

The Teaching Learning Process of Pancasila and Civics Education (PPKn) at Elementary Schools in The Reformation Era

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Abstract: A basic change is needed in the teaching learning process of Pancasila and Civics Education (PPKn) at elementary schools in the reformation era. The change of the teaching learning process should start from that of the indoctrinative authoritative attitude of a PPKn teacher to familiar-democratic one, followed by the change of materials teaching learning strategy, teaching aids, and evaluation. Furthermore, in the teaching learning process, the student should be motivated to change his passive attitudes to active and responsive ones, to enjoy reading, and to get more information from his environment to be discussed in the class.

Keywords: Pancasila and Civics Education, teaching learning process, elementary school, reformation era.

Following the reformation in the fields of economy, law, social culture, and politics, teachers of PPKn become the desired support of the large society in building the student's attitudes and behaviors according to the objectives of PPKn as stated in the 1994 Curriculum c.q. the Instructional Program Outline (GBPP) of PPKn.

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Abdulgani (in Kaelan, 1998) says that in a political term, a reformation movement wants a change in the frame of the recent system. Riswanda (1998) says that a reformation movement wants to reform all deviant things and then to replace them in the original form or shape according to the ideal values. This definition differs from a revolution movement that wants a radical change of the system.

A reformation movement must have some following requirements:

- (1) It is done due to a deviant (corruption, collusion and nepotism); (2) It is done according to the ideology (Pancasila as a nation's ideology); (3) It is done to get a change in the structural frame (constitution, democracy, human rights); (4) It is done to get a change towards a better situation and condition (development of Indonesian dignity as a human); (5) It is done with moral and ethics values according to a religious nation within the national unity.

In connection with the movement, The People Assembly of the Republic of Indonesia produces the People Assembly Decision No. X/MPR/1998 of the Reformation Basics of National Development as the National Great Lines that is developed based on Pancasila as the ideal foundation and UUD 1945 as the constitutional one.

The reformation movement is motivated by a poor condition that resulted from an economic and monetary crisis faced by Indonesia. Then the condition affected all political, economical, and social fields, which was indicated by the brokenness of the economy and monetary orders, the increased unemployment and the poor society empowerment. In order to solve the problem, many reformation policies have been done for the better development of the different life fields.

The New Indonesian Society is the vision of the reformation movement, and the education reformation is too. Tilaar (1999) says that the characteristics of the society are: (1) the reality of many different cultures; (2) value conflict as the dynamics of the collective life in a civil society; (3) the high tolerance; and (4) the law constancy. In realizing those characteristics, PPKn has very important roles.

IMPROVEMENT OF THE TEACHERS' SELF PREPAREDNESS

A teacher's self preparedness to create a teaching learning process of PPKn adjusted to the reformation era includes a design of materials supporting the main discussion, a design of teaching learning strategy,

teaching aids, and evaluation. Through a careful design, teachers will get some effective outcomes according to the desired objectives.

Every design must be made with specific skills, and it needs time, thought, and cost. In education, a teacher is also a designer. The procedure of an instructional design prepared by a PPKn teacher is evaluated from: (1) examining the curriculum (the Instructional Design Outline of PPKn); (2) examining some formal dan scientific sources; (3) examining the textbook done together with examining formal and scientific resources; (4) preparing an Annual Program Design or a four-month Program; (5) preparing two instructional designs: a Unit Lesson and a Daily Instructional Design.

In preparing a unit lesson, it is important to consider that a very important instructional component is the Specific Instructional Objective (TIK), because based on this, the evaluation measurement will be arranged to measure the achievement degree of the instructional objectives and to determine the instructional activity design. Based on the objectives and student's learning activity, it will be determined the instructional materials. Based on this, it will be chosen the instructional methods and media. As the Specific Instructional Objective is the main focus in arranging a unit lesson, the arrangement of this must be done carefully by considering the requirements of formulating a Specific Instructional Objective as follows:

First, the use of the four criteria: use an operationally work word; have the shape of a student's behavior; have the shape of learning achievement; have only one behavior.

Second, the Specific instructional Objective is Written with the ABCD format: A = Audience = student; B = Behavior = students' behavior; C = Condition = students' conditions (treatment); D = Degree = a degree of achievement.

Third, a quality or target. A target is dependent on the content or the message of a main topre. A class teacher is the person who knows best his students' conditions; therefore, the teacher determines exactly the target. For example, if the proportion of Cognitive: Affective: Psychomotoric objective is 40%:40%:20%, when the number of the objectives is 10, the number of the cognitive objectives will be 4, the affective ones 4, and the psychomotoric ones 2.

Fourth, a taxonomy degree of every domain. The higher a taxonomy degree is formulated in a Specific Instructional Objective, the better the objectives and the larger and deeper the needed materials will be.

CHANGE OF A TEACHER'S ATTITUDE

In the New Order era, most PPKn teachers felt anxious and depressed. They didn't state the wrong thing as they would be considered to refuse Pancasila or partake in the political field. They were afraid of talking and expressing their ideas on a political problem, whereas PPKn is education. This feeling was so strong that they were also afraid of formulating a Specific Instructional Objective. Then they grouped together with their colleagues from other schools to formulate the objectives in a unit lesson. Consequently, a teaching learning activity was felt poor. Teachers taught indoctrinatively and verbally. The materials used to achieve the objective were the materials in the textbook, no more no less.

Teachers were also afraid of preparing teaching aids, they were afraid to create different pictures from the ones in the textbook (the writer's findings on a Community Service Activity in Porong Sidoarjo in 1996 and 1997). This must have caused boredom or saturation feeling on students, because they looked at only the pictures of the textbook. Finally, those teaching visual aids had less function.

This PPKn teacher's attitude needs changing in this reformation era. Besides their steadiness in preparing themselves on teaching, some other things that need to be changed are (1) their courage of expressing a responsible certain opinion; (2) discipline; (3) honesty to the fact that a teacher is not the truest; (4) being democratic with lovely attitudes to their students; (5) openness; and (6) developing their insights by reading and getting information. If all PPKn teachers of elