010), so that the consequences are quite serious and can no longer be considered as a simple problem (Dimiyati, 2010).

Character is a walk of science and skills. Knowledge without the foundation

of a true personality will be misleading and skills without self-awareness will destroy. Character will shape motivation, at the same time formed by dignified methods and processes. Good character includes understanding, caring, and action based on ethical values, including cognitive, emotional, and behavioral aspects of moral life (Sirajuddin, 2010). Koesoema (2007) says that good character is known through the right response when we experience pressure, challenges and difficulties. Quality character is a response that has been tested again and has led to victory.

Someone who has repeatedly gone through difficulties with victory will have good quality. There is no quality that is not tested. Character is formed by being influenced by at least 5 factors, namely: basic temperament, belief, insight, life and travel motivation. Characters that can bring success are empathy, endurance and faith. Character education is an effort to revive the ideal-spiritual pedagogy lost by a wave of positivism. Through character education, individuals can grow together with others. (Koesoema, 2007).

Character education is plus character education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). According to Lickona

(2007) without these three aspects, character education will not be effective, and its implementation must also be carried out systematically and sustainably. Character education makes a child emotionally intelligent. Emotional quotient (EQ) enables a person to accept, judge, manage and control his emotions and those around him. Second, design basis. According to Koesoema (2010) character education if it wants to be effective and intact it must include three bases of design in its programming. (1) Design of class-based character education. The teacher's relationship with students forms the basis of this concept. Teachers are engaging as educators and students are as learners in the classroom. In this context, the character of education is the process of teacher and student interaction through learning activities. Teacher and student interaction are not activities in which monologues are only transferring knowledge. However, interaction must be dialogue. Dialogue between teacher and student includes affective, cognitive, and psychomotor activities carried out through learning material. Providing understanding and understanding of the true virtues that occur in the context of this teaching, including the non-instructional domains,

such as class management and class consensus that helps create a comfortable learning atmosphere. (2) The student character is built based on school culture. School culture can be made with the help of social school institutions, the social environment around the school that engages the community, to create positive values and characters in students. To instill the value of honesty is not enough just to give moral messages to students. This moral message must be strengthened by the creation of a culture of honesty through the establishment of strict and consistent school rules for every dishonesty behavior. (3) Design of community-based character education.

Character education should not only be done by educators in the school or by the school community. However, character education can be done through the daily lives of students, which can be combined with an informal education and non-formal education. Families and communities have the same obligations as schools in efforts to build character education of students. Character education will only be effective if the three character education designs are carried out simultaneously and synergistically. Without character education, one's

education will only be partial, inconsistent and ineffective. Without these three bases, character education programs are only mere discourses. Third, the key to successful character education. The key to success consists of two things: (1) From knowing to doing. Kilpatrick (1992) mentions one of the causes of one's inability to apply well even though someone who already has knowledge about goodness (moral knowing) is because someone is not trained to do good (moral doing). Departing from this idea, the success of character education is highly dependent on whether there is knowing, loving, and doing or acting in the conduct of character education. Moral knowing as the first aspect has six elements, namely moral awareness, knowledge of moral values (knowing moral values), point of view (perspective taking), moral logic (moral reasoning), courage to take a position (decision making), and self-knowledge. Furthermore, moral loving or moral feeling is a strengthening of the emotional aspects of students to become human characters. This reinforcement relates to the forms of attitudes that must be felt by students, namely awareness of identity, self-confidence, empathy, love of truth, self-control, and humility. After the

two aspects are realized, the moral acting as an outcome will easily emerge from the students, (2) Character Identification Character education without character identification will only be an endless journey, adventure without maps. Any organization in the world that pays great attention to character education must be able to identify the basic characters that will become pillars of individual behavior. Megawangi and Williams (2007) formulated eight basic characters that were the goals of character education. The eight characters are; (1) love for God and the universe and its contents, (2) responsibility, discipline and independence, (3) honesty, (4) respect and courtesy, (5) compassion, caring, and cooperation, (6) confidence, creative, hard work and never give up, (7) justice and leadership, kind and humble, and (8) tolerance, love of peace and unity.

Character according to Suyanto (in Muslich, 2011) is a way of thinking and behaving that is characteristic of each individual to live and cooperate, both within the scope of family, society, nation, and country. Whereas character education according to Ratna Megawangi (in Kesuma, 2011) is an effort to educate children to be able to make wise decisions

and practice them in daily life, so that they can make a positive contribution to their environment. So it can be said that character education is an effort in educating children to be able to think and act wisely, both within the family, society, and nation. So, character education community-based has a very important role in supporting education in schools.

The term community-based education was initially introduced by Compton and Mc Clusky by using the term community education for development, which is interpreted as a process in which every member of the community is present to express each problem and need, find solutions between them, mobilize available resources and implement a plan of activity or learning or both. Community based education is a model of education that engages the community in the administration and management of education, so that education is rooted in society and in culture. Empowering people through community based education that is designed to develop the community to be able to develop them can be empowered independently, this means being able to develop themselves in developing the surrounding environment. The concept of community-based education is

implemented based on: from the community, by the community and back to the community (Sihombing, 2001), in line with the project citizen learning model in learning civic education that not only brings students closer to community activities, but produces new analysis and input for government policy (Adha et al., 2019; Adha et al., 2018; Adha, 2010).

Education-based communities are education aimed at the social needs of the community itself. In specific educational communities, the community is not only an object of study but is one of the important actors in the subject of education. Therefore community education is included in the program category, which is design to answer their environmental needs (Sumpeno, 2019). From this concept, it can be concluded that the character of community-based education that is managed directly to respond to community challenges, regulates formal and informal matters that use facilities and active community participation that shapes them to create ethical values and characters so that they can meet the needs of the community in all fields.

Community-based education is more directed at forming mental and emotional dispositions, socializing meaning and

teaching science learners as a strategy to welcome the future. Community-based education does not only require the involvement and active role of the community, but the results of implementing education are required to be able to solve various kinds of community problems (Bagong, 2005). Based on this, it can be seen that the school effort in teaching values and character to students requires participation from the community.

According to Michael W. Galbraith, community-based education has several principles, including (Zubaedi, 2006): (1) Self determination. Every community member has the right and responsibility to be involved in determining community needs. (2) Self help. People are encouraged to help themselves, they become part of the solution and build independence. (3) Leadership development (leadership development). Local leaders have the ability to solve problems, make decisions, and empower groups to develop communities on an ongoing basis. (4) Localization (locality). Community participation will run optimally if the community gets the opportunity to be involved in programs that exist in their neighborhood. (5) Integrated delivery of

service (integration of service delivery). Every organization in the community jointly serves the community to achieve the desired goals. (6) Reduce duplication of service (reduce duplication of services). Communities need to coordinate all forms of service, finance and human resources to avoid duplication. (7) Accept diversity (accept diversity). Community-based education should avoid the separation of people due to differences in age, social class, gender, race, ethnicity, religion, which causes obstruction of optimal community development. (8) Institutional responsive (institutional responsibility). Educational institutions must have sensitivity to the changing needs of society. (9) Life long learning. Formal learning opportunities must be available to all community members with diverse backgrounds. Based on the principles above, the community also feels that they have ownership and responsibility for the success of the education process.

The key to the successful implementation of character education is not only determined by the involvement of inside people. Rather, it is also determined by the involvement of "outsiders" in the school. They are parents of students and community of characters. Schools need to

move them to be optimally involved in realizing character schools (Saptono, 2011). So the participation of the community towards the development of the concept of community-based education can be seen through several criteria, including the following: (1) The participation of the community is not only in the form of giving money or physical assistance, but also in academic matters. (2) High school obligations (monitoring and accountability) for the government and society. (3) Provide broad opportunities for the community to participate in the management of participatory education institutions in making decisions. (4) The school program is compiled and implemented by prioritizing the interests of educational goals, not only for administrative or bureaucratic purposes. (5) Educational programs are in accordance with the needs of the community both now and in the future, oriented towards improving quality not for the benefit of the bureaucracy. (6) The accountability report is open to all interested parties.

From several criteria of the community participation above, the community has an urgent position in the continuity of the implementation of

community-based education, and the participation taken by the community is not only as a school donor but also covers the policies that will be taken by the school in implementing the education.

RESEARCH METHODS

This study uses a case study. Creswell (2010: 20) says that a case study is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals. This study describes the optimization of character education through community participation around the Labschool Middle School school in Bandung.

This study uses a qualitative research method with a case study approach, with a single case. The single case in question is exploring the relationship between planting character values and community involvement around LabSchool Middle School Bandung, West Java. Case studies are implemented to analyze the beneficial effects of student and community participation together in the components of the school community. Qualitative research generates generalizations and analyzes based on data, information, and findings that support the research conducted (Miles & Huberman, 1984). This research is expected to be able to explain comprehensively from the participants honestly and directed based on research instruments (Pilcher & Eade, 2016). The use of the case study method is to get contributions

from participants in depth and are real-life contexts (Yin, 2006).

DISCUSSION

Junior High School Labschool Bandung Character Education Implementation

Based on the results of observations and interviews with DH, the implementation of character education at Labschool Bandung Middle School was programmed and eventually became a culture for residents of the Labschool Middle School in Bandung. The implementation of character education at Labschool Middle School in Bandung can be explained based on five character values, in the table below.

Junior High School Lab School Bandung Character Education Values and Descriptions

No	Values	Description
1.	Religious	Religious activities at Lab school Bandung Middle School: 1. Teachers of religious subjects with students, increase literacy (reading together) before the first lesson begins. 2. Students are required to attend every religious activity, such as the PECIMAS (Student Love Mosque), which is held every Thursday. 3. All students for midday prayer together

		4. Students are required to remember religious holidays, such as the Birthday of the Prophet Muhammad.
2.	Integrity	The value of integrity is carried out at Lab school High School in Bandung, where students are required to obey/be approved by each school, and be disciplined in carrying it out. Students committing against the school will get punishment that educates and instills educational value.
3.	Nasionalism	Junior High School <i>Labschool</i> Bandung nationalism activities: 1. Carry out the flag ceremony on Monday. 2. Singing the national anthem Indonesia Raya 3 Stanza before the first lesson begins.
4.	Independen t	Activities Lab school Bandung Junior High grades: students search and find learning resources independently.
5.	Gotong Royong	Lab school Bandung High School in cooperation values: 1. Each student has an obligation to jointly maintain the class cleanliness that has been arranged with a picket schedule. 2. Each student joined in forming a study group.

Based on the results of the study, DH as deputy principal of the school section seeks to allow the learning process to be implemented through character education can produce good and positive things, for which the activities of the development of the School management matters are always monitored and evaluated with relevant objectives and applications and can monitor all obstacles and obstacles faced in the proper, efficient and well-being implementation of character education. As a form of enhancement of nation-building students in the social environment, formed five values of character education strengthening at Lab school Junior High School, this as a concrete step to form the personal students to know, care about, and combining the values of life both in the learning of the school, the family and the surrounding community.

Community Participation in Optimizing Character Education

Character education applied by Junior High School *Labschool* Bandung will not run well if there is no collaboration between Junior High School *Labschool* Bandung and community participation around the *Labschool* Middle School school in Bandung. People around the neighborhood of Bandung *Labschool* Middle School were chosen as a place of learning for children because the community around the *Labschool* Middle School in Bandung is still thick with social values. The environmental community around

Junior High School Labschool Bandung also collaborates with the school in maintaining and educating students so that character education applied to students at Labschool Bandung Middle School can be carried out well. This shows that the community around the Labschool Bandung Junior High School has the principles of community-based education, such as the opinion of Michael W Galbraith, which states that the principles that appear and appear in society are localization, integrated delivery of service, accept diversity, responsive institutional (Samani , 2011).

The integration of educational service providers and willingness to accept the diversity of backgrounds and character of students is the most visible principle of the community around the Labschool Middle School in Bandung. This is because the surrounding community is directly involved in actively collaborating with the school in supervising and educating students at the Labschool Middle School in Bandung.

School and society are two aspects that cannot be separated, because both of them need each other. Schools exist because it is the community and community that participate in education at school. Community involvement in education will affect education itself, so that the progress and failure of education depends on how and to what extent society views education. Community participation that makes education especially character education becomes important (Sagal, 2009).

The community has an important role in the effort to shape the character of the nation's children, therefore cooperation between the Labschool Middle School in Bandung and the community around the school environment is very necessary. The community in this case is an older person who is not close, does not know, does not have a family bond with students but at that time was in the environment around the students or see the behavior of students. It is this community that can provide examples, maintain, invite or prohibit students from committing an act. Examples of community participation behaviors in character education include (1) Familiarize mutual cooperation, for example cleaning the yard of each house, cleaning the waterways, planting the yard; (2) Getting students to not throw garbage and spit on the road, damage or scribble on public facilities; (3) Reprimand students who commit bad deeds.

The community environment has a big influence on the success of aesthetic and ethical planting for character formation. The value system that contains the social system can be adapted to influence the attitudes and perspectives of the community in the same way. But if the value system in the Community view is limited only to the ordinary view without good concept, business and people's ambitions are also restricted in fulfilling social needs, especially the creation of Community characters (Subianto, 2013). Community

participation in education is related to changing the way people perceive education, but if it is not started and done now when the sense of belonging, caring, involvement and active participation of the community with maximum levels can be obtained by the world of education.

The community as the third education center after family and school has different characteristics and functions with a scope with unclear boundaries and a variety of forms of social life and various types of culture. The problem of education in families and schools cannot be separated from the socio-cultural values that are held in high esteem by all levels of society. Every society, wherever they are, must have their own characteristics as a typical norm in the socio-cultural field that is different from other societies. The norms that exist in society must be followed by citizens and the norms that influence the formation of the personality of its citizens in acting and behaving. These norms are rules that are transmitted by the older generation to the next generation. Transmissions are carried out consciously and purposefully, this is a process and the role of education in society (Azra, 2006).

Community participation has various levels in education development. Community participation is classified from several levels, from the lowest level to the higher level, namely participation using: (1) Available service, this type is the most common type of

level, at this level the community only uses school services for children's education. (2) Passive participation, namely agreeing and accepting what other educational institutions decide, then accepting the decision of the institution and obeying it. (3) Participation by contributing funds, materials, and labor. In this type, the community participates in the physical care and development of educational facilities and infrastructure by donating funds, goods or labor. (4) Participation in service. (5) The community is involved in teaching and learning activities, for example helping schools in certain fields of study. (6) Participation as an executor of delegated activities, for example, schools ask the public to provide information on the importance of education, and others. (7) Participation in decision making. The community should involve themselves in discussing issues relating to the formation of children's educational characters, both in academic and non-academic terms. and participate in the decision-making process of planning a character education development concept so that the community can interact well (Annurahman, 2009).

CONCLUSION

The community has an important role in the effort to shape the character of the nation's children, therefore cooperation between the Labschool Middle School in Bandung and the community around the

school environment is very necessary. Character education applied by Junior High School Labschool Bandung will not run well if there is no collaboration between Junior High School Labschool Bandung and community participation around the Labschool Middle School school in Bandung. People around the neighborhood of Bandung Labschool Middle School were chosen as a place of learning for children because the community around the Labschool Middle School in Bandung is still thick with social values.

The environmental community around Junior High School Labschool Bandung also collaborates with the school in maintaining and educating students so that character education applied to students at Labschool Bandung Middle School can be carried out well. Applying character education in schools, families and communities is not an easy thing, because it must change the paradigm, it takes time and energy. Thus, supporting researchers are significant in finding breakthroughs to increase community participation in the social environment in making students' characters.

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The Role of Civic Education In Developing The Moral Through Democracy Learning

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Abstract. This study aimed to understand 1) The role of Civic Education in developing the students' moral, 2) The application of Democracy learning in developing the students' moral. The research methods used in this study was a qualitative method. The technique of collecting data used observation and interview. The technique of data processing using triangulation. The technique of the data analysis used data reduction, data display, and data conclusion drawing verification. The result of this study showed that 1) Civic Education is very influential in developing the students' moral to interact with school and community or social environment 2) Democracy play an important role in developing their behaviour in social, tolerant, appreciate and respect each other.

Keywords: Civic Education, Moral, and Democracy.

Abstrak. Penelitian ini bertujuan untuk mengetahui: 1). Peran pendidikan kewarganegaraan dalam mengembangkan moral peserta didik, 2). Penerapan pembelajaran demokrasi dalam mengembangkan moral peserta didik. Metode penelitian yang digunakan yaitu metode kualitatif. Teknik pengumpulan data menggunakan observasi dan wawancara. Teknik pengolahan data menggunakan triangulasi. Teknik analisis data menggunakan *data reduction, data display, and data conclusion drawing verification*. Hasil penelitian menunjukkan bahwa 1). Pendidikan kewarganegaraan sangatlah berpengaruh dalam mengembangkan moral peserta didik dalam berinteraksi dengan lingkungan sekolah dan masyarakat 2). Demokrasi berperan penting dalam mengembangkan perilaku peserta didik dalam bersosial, bertoleransi, saling menghargai dan menghormati.

Kata Kunci: Pendidikan Kewarganegaraan, Moral, Demokrasi.

INTRODUCTION

Basically, education is held as a human effort to grow and develop the potentials of both physical and spiritual traits in accordance with the values that exist in society, and can prepare human resources or students who has moral and quality and can bring students towards the maturity, independence and responsibility, shameless, honest, polite, noble character, noble character so that they do not rely on their family, community or nation and country anymore.

As it has been stated by Kardiyat Wiharyanto (2014: 9) Education is a conscious and planned effort to create learning atmosphere and process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.

Education is a process in increasing the ability to think in order to become an experience to apply what has been obtained when learning takes place both formally and informally (knowledge) in actions and behaviour in the community. Thus, the moral development of students is needed for the growth of good behaviour. The students' moral development is taught not only at the transfer of knowledge to students, but also how the students can appreciate and utilize the knowledge that has been obtained in their actions and behaviour in the community, so the

result can be seen at the learning process and its applying in their life.

Civic education is very important to shape the students' moral in the school so that students are able to have a competent life provision, a high sense of nationalism and a self-defence in avoiding negative things that might occur in their life journey.

The students' moral development has many obstacles in implementing it to students since the moral development of students is only developed in civic education subject that has a great responsibility for the students' moral development.

Kardiyat Wiharyanto (2014: 10) Civic Education brings the students to become scientists and professionals who have a sense of nationalism and love for the country, democratic, and become citizens who have competitiveness; disciplined, actively participate in building a peaceful life based on the Pancasila value system. In addition, civic education can foster good moral values for students, so that they are independent, able to sort out, which are positive and negative.

The moral is a term that shows the application of the values of goodness in the form of action or behaviour. Although the term moral can indicate that morals are good or bad, but in applying, people are said to be moral if they apply the values of goodness in their behaviour.

In essence, moral behaviour is related to human dignity itself as the noblest creature on

earth. In social life, behaving in accordance with good values or positive morals is needed to be used as a guide in the formulation of rules that govern life.

Moral resulted from intellectual behaviour, emotions, or thinking results of every human being which essentially it is a rule in life to respect and able to distinguish between right and wrong prevailing in a society. When people talk about one's morals, what is discussed is the habits, behaviour or actions of people or groups of people. As expressed by Nurul Zuriah (2011: 19) moral is an effort to develop a person's behaviour patterns in accordance with the will of the community.

The moral is a very important rule that applied to the school environment, as it can be a sign in social life so that the students can become good citizens with the spirit of Pancasila and high democracy later.

Morality has several indicators, especially indicators relating to the morality of students including the morality of students in association in school, family, and community, the morality of students about school discipline, student relations, and teachers, moral responsibility. Moral values and character are having a very tight relationship in manner.

Moral itself which has been raised by Dian Ibung (2009: 3) Moral is a belief about right, wrong, good and bad, in accordance with social agreements, which underlies action and

thought. Democracy is considered as the first pillar to guarantee the brotherhood of human rights regardless of gender, age, skin colour, religion and nation. In education, these values are inculcated by looking at the differences between one another. Both the relationship among fellow students or between students and teachers who appreciate and respect each other (Fuad ikhsan 2005: 163)

In the learning process, the students are not only active, but they are also given the opportunity to determine the learning activities that they will do, along with civic education subjects' teachers.

The role of civic education through democracy learning that students can learn to think well through democracy learning that is applied by teachers. To support the students' future in the community. The term of democracy as in political literature is taken from ancient Greek, which it consists of two words, namely *demos* which means people and *kratos* which means power, and when it combined means power in the hands of people (Dede Rosyada 2013: 15)

Civic Education in providing students with an understanding of values and morals is still not optimal. This can be seen from the students' daily attitudes and behaviour. The behaviour of learners, among others, lack of respect for teachers, low adherence to school discipline. Therefore, certain efforts need to be made so that teachers are able to provide

students with an understanding of values and morals in each learning.

Civic education through democracy learning is expected that students can develop moral so that the goals of civic education can be achieved, and establish the students who have good morals.

Civic education learning teaches the students to behave in accordance with the existing rules both within the school environment and in the community. Thus, civic education through democracy learning provides a space for students to continue to develop the morals contained in students' self-potential.

The moral is very necessary for the students' development since it gives a very big influence on students. However, in the moral development of students that occur in the current era is very inappropriate for emulated. Because in the current era, the students' moral cannot be controlled by just giving a reprimand.

The burden of civic education that must be done in learning is very large. It is related to morals and the final value generated in the learning process. In addition, besides it teaches the insight of the archipelago, civic education also develops moral education in which it is not far from the values of Pancasila.

Civic education is one of the subjects that contains moral education so that, the students' moral development can be seen from the final results from the implementation of

civic education towards the students to be able in developing the students' moral values in accordance with the values of Pancasila.

Through moral cultivation to students that is carried out by civic education, subjects are expected to be able to become students who have behaviours that are in accordance with the standards set by their social groups. Since the loss of moral values in students can lead to problems, that will be widely violated by students, so that expectations that in beginning became a guide in education will not be able to run properly. Thus, the moral development of students cannot be in accordance with the expectations and values of Pancasila.

The phenomenon that often arises in the community is the large number of students who are less aware of the behaviour that sometimes the behaviour is far from the morals desired in civic education in accordance with the values of Pancasila. For example, violations that are often committed by students are saying sentences that should not be spoken for parents or teachers of students in the school or the students' environment.

The problem of education in Indonesia is very complex, from teaching and learning activities, learning facilities and infrastructure to a morality gap between ideal conditions and theory that makes learning activities not run well.

RESEARCH METHODS

The type of research used in this study was descriptive with a qualitative approach. Qualitative research is a research process (*Qualitative* research) is a study aimed at describing and analyzing phenomena of events, social activists, attitudes, beliefs, perceptions, people thoughts, individually or in groups. (Muliawan for 2014: 66). This research was carried out at SMK Raudlatul Jannah Probolinggo which it was located in Jatiadi village, Gending sub-district, East Java. The techniques of collecting data used were through observation and interviews. The technique of data analysis used in this study was an inductive data analysis technique, which was drawing conclusions from specific facts, then generalizing conclusions. The steps of data analysis in this study were data reduction, data categorization and unitization, data display, and making a conclusion.

DISCUSSION

Based on the results and discussion of research obtained in relation to the role of civic education in developing morals through learning democracy, as follows.

The Role of Civic Education in Developing the Students' Moral

Raudlatul Jannah Vocational School always prioritizes moral values compared to the knowledge gained. They will feel that they will fail to score the next generation if the moral is not getting better every day, especially when viewed from the percentage of graduation many students do not have good morals and manners, so it is not in accordance with the basic of the state namely Pancasila.

In the current era of globalization, students tend to behave negatively like students with their peers do not respect each other, lack of tolerance, anarchism and students' act that can endanger others. Therefore, civic education can improve the morale of good students who are virtuous, disciplined in society, nation and state, morality, and have faith and devotion to the almighty God.

The important role of civic education in developing the students' moral as a vehicle in the moral learning of citizens both in the level of education and in behaving as an Indonesian citizen who can demonstrate the moral attitude of citizens in accordance with Pancasila.

Civic education in building the students' moral needs the support of openness of students as the young generation of the nation to be able to accept and care for the nation itself, practical and strategic needs include the needs of all levels of society or citizens in developing morals. Civic education is

education that is compulsory for all levels of education from elementary to tertiary level.

The role of civic education in developing the students' moral to print the golden generation of the future of the Indonesian nation, is determined by how civic education can run in accordance with the objectives of civic education itself, so that civic education holds firmly on the moral development of learners through learning in class that can be implemented in the students' life both within in the school and community.

Civic education is a spearhead for the development of students' moral since in civic education there are values, norms and morals that can be gained by students. The moral development of students can be seen from the behaviour of students when at school, thus the benchmarks for the success of students to develop morals that is contained in the behaviour or moral of students that can be observed at the school environment.

The cultivation of moral values is not only monopolized by civic education subjects, it means that every subject can insert moral values into students. However, some people already consider that educating students to have good morality is one of the responsibilities that must be carried out by civic education subject. Therefore, a great responsibility is borne by civic education subject, appropriate steps or strategies need to be taken to develop morally in civic education learning.

The results of this study can be illustrated that students at the Raudlatul Jannah Vocational School had played an important role to educate and produce a generation of people with the spirit of Pancasila, namely by instilling good morals to students through civic education through democracy learning. The students here not only know about the subject matter of civic, but they played an active role in becoming good citizens by developing good moral values such as honesty in speaking, discipline, attention and care for others that the teacher has applied to students.

In fact, to be able to survive, be accepted by society and continue to develop as a good person, are not from one's material but from one's own personality, and to the ability to respect others, take responsibility for their actions and other aspects of others. The students' academic intelligence is not the main thing that is applied but from the attitude and behaviour.

The assessment of the students' moral can be seen through behaviour that shows the success of civic education in developing and instilling morale of students to have a nationalist and Pancasila spirit, which can be accepted in the wider community.

Moral can also be interpreted as good moral behaviour or ethical behaviour and in accordance with the rules that exist in education or society that can lead to a good personality. As stated by Zuriah nurul, (2011: 19) moral education is the students' personal

development about the patterns of belief contained in the belief system of society about good things to do and bad things to avoid. Students can be said to be successful and accepted in the community is when students are able to adjust to the demands of their environment, by prioritizing the behaviour of their personalities.

Civic education can improve the good moral of students who are virtuous, disciplined in the community, nation and state, morality, and faith and devotion to an almighty God. As stated by A. baidillah and Abdul Rozak (2014: 6) civic education basically is to make Indonesian citizens who are intelligent, dignified and active in the life of the nation and state.

Civic education, besides plays an important role as a vehicle for the moral development of students, it is also as a place to make students as scientists and professionals in their scientific fields, as Kardiyat Wiharyanto (2014: 10) states that Civic Education is bringing students to be a scientist and professional who has a sense of nationality and love for the country, democratic; and become citizens who have foreign power; disciplined, actively participates in building a peaceful life based on the Pancasila value system.

Civic education also has a great responsibility for the moral development of students, so that the main role of civic education should be given more extra hours,

thus the role of civic education can be seen maximally in terms of students' behaviour that shows the success of civic education in developing the students' moral.

The Applying of Democracy Learning in Developing the Students' Moral

Democracy education is realized in schools or democracy learning. Democratic schools are characterized by the involvement of stakeholders (teachers, students, school leaders, staff, and parents of students or the community) in matters relating to school discipline, so as to create moral development of students in accordance with the values Pancasila.

The teaching and learning process of students were often still not optimal in working with friends, they were also still minimal in respecting differences of opinion, and they were still lacking in understanding diversity in the school environment and in the community. This had a negative impact on teachers and students, which would result in gaps in the learning process. This democracy provided a positive picture where students can learn to think and tolerate well, which later can blend well with the community.

The term democracy was from the ancient Greek word. It consists of two words, namely *demos* which means people and *kratos* which means power, and when combined means power in the hands of people, Mustafa, Kamal Pasha (2002: 81).

Civic education through the learning model of democracy in schools for students had a positive impact on the moral development of students, as in a learning model that used a democratic system, the students learn about responsibility, love for the nation and the state or love the motherland, having the soul of Pancasila, and so forth.

If we see from the understanding of democracy itself that is from the people, by the people and for the people, then democracy learning provides a learning experience that is different from the others, namely students are required to learn independently and solve a problem that exists in society, so that the learning experience obtained can measure the moral development that exists in students.

In connecting with that, as stated by Fuad ikhsan (2005: 163) Both the relationship between fellow students or between students and their teachers who respect and respect each other. Students are given the opportunity to provide responses, opinions and assessments of the values found. Democracy is used to instil values including openness, honesty, appreciation of other people's opinions, sportsmanship, humility, and tolerance through democratic students being invited to dare to express ideas, or opinions.

Democracy learning through civic education had a positive impact on students as they are taught for openness, honesty, respect for the opinions of others, sportsmanship, humility and tolerance so that, to develop

moral attitudes of students can be developed through democracy learning through civic education.

Fuad ikhsan (2005: 163) Both the relationship between fellow students or the relationship between students and teachers who respect and respect each other. Democracy is considered the most important pillar to support the success of students in the learning process. Where students are trained to promote social sense, high tolerance, mutual respect, respect for teachers and togetherness.

The applying of democracy learning in the classroom had a positive impact so that developing the moral of students went well. Thus, the values that must be instilled in students such as openness, honesty, appreciation of other people's opinions and sportsmanship, which should be owned by students can, in fact, be absorbed and implemented by students in daily life.

Democracy is a way for humans to regulate and maintain the existence of their humanistic sovereignty in a very broad social spectrum. Humanistic existence is a basic human trait to survive, be recognized and contribute to their social environment, Syahputa Siswandi (2013: 1)

The applying of democracy learning through civic education in developing the students' moral provided new experiences for students to learn about the value of openness, honesty, respect for the opinions of others and sportsmanship which is highly valued. Civic

education indeed is to make Indonesian citizens who are intelligent, dignified, active and moral in accordance with the values of Pancasila.

The great responsibility for civic education subjects through the learning model of democracy in developing the students' moral whose final results would be seen by applying students' moral values that lead to positive things that were in accordance with the principles of Pancasila as the basis of the nation-state Indonesia.

The applying of democratic learning provided a different experience which was to provide freedom for students to express themselves by providing opportunities to develop the students' moral well, since the students' moral was not only learned with theories that were given continuously but must be able to live and apply moral education that has been obtained properly, both informal and non formal education.

The development of the students' moral must be supported both in the school environment and community so that it can create good moral for students. Democracy learning to students in order to develop the students' moral well can be applied by students by showing good behaviour in the school environment and community, so learning using the democracy learning model can be said to be successful as it allows the students to behave in accordance with the values moral

values that apply, both in the school environment and community.

CONCLUSION

Civic education in developing the students' moral was very influential. The students could play an active role to become good citizens by developing good moral values such as honesty in speaking, discipline, attention and care for others. Students were able to adjust to the demands of their environment, by prioritizing the behaviour of their personality. Democracy learning in the school environment was very helpful to support the success of students in the learning process, where they were trained to promote social sense, high tolerance, mutual respect and respect.

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Implementation of Pancasila Values in Scouting Activities (Case study at SMP Negeri 1 Mallusetasi Barru Regency)

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Abstract. This study aims to determine how the implementation of Pancasila values in Scouting activities and what are the inhibiting factors and supporting factors for the Implementation of Pancasila values in Scouting activities. The benefits of this study use the theoretical benefits and practical benefits. This type of research is descriptive with a qualitative approach. Data collection techniques and data analysis techniques using interviews, and documentation. The results of this study indicate that: (1) The application of the divine value is evident from the observance of the members of the Boy Scouts in practising the teachings of Religion. The application of human values can be seen from the love between Scout members. Application of the value of unity seems to be carried out activities always prioritize to foster a sense of togetherness. The application of popular values can be seen from the preservation of democracy in scouting activities. Fairness values can be seen from the tolerance level of Scout members, as well as the Scoutmaster who is being fair. (2) Inhibiting factors lack of self-awareness to obey the rules, lack of cooperation in the task, the number of negative behaviours from outside. And Supporting Factors become more independent individuals, raise awareness, train discipline, learn Scout organizations well and train leadership, improve themselves to always apply the values of Pancasila such as diligently worshipping so that hearts and minds become calm.

Keywords: *Pancasila, the implementation of the values of Pancasila, Scouting*

Abstrak. Penelitian ini bertujuan untuk mengetahui bagaimanakah Implementasi nilai-nilai pancasila dalam kegiatan Kepramukaan dan apa faktor penghambat dan faktor pendukung Implementasi nilai-nilai pancasila dalam kegiatan Kepramukaan. Manfaat penelitian ini menggunakan manfaat teoritis dan manfaat praktis. Jenis penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data dan teknik analisis data menggunakan wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa: (1) Penerapan nilai ketuhanan tampak terlihat dari ketaatan anggota pramuka dalam mengamalkan ajaran-ajaran Agama. Penerapan nilai kemanusiaan tampak dari rasa kasih sayang antar anggota Pramuka. Penerapan nilai persatuan tampak kegiatan yang dilakukan selalu mengedepankan untuk memupuk rasa kebersamaan. Penerapan nilai kerakyatan tampak dari terjaganya demokrasi dalam kegiatan kepramukaan. Nilai Keadilan tampak dari tingkat toleransi anggota Pramuka, serta Pembina Pramuka yang bersikap adil. (2) Faktor Penghambat kurangnya kesadaran pada diri sendiri untuk patuh pada peraturan, kurangnya kerjasama dalam tugas, banyaknya perilaku negatif dari luar. Dan Faktor Pendukung menjadi pribadi yang lebih mandiri, meningkatkan kepedulian, melatih kedisiplinan, belajar organisasi Pramuka dengan baik dan melatih kepemimpinan, lebih membenahi diri untuk selalu menerapkan nilai-nilai Pancasila seperti rajin beribadah agar hati dan pikiran menjadi tenang.

Kata Kunci: *Pancasila, implementasi nilai-nilai Pancasila, Kepramukaan.*

INTRODUCTION

Pancasila is an ideology of the Indonesian people that was born from the culture and history of Indonesian society that existed long before the Indonesian people became independent. Pancasila as an ideology of the Indonesian people has a noble value which is reflected in the principles of Pancasila. The Godhead contained in the first principle of Pancasila shows that the Indonesian people placed God in the highest position and this is not a value that suddenly appears. (Susanti 2013: 1).

Constitution of The Republic of Indonesia No. 20 of 2003 concerning the National Education System it is implied that Education is organized as a process of civilizing and empowering students that lasts throughout life. In general, what is meant by culture is the process of developing values, norms and morals in individuals through the process of involving students in the Education process which is an integral part of the Indonesian nation's cultural process. To realize the goals of National Education requires strategy and effort as well as support from all aspects both materially and physically. The implementation of Pancasila values has increasingly declined. The decline in the implementation of Pancasila values is increasingly felt when the MPR Decree No. TAP no longer applies. II / MPR / 1978 with the issuance of TAP MPR No. XVIII / MPR / 1998. TAP MPR No. II / MPR / 1978 contains

guidelines on how to practice (Pancasila values are more commonly known as P4 (Guidelines, Appreciation and Practicing, Pancasila). There is a link between Scouting activities with Pancasila, namely in Scouting known as *Dhasa Darma Pramuka*. *Dhasa Darma Pramuka* is an embodiment of the values contained in Pancasila, where scouting education is considered one of the important aspects of national education and part of the struggle of the Indonesian nation. building society and nation with personality in accordance with the philosophy and purpose of life of the Indonesian nation, Pancasila.

The Scout Movement as part of national education has the aim of forming each scout to have a personality that is faithful, devoted, noble, patriotic, law-abiding, disciplined, upholds the nation's noble values, and has the life skills as a cadre of the nation in protecting and developing the **Unitary State of Republic of Indonesia** practices the Pancasila and preserves the environment. Implementation of the values of Pancasila is an obligation for the people of Indonesia, especially Scout members. Pancasila values are reflected in the Statutes and Bylaws of the Scout Movement.

However, obstacles encountered in the development of scouting education began to be less desirable. Because many students do not know the meaning of Scouting itself. Through scouting education, students are trained to grow and implement Pancasila values (the

values of God, humanity, unity, society and justice). Such as performing ceremonies carried out before and after starting Scout training, Marching, LBB, adventure (nature exploring), camping, games, rigging and so on.

In addition, in its implementation, another obstacle faced in the development of scouting education was that it began to be less desirable because students still considered Scouting activities only as a facility for extracurricular activities at school. Besides involvement or influential people in the course of Scouting activities is a factor in the running of Scouting activities. The most important thing is that the facilities and infrastructure for Scouting activities at school are still inadequate. In addition, the assumption that Scouting activities still carry out ancient activities, along with the development of scouting times, still uses traditional and simple tools.

On the other hand, many students themselves are less interested in Scouting activities, due to the orientation of student learning focused on the orientation of values in general subjects, especially the tested subjects. So the orientation of students considers Scout activities as additional activities that are less important. According to Hidayah (2010: 4) this is due to students not yet understanding the values behind the simplicity and traditional ways that are still maintained in Scouting activities held until

now. Yet behind the simplicity of Scouting, if understood seriously can lead students to develop the potential of students.

RESEARCH METHODS

This type of research used qualitative with descriptive methods. Creswell (2010,) argues that "Qualitative Research is methods for understanding the meaning collected by individuals or groups that were ascribed to social problems and blessings". Qualitative research relied on a natural background holistically, positioning humans as research tools, conducting data analysis inductively, prioritizing the process of the results of research conducted by researchers and researchers. Descriptive method was chosen because the research conducted to current events and concerning present conditions. So in this study, the data did not consist of numbers consisting of words that were either written orally. This research was conducted at SMP Negeri 1 Mallusetasi located on Jl.Poros Makassar-Parepare, Palanro Village, Mallusetasi District Barru Regency. The subject of this research was Mallusetasi 1 Public Middle School. This research was approved by the scout members. There were 6 students, with 3 male students and 3 female students. Data collection techniques used in this study were interviews to obtain data or information by asking questions directly to the informant, namely the Scouting core management at SMP Negeri 1 Mallusetasi

Barru Regency about various matters relating to the development of Pancasila values in Scouting curricular activities. The documentation here was an amalgamation of data consisting of data and data stored in the form of documents which were the Front Cluster Activity Program 10,089-10,090 and the Cluster Annual Work Program 10,089-10,090 in SMP Negeri 1 Mallusetasi Barru Regency.

DISCUSSION

Scouting education in accordance with Constitution of the Republic of Indonesia number 12 of 2010 Article 4 which aims to form every student to have faithfulness, piety, noble character, patriotic spirit, obedient law, discipline, upholding the nation's noble values and having skills live as a cadre of the nation in protecting and developing the Unitary State of Republic of Indonesia, practising Pancasila, and preserving the environment.

The Republic of Indonesia, practice Pancasila and preserve the environment. Scouting education as one of the compulsory extracurricular activities in schools can be a place for the formation of the soul of nationalism and nationalism of children from an early age. Through the Scouting movement, the soul and spirit of mutual cooperation and awareness will be embedded in the diversity that exists in Indonesia. Scouting education is very relevant to the formation of nationalism in children, this is evidenced by the similarity

of the values of national character values with the values of Dasa Dharma in Scouting, so it is very appropriate that through Scouting the education of national character values is instilled.

The relevance of Scouting activities at SMP Negeri 1 Mallusetasi is very supportive in instilling the values of national character. This can be seen through a variety of Scout activities, namely: opening and closing ceremonies during routine training activities, testing the Special Skills Requirements (SKU), camping activities, and Social Service. These activities are designed according to the needs of students (Scout members) and adjusted to the scouting function which is activities that are interesting for children and youth, devotion (jobs) for adults, and tools (means) for the community and organization.

The Development of Pancasila Values integrated through Scouting Activities in SMP Negeri 1 Mallusetasi has instilled national character values in children from an early age, children already have a brave character, are independent and are responsible for their duties and responsibilities. Therefore, it is expected that children will be more ready to face all multi-dimensional obstacles in the future. Scouting as one of the extracurricular activities in schools is very relevant to the development of Pancasila values, what is meant is the nation's character values as evidenced by the similarity of values in the education of nation's character values with the

values of Dasa Dharma, so it is very appropriate when scouting through character education nation implanted. Every scouting activity involves planting a love of nature and the environment, besides continuing to educate children to be disciplined in various fields of life. Solidarity among people is also one of the fields created by the Scout Movement. With the education of the nation's character values carried out in scouting activities, little by little the attitudes and behaviour of children (Scout members) begin to progress progressively. For example, children begin to recognize the national history of the Republic of Indonesia, able to memorize struggle songs, be brave in every activity, and act immediately when there are friends who need help. Thus, children can later display the values of the character of the Indonesian people through their daily lives.

Scouting activities held at SMP Negeri 1 Mallusetasi, namely: Routine training activities carried out every Friday, Persami, Pionering, Semaphore, LKBB, Tali Temali Practicing Pancasila, Public Speaking and Social Service. All of these activities are work programs of Mallusetasi 1 State Junior High School Base. Values are instilled through scouting activities at Mallusetasi 1 State Junior High School. Includes national values, respect for achievement, love for the motherland, creativity, care for the environment, courage, independence and responsibility.

Based on the results of research at SMP Negeri 1 Mallusetasi, it can be seen that the

development of Pancasila values, especially the national character values in Scout extracurricular activities, is related to national and state awareness, love of the motherland, belief in Pancasila, willingness to sacrifice for the nation and state and the ability to start defending country.

In implementing Indonesian national and state awareness material in the Scouting activities, the coach requires children to speak in the Indonesian language properly and correctly. The assignment of groups to make flagpoles and then enforce the red and white flag is also an effort to instil an attitude of national and state awareness

Cultivating the attitude of patriotism through scouting activities at SMP Negeri 1 Mallusetasi is carried out by the coach by inviting the Scouts to sing the national anthem of Indonesia Raya before giving Scout material, each routine training activity also carries out a ceremony in which there is respect for the red and white flag, introducing children in the results of Indonesia's natural wealth in the form of spices, and the cultivation of love for the motherland are also done through games that can build a spirit of love for the motherland and contain the values of children's cooperation. In each of the Scout activities, the coach always introduces children to the various cultures of the State of Indonesia.

Cultivating the attitude of patriotism through scouting activities at SMP Negeri 1

Mallusetasi is carried out by the coach to invite the Scouts to sing the national anthem of Indonesia Raya before giving Scout material, each routine training activity also carries out a ceremony in which there is respect for the red and white flag, introducing children in the results of Indonesia's natural wealth in the form of spices, and the cultivation of love for the motherland is also done through games that can build a spirit of love for the motherland and contain the values of children's cooperation. In each of the Scout activities, the coach always introduces children to the various cultures of the State of Indonesia.

Scouting education also plays a role in shaping children to have the initial ability to defend the country. The ability to defend the country psychologically and mentally is done by instilling children to have a brave attitude. The method used by the coach is to offer children who want to be officers to recite the Dasa Dharma, to do night shift activities at camp, to instil a disciplined attitude by asking children to arrive on time, wearing a full Scout uniform and all its attributes. It also develops an attitude of responsibility through assigning individuals or groups.

In Scouting Education which is closely related to the values of the nation's character, children are directly involved in planting and developing these values and practising them in daily life. Children learn by the way he lives. In scouting education, many activities encourage children to become brave and

confident individuals. Scout activities are packaged in an interesting and fun form of educational games that do not neglect the values of the nation's character in its implementation

In scouting it is not the material or content of the lesson that is more important but it breeds and fosters good attitudes and actions that will shape the intelligence, physical strength and character of the self. This can be seen in the way the team and group work where they are invited to work together as a team in achieving a common goal so that the group can be seen practising in democracy, even that is Pancasila democracy in practice. Scouts are training and education platforms that produce or print generations who can coexist with their surroundings and under any circumstances that cannot only depend on others.

Efforts to instil character values there are several factors that can influence the success or failure of a process of planting the values of Pancasila, especially the Nation Character Value. Differences in the attitudes or behaviour of each human being are different, this can be influenced by influences originating from oneself and motivation originating from outside himself.

The value of responsibility through scouting extracurricular activities at SMP Negeri 1 Mallusetasi has several supporting and inhibiting factors.

Supporting factors in the implementation of Pancasila value education

in scouting activities at SMP Negeri 1 Mallusetasi. Includes supporting infrastructure, the inclusion of Scouting Education as a compulsory extracurricular, the quality of the coach and the support of the family.

While the inhibitors in the implementation of Pancasila value education through scouting activities in SMP Negeri 1 Mallusetasi. Consists of internal and external obstacles. Barriers arising from internal factors include feeling tired of children because of many tasks from school, the limited funding of activities to develop the implementation of national value education through scouting activities. While barriers from external factors are differences in the character of the environment between the school environment with the surrounding community.

CONCLUSION

Based on the results of research on the implementation of the values of Pancasila in SMP Negeri 1 Mallusetasi went well. The application of the divine value can be seen from the obedience of scout members in practising the teachings of Religion. The application of human values can be seen from the love between the Scouts. Application of the value of unity seems to be carried out activities always prioritize to foster a sense of togetherness. The application of popular values can be seen from the preservation of democracy in scouting activities. This can be

seen from the freedom of Scout members to hold deliberations in deciding problems. The value of Justice can be seen from the tolerance level of Scout members, as well as the Scoutmaster who is fair without discriminating among Scout members.

Factors that support the activities in the development of Pancasila values are supporting infrastructure, the inclusion of scouting education as a compulsory extracurricular, quality of mentoring and support from families. The existing barriers are divided into two namely internal and external barriers. Internal barriers include the fatigue of children due to the many tasks from school, the limited funding for activities to develop the nation's character values through scouting activities. External barriers are differences in the character of the environment between the school environment and the surrounding community. Scouting activities should be increased in the implementation of activities in schools because scouting activities are very useful in developing and fostering students' mentality in preparing for a brighter future and must be supported by all parties so that the activities that have been programmed by students can be well implemented. Schools as educational institutions are reasonable to support and care for various activities that exist and for Scout Members to create short-term and long-term work programs and for Scout Guides to carry out coaching have a syllabus

so that activities can be directed following the objectives to be achieved

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The Implementation Of Instructional Materials Development Based On Inside Outside Circle (IOC) For Students' Sociology Education Of Megarezky University

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Abstract. Inside Outside Circle (IOC) is the inner - outer circle group that emphasizes students' activities to be active in sharing information with their group of friends. This research aimed to develop instructional materials based on inside-outside-circle (IOC) in sociology students of Megarezky University. The development model used is Four-D Model which consists of 4 stages of development namely define, design, develop and disseminate. The instruments of this study used observation, questionnaire, test and documentation. The result of the research showed that IOC model had good quality which met valid, practical, and effective product criteria. It can be concluded that IOC model is one of the improvement from cooperative learning model. Based on practicality, lecturers of teaching and learning can implement IOC learning model in universities (classrooms). Then all students achieved individually in teaching and learning courses, it means that students' learning outcomes reached the classical graduation criteria that had been set, that was 100% of students passed. It means that they met the criteria that set the teaching and learning course. It shows instructional materials with IOC model that had been developed consisting of semester lesson plan (RPS), students learning outcomes assessment sheets (LPHBM) that can be used in teaching and learning courses in general and especially in sociology education of Megarezky university.

Keywords: *Development of Learning Devices, Inside-outside-circle (IOC) model, Instructional Material,*

Abstrak. Model pembelajaran berbasis Inside Outside Circle (IOC) adalah kelompok dalam-luar lingkaran yang menekankan kegiatan mahasiswa untuk aktif dalam berbagi informasi dengan teman-teman kelompok mereka. Penelitian ini bertujuan untuk mengembangkan perangkat pembelajaran berbasis IOC pada mahasiswa pendidikan sosiologi Universitas Megarezky. Model pengembangan yang digunakan adalah Model Empat-D yang terdiri dari 4 tahap pengembangan yaitu mendefinisikan, mendesain, mengembangkan dan menyebarluaskan. Instrumen penelitian ini menggunakan observasi, angket, tes dan dokumentasi. Hasil penelitian menunjukkan bahwa model IOC memiliki kualitas baik yang memenuhi kriteria produk yang valid, praktis, dan efektif. Dapat disimpulkan bahwa model IOC adalah salah satu perbaikan dari model pembelajaran kooperatif. Berdasarkan kepraktisan, dosen pengajaran dan pembelajaran dapat menerapkan model pembelajaran IOC di universitas (ruang kelas). Dan kemudian semua mahasiswa berprestasi secara individu matakuliah Belajar dan Pembelajaran, itu berarti bahwa hasil belajar siswa mencapai kriteria kelulusan klasik yang telah ditetapkan, yaitu 100% siswa lulus, mahasiswa memenuhi kriteria yang menetapkan pengajaran dan pembelajaran tentu saja. Ini menunjukkan bahan ajar dengan model IOC yang telah dikembangkan terdiri dari rencana pembelajaran semester (RPS), dan lembar penilaian hasil belajar siswa (LPHBM)) dapat digunakan dalam pengajaran belajar dan pembelajaran pada prodi pendidikan sosiologi Universitas Megarezky

Kata Kunci: *Pengembangan Perangkat Pembelajaran, Model inside-Outside-Circle (IOC), Bahan Ajar*

INTRODUCTION

The main of problem in this study is the fact that the existing learning model so far does not pay attention to student traits. The assumptions used by teachers or lecturers that all students have more or less the same characteristics bring consequences on the provision of the same learning treatment thereby reducing their opportunities to develop based on the different characteristics that they have in the class. The instructional material is a number of materials, tools, media, instructions and guidelines that will be used in the process of achieving the desired activity. Learning model based on inside-outside-circle forms inner and outer circle group focusing on students' activity to share information by theme and use space time every circle turns. In addition, the learning based on inside-outside-circle focusing on constructivisme approach based on belief that students constructs concep understanding to expand or modify background knowledge. Inside outside circle involves cooperative values and active students' role in learning process.

Instructional materials have been defined and explained in several ways. According to Eniayeju (2005) stated that instructional materials as materials which provide concrete experiences which a learner needs in order to develop intellectually. They are also defined as materials capable of achieving the objectives of the concept to be taught (Adebimpe, 2005) Instructional

materials play the role of a stimulant in the teaching and learning process. They introduce a learner to first hand materials and convey a precious quality of intimacy (Amadi, 2002). Development of instructional material is a series of process or activity to produce instructional material based on exist development theory. The instructional material is a series of media or mean used and prepared by lecturer and students in learning process at the classroom. The result of the study on problems of improvisation of instructional materials agreed with Eshiet (2001); Igwe, Arop and Ibe (2013) which revealed that the problems teachers have in improvisation of instructional materials relate mostly to their failure to give thought on what to construct, functionality and precision of the instructional materials, motivational and financial problems.

Here, the researchers limit development of instructional material as follows:

Semester lesson plan is a document of learning planning arranged as guide of students to carry out the lectures during one semester to achieve fixed passing learning outcomes. According to Government regulation number 32 year 2013 which is refinement government regulation number 19 year 2005 about the national educational system. Learning planning is organization of implementing learning for each learning content. The semester lesson plan is appointed and developed by lecturers individually or

group based on skill group of knowledge or technology in study program

Learning assessment is one of high education national standard based on regulation of ministry of research, technology and high education of Indonesia republic number 44 year 2015. There is question about method used to assessment students that integrated to learning process in internal audit (AIMS) of study program. Does it use method: teacher assessment, portofolio, students, peer-assessment and self-assessment? The question focuses on assessment technique, whereas assessment rubric is assessment instrument used by lecturer. Technique and assessment instrument are one of aspects in process assessment and students learning outcomes. In addition those are principle of assessment, mechanism and assessment procedure, assessment implementation, assessment reporting and students graduation. The six aspects are on article 19, paragraph 2, regulation of research, technology and high education ministry number 44 year 2015.

Inside Outside Circle Learning is a learning model developed by Spencer Kagan to provide opportunities for students to share information at the same time. Inside Outside Circle Learning develops an innovative and varied learning, Lie (2008: 65). Furthermore Hamzah et al (2010: 128) states that Inside Outside Circle is learning that requires students to share information with each other at the same time with different pairs briefly

and orderly with the inner circle and outer circle pattern. Beside that According to Sujarwo et al in Spencer Kagan (2019) stated that IOC is a learning model with a system small circle and big circle. From all these meanings it can be concluded that the Inside Outside Circle learning model is in the form of inner and outer circle groups that emphasize the students' activity to be active to share information with their friends and to use a time span each time a cycle turns.

RESEARCH METHODS

This research was conducted through research and development (R & D) which is a research method that aims to produce certain products and test the effectiveness of these products (Sugiyono, 2013: 297). This research development aimed to develop instructional material such as semester lesson plan (RPS) and students learning outcomes assessment sheets (LPHBM). Population was all students of branch 2017 at teacher training and education faculty of Megarezky university. It consisted of 251 students involving four study program namely elementary school and teacher education (PGSD), sociology education, English education and physical education. The number of sample was 28 students on teaching and learning subject. Technique of taking sample was purposive sampling. The place of research was Megarezky university cooperated with State University of Makassar. In this procedure, the

researchers used model of instructional material development stated by Thiagarajan and Semmel (1974) called 4-D model (four-D model). This model consisted of four developments namely define, design, develop and disseminate.

Here is definition of research and development steps.

1. Define aimed to set and define learning needs by analyzing the aims and scope of materials.
2. Design. This step was used by preparation of test and the beginning design of instructional material based on inside-outside-circle (IOC)
3. Development aimed to produce a revised draft of instructional material based on expert and data obtained from trial. The activities in this step were experts' assessment, simulation and field trial.
4. Disseminate was a research doing distribution of development product of instructional material for lecturer and students at Megarezky university, especially for teacher training and education faculty through disseminaton that aimed to know effectiveness of device use in learning process.

DISCUSSION

Semester Lesson Plan (RPS)

Arrangement of semester lesson plan was oriented on inside-outside-circle learning which including semester lesson plan, time

allocation, competence standard, basiccompetence, indicator, subject matter, learning approach, learning source, learning activity and assessment. By considering breadth of material delivered, teaching and learning subject needed different meeting. There was one meeting in each chapter and were two meetings in one chapter. Every meeting has time allocation 2x50 minute from 14 times meetings by 11 chapters.

There was learning activity presented by outline focusing on learning steps based on inside-outside-circle learning including students' motivation, presenting infomation and involving students to comprehend contextual problem, organizing students into group and giving group task, guiding group work and learning, discussion and negotiation, evaluation and appreciation.

Table 1.1 The Result of Validation for Semester Lesson Plan

No	Aspect	Mean Score of Validator I	Mean score of Validator II	Mean score
1	Format RPS	3,81	3,98	3,89
2	Materials to be Presented	4,07	3,93	4,00
3	Learning Activity	3,87	4,02	3,94
4	Language	3,91	3,95	3,93
Total Mean score		3,92	3,97	3,95

Based on table 1.1 above, it was obtained that assessment mean score of validator I was 3,92 categorized as valid and mean score of validator II was 3,97 categorized as valid. Total of mean score for validator I was 3,92 and validator II was 3,95

categorized as valid. By matching mean score (x) and category, semester lesson plan developed was categorized as valid by needing little revision for explanation.

Tabel 1.2 Validation Result of Students Learning Outcomes Assessment Sheet (LPHBM)

No	Aspects	Mean Score of Validator I	Mean Score of Validator II	Mean score
1	Instruction	3,77	4,11	3,94
2	Content eligibility	4,23	3,91	4,07
3	Language	3,83	4,06	3,94
Total Mean score		3,94	4,03	3,98

Based on table 1.2 above, it was obtained that assessment mean score of validator I was 3,94 categorized as valid and mean score of validator II was 4,03 categorized as valid. Total of mean score for validator I was 3,94 and validator II was 3,98 categorized as valid. By matching mean score (x) and category, students learning outcomes assessment sheet developed was categorized as valid by needing little revision for explanation

Tabel 1.3 The Result of Practical Assessment for Instructional Material

Perangkat Pembelajaran	Validat or	Nilai	Keterangan
Semester Lesson Plan	1	B	Needed revision
	2	B	Needed revision
Students learning outcomes assessment (LPHBM)	1	B	Needed revision
	2	B	Needed revision

Development

The aim of the development stage is to produce a revised draft of learning materials based on experts input, simulation, and data obtained from trials. The activity of this stage

is experts' assessments (validation), simulation and product tests.

Experts' Assessment

As explained that before being used in learning activities, the instructional materials should be able to have a "valid" status. Ideally, the developers need to do a re-examination to the experts (validators) regarding the accuracy of the content, learning materials, conformity with learning objectives, physical design, etc. to be assessed well by the validator. The purpose of validation activities in this study is to get a valid or very valid status from the experts. If the instructional material is not yet valid, then validation will be continued until instructional material valid.

In this research, validation set was conducted during 2 months by validators. They were competent, understanding about arrangement of instructional material based in inside-outside-circle learning, giving suggestion to complete arranged instructional material. Suggestions will be used to revise draft II of instructional material so that produce draft III of instructional material.

Validators data, namely Validator I, Haryanto English lecturer of State University Makassar and Validator II, Nurhikmah, as Technology education lecturer at State University of Makassar, with the validation result of instructional material consisting of semester lesson plan and students learning outcomes assessment sheet.

Tabel 1.4 The Result of Validation for Semester Lesson Plan

No	Aspek	Nilai Rata-rata Validator I	Nilai Rata-rata Validator II	Rata-rata
1	Format of RPS KKNI	4,87	4,79	4,83
2	Materials to be Presented	5,00	4,88	4,94
3	Learning Activity	4,95	4,90	4,93
4	Language	4,98	4,95	4,97
Rata-rata Total		4,95	4,88	4,92

From the table above, the average rating of the validator I was 4.95 (valid category) and validator II was 4.88 (valid category). The average total assessment of the validators I and Validator II was 4.92 (valid category). By matching the average (x) total with the specified category, being developed RPS was valid category with explanation can be used without revision.

Validation Result Students Learning Outcomes Assessment Sheet (LPHBM)

No	Aspects	Mean Score of Validator I	Mean Score of Validator II	Average
1	Instruction	4,91	4,93	4,92
2	Content eligibility	4,98	4,90	4,94
3	Language	4,90	4,95	4,93
Total Average		4,93	4,93	4,93

From table above, the average rating of the validator I was 4.93 (very valid category) and the average rating of the validator II was 4.93 (very valid category). The average total assessment of validator I and Validator II was 4.93 (very valid category). By matching the average (x) total with the specified category, the students learning achievement assessment

sheet (LPHBM) was developed including very valid category with explanation can be used without revision.

Recapitulation of instructional materials validation result

Based on validators' assessment in validation sheet, there is practical assessment of instructional material. This practical assessment aimed to know whether instructional material developed can be conducted in the field when related to reference and supporting theories such as inside-outside-circle model, teaching and learning, and curriculum KKNI.

The result of developed practical assessment involved semester lesson plan, and students learning outcome assessment sheet based on validator assessment that presented into table

Tabel 1.6 The Result of Instructional Materials for Practical Assessment

Instructional Material	Validator	Mark	Explanation
Semester Lesson Plan (RPS)	1	A	Needed revision
	2	A	Needed revision
Students learning outcome assessment sheet (LPHBM)	1	A	Needed revision
	2	A	Needed revision

Based on table above, it was concluded that instructional material involving semester lesson plan and students learning outcome assessment sheet can be conducted in the field without revision and categorized as practical.

Tabel 1.7 Data of Students' Learning Outcomes

Score	Frequency	Percentage	Category
65-100	40	100 %	Pass
<65	0	0 %	No pass

Based on the table above showed that all students succeed individually in teaching and learning courses, it means that students' learning outcomes reached the classical graduation criteria that had been set, that is 100% of students passed, it means that all students met the criteria that set the teaching and learning course. This described that instructional material based on developed inside outside circle (IOC) consisting of semester lesson plan and students learning outcome assessment sheet can be applied in teaching and learning course generally and in the study program of sociology education at teacher training and education faculty of Megarezky University.

Development of IOC model refers to general model to find out education problem using developing learning model by Thiagarajan and Semmel (1974) called 4-D model. This model consisted 4 steps including defining, designing, developing and disseminating. The syntax of IOC model consists of six steps, namely (i) delivery of learning objectives and motivating students, (ii) delivery of materials, (iii) organizing students into study group, (iv) providing tutoring and group work, (v) evaluation, and (vi) giving reward.

Based on the criteria used, the learning model was called good if learning model fulfilled valid criteria, practical, and effective. Based on data analysis of the validation and the analysis result of trial data, it can be obtained as follows:

1. Validity

From the analysis of the data it can be seen that the average result of experts' judgment (VR) was greater than 3, so it can be concluded that the IOC model was valid.

2. Practicality

From the data analysis it can be seen that (1) the lecturers stated that they can implement IOC model. (2) the level of feasibility of the model was high. From the information (1) and (2) above it shows that the IOC model was practical.

3. Effectiveness

Based on the result of data analysis it was known that (1) mean score of students' activity was high, (2) students learning outcomes were not high, (3) data of students' dominance development had not been obtained, (4) students respond learning well, and (5) lecturers gave positive response to the IOC model. The description of the validity, practicality, and effectiveness of IOC model above showed that the result of the first trial did not meet the effective criteria (second criterion). So, IOC model did not yet meet the practical and effective criteria. Thus, development activities need to be continued by making revision to the prototype parts require

revision. After the second trial done, data analysis showed that students learning outcomes were high. So IOC model had fulfilled the practical and effective criteria. Thus, development activities were considered sufficient and produce the products of practical and effective IOC model.

CONCLUSION

Based on research aims and discussion, it can be concluded that The result of the development shows that IOC model has good quality including valid, practical, and effective product criteria. Based on practicality, lecturers who teaching and learning in universities can use the IOC learning model in class. The use of the IOC model provides a solution on how to direct the existence of dominant and submissive students so that leadership and participation in group work (group discussions) can be pursued more evenly. All students achieve individually teaching and learning courses, it means that students' learning outcomes reaches the classical graduation criteria that has been set, that is 100% of students pass. It means that they met the criteria that set. This shows instructional materials based on IOC model that have been developed consisting of semester lesson plan (RPS) and students learning outcomes

assessment sheets (LPHBM)). Those can be used in teaching and learning courses in general and especially in FKIP Megarezky University.

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The Environment Management of Inclusive Schools at Primary Schools

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Abstract. This Research is aimed at describing the management of inclusive schools which can be used as a reference for principals, teachers and stakeholders in the management of inclusive school environments. This article is the result of a qualitative descriptive study conducted at SDN 33 Payakumbuh. The informants of this study were the school principal, class teacher, special assistant teacher (GPK) and students. Collection techniques use observation, interviews and documentation. Data were analyzed through three pairs namely data reduction, data presentation, and concluding. The results showed that the inclusion of Environmental Management in SDN 33 Payakumbuh was carried out in two aspects, namely physical accessibility and fostering a conducive environment. Both aspects have not been fulfilled optimally by the school. In terms of physical accessibility, it still requires facilities and infrastructure that do not meet the service standards of Children with Special Needs. The results also show facts about the synergy and cooperation of parties ranging from school principals, teachers, administrative staff, students and parents to foster a conducive inclusive school environment.
Keywords: *Management, Environment, Elementary School, Inclusion*

Abstrak. Artikel ini, bertujuan untuk mendeskripsikan manajemen lingkungan sekolah inklusi yang dapat dijadikan salah satu rujukan kepala sekolah, guru dan stakeholder dalam pengelolaan lingkungan sekolah inklusif. Artikel ini merupakan hasil penelitian deskriptif kualitatif yang dilaksanakan di SDN 33 Payakumbuh. Informan dalam penelitian ini adalah Kepala sekolah, Guru kelas, Guru pendamping Khusus (GPK) dan siswa. Tehnik pengumpulan menggunakan observasi, wawancara dan dokumentasi. Data dianalisis melalui tiga tahap yaitu reduksi data, penyajian data, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa Manajemen lingkungan sekolah inklusi di SDN 33 Payakumbuh dilaksanakan dalam dua aspek yakni aksesibilitas fisik dan menumbuhkan iklim yang kondusif. Kedua aspek ini belum terpenuhi oleh sekolah secara optimal. Ditinjau dari aksesibilitas fisik masih terdapat sarana dan prasarana yang tidak memenuhi standar pelayanan Anak Berkebutuhan Khusus. Hasil penelitian juga menunjukkan bahwa terdapat sinergi dan kerjasama berbagai pihak mulai dari kepala sekolah, guru, staf administrasi, siswa dan orang tua untuk menumbuhkan lingkungan sekolah inklusif yang kondusif.

Kata Kunci: *Manajemen, Lingkungan, Sekolah Dasar, Inklusi*

INTRODUCTION

Children with special needs or known as ABK are children who have a specialty compared to children in general. Children can be declared special needs if there are weaknesses or strengths in the child. These strengths and weaknesses can be in the form of physical, mental or emotional that make children have special needs (Dedi: 2016). Therefore, ABK requires a form of special education services that are tailored to the capabilities and potential it has. As stated in Law No. 20 of 2003 concerning the national education system which explains that special education is education for students who have difficulty in participating in the learning process due to physical, emotional, mental, social, and / or potential disabilities and special talents. Realizing this, the government is very serious in handling the field of education, one of which is providing educational services for children with special needs attending education in regular (inclusive) schools.

Inclusive education is an educational service for students with special educational needs in regular schools (elementary, junior high, high school, and vocational school) and is classified as extraordinary both in terms of disabilities, slow learners (slow learners) and learning difficulties (Darma, et al: 2016) . The practice of inclusive education does not only mean incorporating children with special needs into public schools, but inclusive education is a process of participation in all

aspects of the school. So, one component of inclusive education is creating a learning environment that is made in such a way that the teaching-learning process can take place safely and comfortably (Khoeriah, 2017). Inclusive education focuses on the interaction of creating a friendly environment for all the needs of students.

The implementation of inclusive education refers to the educational needs of all children (education for all). This is suspected because the implementation of inclusive education requires the management of students. According to Knezevich (Ali Imron, 2011: 6), student management or pupil personnel administration is a service that focuses on the regulation, supervision and service of students in class or outside the class such as: introduction, registration, individual services such as capacity development, interests, needs until students mature in school. Arrangements for students are done to provide the best possible service to students, including students with special needs in the implementation of inclusive education so that each student gets proper education services without discrimination.

Yusmaniar (2017) in her research revealed that ideally the management of inclusive school environments especially in primary schools needs management to run well. School management will be effective and efficient if it is supported by professional human resources to operate the school, a

curriculum that is in accordance with the level of development and characteristics of students, ability and task commitment (reliable responsibility for the teaching staff), adequate infrastructure to support activities teaching and learning, sufficient funds to pay staff according to their functions, as well as high community participation. If one of the things above is not as expected or does not function as it should, the effectiveness and efficiency of school management is not optimal.

This indicates that the management of an inclusive school environment in primary schools should be an education service system that requires that all children with disabilities be served in school, in regular classes with friends who have same age. Inclusive education in schools which is shown as an integrated inclusion organizer through policies, culture, and practice of learning in the classroom. As expressed by Siti, et al (2018) that there is an integrated pattern in the management of inclusive school environments in primary schools, the pattern is formed starting from planning, curriculum, implementation involving all parties, namely the principal to the teachers by including the culture of children so that the children can be accommodated properly. Thus, inclusive education focuses on the interaction of creating an environment that is friendly to all the needs of students. Furthermore, this article is designed to reveal the environmental management of inclusive schools in SDN 33

Payakumbuh city in terms of the aspects of physical accessibility and climate of the inclusive school. The results of this study are expected to be able to contribute to the world of education especially the administration of education and give an idea to the government, the community that moves and explore the world of education in particular, related to the management of inclusive school environment in elementary schools.

RESEARCH METHODS

This article was descriptive qualitative research to describe a complete and complete phenomenon. Qualitative research was chosen to reveal and describe facts from a certain perspective (Burhan Bungin, 2007). The research location was SDN 33 Payakumbuh, the research informants were the Principal, Classroom Teacher, Special Assistant Teacher (GPK), Administrative Staff, Parents. Research procedures started from collecting data, organizing data, analyzing data. While data collection techniques in this study were observation, interviews, and documentation. Analysis of the data in this study were (a) Data collection in this study was carried out in various ways such as observation, interviews and documentation. Data collected were objective and following existing challenges in the field Data collected on school physical accessibility and conservation of inclusive schools (b) Data reduction, the data obtained by researchers were selected which were

important and which did not need to be used in this study. (c) Presentation of data obtained from data reduction, the data then presented and compared with the theory that had been made, (d) drawing conclusions and verification that could answer the focus of the problem or the formulation of the problem in this study.

DISCUSSION

Management is a work activity that involves coordination and supervision of the work of others so that the work can be completed efficiently and effectively (Stefan: 2010). School management gives full authority to the principal to plan, organize, direct, coordinate, supervise, and evaluate the educational components of a school that includes student input, education personnel, infrastructure, funds, management, environment, and teaching and learning activities. Management includes activities to achieve goals, carried out by people who dedicate their best efforts through a predetermined action. This includes knowledge, about what needs to be done, applying methods of how to do it, understanding how to do it and measuring the effectiveness of those efforts. Management is a process of completing activities efficiently with or through others and related to the routine tasks of an organization. The combination of strong management and leadership will produce a high output.

Leadership will succeed if supported by strong management skills. Management will be strong and able to develop organizations if can be done by a strong leader.

In education, besides the importance of management, education is a means to develop the dimensions of human nature as a whole, namely as integrated coaching of the dimensions of human nature so that it can grow and develop in harmony (Umar). Education that is able to accommodate various backgrounds of students is what is called inclusive education. Educational services for exceptional children undergo many changes. These changes in education for exceptional children include changes in awareness and attitudes, circumstances, methodology, use of related concepts and so on. Educational services for exceptional children continue to develop so that exceptional children get the same rights as children in general in education. Inclusive education Environmental Management which is the latest development of a model for exceptional children is formally implemented. Nowadays, educational institutions are starting to realize that there are full and comprehensive educational needs through inclusive education starting at the elementary school level.

In this case, the research findings show that the management of an inclusive school environment in primary schools is carried out through the following stages:

1. Planning

Planning in the management of the inclusive school environment at SDN 33 Payakumbuh with physical accessibility conducted by the school by mapping the facilities and infrastructures needed by students and special needs students. The results of school mapping in fulfilling facilities and infrastructures show that schools need Ram or ramps. This ram should be provided at each entrance so that it is easily accessible, both for wheelchair users and people with visual impairments. Then the need for a Guiding Block to make it easier for the visually impaired to walk to the facility or building you want to go. While in the case of a conducive school climate, schools plan together through teacher meetings, committees, etc. Sound warnings (visually impaired) or lamp warnings (for the hearing impaired), or sound and lamp warnings for all students. The school has a special room/resource room. Schools have media, special tools needed in the learning of children with special needs (Elisa; 2013).

2. Organizing

Organizing is carried out with the task division model. There is someone who is appointed as the person in charge of implementing inclusive education, who is carrying out their duties is assisted by class teachers, subject teachers and accompanying teachers, the inclusive education coordinator conducts inclusive education and overcomes

the abilities and shortcomings of students with special needs.

3. Instruction

A direction which is to provide motivation and leadership. Principals as leaders give motivation to their subordinates to do inclusive education. The tendency for direction is more emphasized to the class teacher and homeroom teacher as the main actors in inclusive education.

4. Evaluation

Evaluation can be carried out with a control and supervision system for inclusive education which is conducted every three months. This monitoring is also carried out by sharing the results of evaluations of students with special needs that will be conveyed to the guardians of students. In addition, each month each school held a monthly meeting as a way of direction and control. Evaluation of environmental management of inclusive schools in SDN 33 Payakumbuh is done to assess whether all activities that have been carried out have achieved the objectives set. Evaluations must be flexible to know what is already there, what has been done, what hasn't been done, and what hasn't been done in implementing inclusive education programs in each education unit. It is hoped that monitoring and evaluation can be used as material for self-improvement and guidance from related parties in developing inclusive education better. Monitoring and evaluation of the implementation of inclusive education is

carried out in an integrated manner by involving principals, school committees, education offices, and other parties related to the implementation of activities.

Based on the inclusion school environmental management stages above, the research findings also show problems that arise in the management of inclusive school environments in Payakumbuh City elementary schools. These problems start from problems related to teachers who complain that teachers lack competency in handling ABK. This is due to the lack of teachers' understanding of ABK and inclusive schools which then has an impact on the problems that arise next, namely the difficulty of teachers in teaching and learning activities because of the lack of supporting facilities and class structuring that is still classified as not yet in accordance with the physical accessibility standards of inclusive schools. Abwatie (2017) states that in the accessibility component there are points that measure the extent of the school's efforts in providing facilities for the provision of education for children with special needs from building problems and school layout that are adapted to children with special needs.

Another thing that is found is that ABK has a high dependence on other people including teachers ranging from learning problems but also administrative issues. This condition reveals the fact that class teachers do not have the full capacity to carry out in full thus require the presence of Special Assistant

Teachers. Because the workload of teachers increases with ABK administrative issues indirectly impacting on how teachers handle students, especially ABK in schools, is not optimal.

Furthermore, the results of the study also show that various problems that arise related to the management of inclusive schools in terms of teachers, students, parents, schools, communities, government, facilities and infrastructure are lacking, and lack of cooperation from various parties so that the impact is less than the maximum implementation of inclusive schools. This is in accordance with what Sunaryo (2007) stated that for the success of inclusive schools, it needs to involve many parties. Bines (in Carrington and Robinson, 2004) suggested that inclusive schools are a process that involves all school staff and students for their development such as how to approach student organizing, the role of teaching staff.

This was also stated by Giangreco (2013) schools must also work with the school community such as teachers, class assistant teachers, parents, students, school administrative teams, and school communities to maximize teacher performance. This condition shows that actually schools can also develop the improved quality of inclusive schools through teachers and related parties and synergize every element of the school starting from teachers, students, administrative staff, assistant teachers and parents. According

to Siver in Komariah and Triatna (Hamzah: 2016), the social climate of a school is formed by the reciprocal relationship between the behaviour of School leaders and the behaviour of teachers as a group. The behaviour of school leaders can influence the interpersonal interactions of teachers. Thus the dynamics of leadership undertaken by school leaders and groups (teachers and staff) are seen as key to understanding variations in the school climate. SDN 33 Payakumbuh has done through collaboration between teachers and teachers, teachers with accompanying teachers, administrative staff, students and special needs students.

Regarding this situation, the emergence of problems related to the management of inclusive school environments in primary schools was also triggered by the lack of infrastructure to support the implementation of inclusive schools and the lack of cooperation from various parties. Shows that teachers are a major factor in the process of inclusive education, but without the help of other parties the implementation of inclusive schools cannot run optimally so that besides the teachers handled, it is also necessary to foster a culture of inclusive schools both within the school itself or the community outside the school, besides, government policies also determine the implementation of inclusive schools.

CONCLUSION

The management of an inclusive school environment in SDN 33 Payakumbuh is viewed from two aspects namely the aspect of physical accessibility and the development of a conducive school climate. Both of these aspects become urgent in supporting the needs of students, especially ABK students in the learning process in the school environment. Therefore, these two aspects must be fulfilled optimally. Related to the management of an inclusive school environment in SDN 33 Payakumbuh, the school principal has sought the implementation of the program that has been prepared. This can be known through program planning, program implementation, and program supervision activities carried out by the school principal and the local education office. Supervision is carried out to determine the extent to which this inclusive education program runs in the classroom (curriculum, facilities and infrastructure of learning and special assistant teachers), and also to provide an assessment of both what has been achieved and what has not yet been achieved. However, in its implementation, the management of the inclusive school environment in primary schools encountered many problems, namely school facilities that were not yet friendly to inclusion students and the acceptance of other children to include students and the lack of teacher coordination in the management of inclusive elementary schools.

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Marketing Politics: Political Participation of Beginner Voters In Electing The President of 2019

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Abstract. Political marketing in the 2019 presidential election is one of the main factors of Indonesian democracy. The brand personality of the 2019 presidential candidates became an important point in the victory of the 2019 presidential election. The millennial generation is part of the target of novice voters. Previous research has carried out mapping and analysis of political marketing in the 2014 presidential election, 2014 legislative elections, and the 2015 regional elections where in each election there were differences in emphasis in political marketing. The purpose of this study is to analyze the uniqueness of political marketing in the 2019 presidential election compared to previous political marketing. This research approach uses quantitative research with descriptive methods with statistical descriptive data analysis. The population of this research is novice voters in West Java. The sampling technique used was random sampling with a total sample of 100 respondents. The results of this study indicate that 100% of beginner voters use digital media to find out presidential candidates and 80% to add to their basic political knowledge. However, the presidential election decision based on the media only reached 57.6%.

Keywords: *Political Marketing, Political Participation, Political Education, Beginner Voters, Presidential Elections*

Abstrak. Marketing politik dalam pemilihan Presiden Tahun 2019 menjadi salah faktor utama demokrasi Indonesia. Brand personality dari kandidat calon presiden 2019 menjadi poin penting dalam kemenangan pemilihan presiden 2019. Generasi milenial adalah bagian dari target pemilih pemula. Penelitian sebelumnya telah dilakukan pemetaan dan analisis marketing politik pada pemilihan presiden 2014, pemilihan legislatif 2014, dan pemilihan kepala daerah 2015 di mana dari setiap pemilihan terjadi perbedaan penekanan dalam marketing politik. Tujuan penelitian ini adalah menganalisis keunikan marketing politik pemilihan presiden tahun 2019 dibanding marketing politik sebelumnya. Pendekatan penelitian ini menggunakan penelitian kuantitatif dengan metode deskriptif dengan analisis data deskriptif statistik. Populasi penelitian ini adalah pemilih pemula di Jawa Barat. Teknik sampling yang digunakan adalah random sampling dengan total sampel 100 responden. Hasil penelitian ini menunjukkan bahwa 100% pemilih pemula menggunakan media digital untuk mengetahui calon presiden dan 80% untuk menambah pengetahuan dasar politik. Namun, keputusan pemilihan presiden berdasarkan media hanya mencapai 57.6%.

Kata Kunci: *Marketing Politik, Partisipasi Politik, Pendidikan Politik, Pemilih Pemula, Pemilihan Presiden*

INTRODUCTION

The election process plays an important role in the democratic system. Elections are the main mechanism that implements the principle of popular sovereignty. The highest authority is those who delegate authority to the representatives of political parties in the electoral process. Elections provide a space for citizens to participate in channelling voting rights over their sovereignty. Participation in elections guarantees a faithful representation of the will of the people and thus prevents distortion. Citizens' participation in elections confirms their support for changes in the life of the nation as well as life in the political order. This promotes not only the stability of citizens' political processes but also inherently desirable for normative reasons. According to democratic theory, the right to vote in elections is not only universally guaranteed but also must be done to guarantee the rights of citizens in politics. The involvement of young people in politics can take various forms, as can other age groups. Elections are only one element of a far broader repertoire of political participation, and the most fundamental democratic action that must be taken. Young people must choose to ensure the total amount.

Novice voters in the digital era or millennial generation have their own positioning in political marketing. Indonesia, if its democracy wants to advance and be civilized, it needs special management or political education for first-time voters. In contrast to advanced democracies, the level of youth voter participation in developing countries appears to be higher, except for the Philippines where competitive and regular elections have been held since 1992, but the quality of governance has proven disappointing. The high participation of Mongolian youth is mainly due to the new installation of democratic elections. For citizens who have been governed under Soviet Mongolia, a new democratic mechanism that inspires them to participate in politics.

The general elections to be held in 2019 for presidential or legislative elections both central and regional provide opportunities for novice voters to build and develop a fresher and enjoyable logistics process. In many studies found the participation of beginners who were rejected. This young group is growing unconcerned about the country's political development. They prefer to participate in egalitarian politics, namely through various social activities that accept social, moral giving to marginalized groups. To win the votes of novice voters, special strategies are needed so that what young groups do synergize with the interests of candidates for president and vice president.

Using attractive recruitment methods and multimedia strategies to attract the attention of young people is one of the attractive choices that can be used to attract them to vote in elections.

The voters are indeed not only Indonesian viewers, but several countries including the United States also provide a sizable portion in managing novice voters controlled by young people. The inclusion of youth in important formal politics, approved by the popular uprising of the United States in 2011/2012 and the various occupation movements have been renewed, making the government and political parties increase the youth's potential. When the youth-provoked protests have agreed to the authoritarian regime of the authorities, significant disagreements will arise if young people are not included in new formal decision making. This can disrupt transitions and increase conflict transitions. The international community has agreed to debate about the political system, including through several international conventions and UN resolutions. In line with this commitment, UNDP views youth as a positive force for transformative social change and supports the promotion of youth political participation. The basic principle is support for political participation which must support the election cycle. Capacity building for young candidates has proven to be more effective as ongoing support than once three months before the election.

Young people who are actively involved in their communities from the beginning are more likely to be involved, citizens and voters.

Novice voters have always been the target of political parties. Novice voters are constructed as unstable voters and are easy to influence. The constitution number 7 of 2017 concerning Elections states that the condition for a person to be a voter is an Indonesian citizen who is even 17 (seventeen) years of age or older, has been married, or has already been married. Thus a person said to be a novice voter is those who are 17 years old on voting day, have never voted, or those who are married or never married even though they have not reached the age of 17 years and have never used their voting rights. The number of first-time voters as mentioned by the general election commission (KPU) is quite potential, they are spread out in all corners with various dynamics and diverse cultures. Based on the problem above, novice voters need a formula in political marketing so that the level of participation is high and the quality of elections increases.

RESEARCH METHODS

Research approach through quantitative. This research method was a quantitative descriptive. Data collection techniques with purposive sampling, which was based on the object of research were the novice voter. The object of this research was

the first time voters who had used their right to vote in the 2019 Presidential Election in Bandung City randomly. The research sample was Telkom University students who are beginner voters in the city of Bandung from a total population of 215 first-rate students from the city of Bandung, then the sample obtained by 100 students with open distribution via a google form.

DISCUSSION

Data collection via Google Form to collect data from various universities in Indonesia. Questionnaires are distributed online, especially the ig and Whatsapp groups. In total, 100 respondents were used to descriptively measure the participation of novice voters. Categories of respondents between 17 to 24 years are 100% with the most education, namely 59% at the undergraduate level. Most respondents came from middle-class families (26.04%) and upper-class families (29.95%) which indicated that respondents had good financial status while 10.94% of respondents had a low income per month. Most of the education level of the respondent's parents is higher than in secondary school. Then, respondents are grouped by type of social media. Of the total respondents, 196 respondents were chosen from 3 to 5 types of social media (51.04%), followed by respondents who chose less than 3 types of social media and more than 5 types of social media. Respondents prefer to use Line,

Blog to read news about politics, followed by Instagram, Youtube, Facebook, Twitter and Wikipedia. Besides, respondents were also grouped by duration in using social media. The longest duration of using social media is over 2 hours, there is 54.2%.

Instagram to see politicians' official accounts or about political news. Political practice activities on Instagram inform users about their lifestyle where they attract users to view posts. Similar to this research, a previous study found novice voters had participated in offline activities, but increased political knowledge from social media. Based on the results of Schroeder's research in Machfiroh (2018) in four countries namely Sweden, China, America and India on media and politics shows that the presence of digital media has increased citizens' knowledge because digital media has become a medium of mediation between political elites and political elites with citizens. This is reinforced by the opinion of Assard and Bennet in Machfiroh (2018), that digital media in politics has become a marketplace of ideas. Likewise in Indonesia, the results of research by Suyanto and Machfiroh (2016) show that political marketing in the 2015 local elections simultaneously in Indonesia has shifted through digital media and has influenced the decision of novice voters. The use of information on social media encourages participatory activities. Information search activities create awareness of people to

participate online and offline in politics. Also, people who discuss politics through offline and online tend to have a higher level of willingness to accept political risks, so that they can attentively participate in participating politics both online and offline. Online and offline discussions also raise awareness of young adults to participate in politics and direct them to monitor the government. For example, many young people ask about Bandung facilities or social problems in Ridwan Kamil's official account. However, it is estimated based on previous research that political trust does not mediate the relationship between information seeking and online and offline political participation where young adults have low trust in news and information about politics through social media. In Indonesia, many social media accounts present untrue news and some of them cause social conflicts between users. For example, sharing media such as Instagram, Facebook and YouTube provide users to freely upload all political content that may contain negative and invalid information. Therefore, negative information online might reduce the political trust of young adults.

The political party's target of novice voters is based on the condition of novice voters who are considered capable of being governed and herded in determining their choices. Unfortunately, the patterns of recruitment of votes of novice voters by political parties often do not pay attention to

both age and the dynamics of novice voters. M. Rusli Karim (1991) views beginner voters, who are mostly young people, who are difficult to dictate, even suspected as one of the groups that are difficult to be approached by political parties. Novice voters do not yet have adequate political literacy, only tend to follow the trends in their neighbourhood. Suhartono (2009). Recording beginner voters has a cultural value that is relaxed, free, and tends to be informal and fun-seeking, with the government having to develop activities that allow novice voters to pursue their own political forms. They do not have to follow the forms of political participation formed by political parties so that their freedom is shackled, but must encourage and inspire them to pursue their forms of participation and activities. Activities do not have to be "political", but "mutually beneficial". By participating in activities that meet their needs, they can not only help others but also gain fulfilment from their contributions, as well as make decisions to choose according to their aspirations. This means that the voice will complement other voices to political parties that are able to strengthen their empowerment. Political party campaign activities must energize novice voters to engage in serious social problems, allow them to practically help children in need and allow young volunteers to chat with each other to share their experiences. Campaign activities must inspire, novice voters who are mostly young people not only

listen to and override the campaign, they can even contribute and produce real change. Structurally the government should try to include young voters in the decision-making process and empower them to have more votes in actions related to their own interests. Political parties and governments can promote electronic participation in politics, including online discussions, visual associations, and political chat rooms. The use of information technology will encourage the political participation of novice voters so that they feel comfort, accessibility, create new mechanisms to regulate associations, and convey information without government intervention.

CONCLUSION

Political participation of novice voters in the 2019 presidential election related to the media used in increasing beginner participation by 100% to find out about presidential candidates and 80% to increase basic political knowledge. However, the presidential election decision based on the media only reached 57.6%.

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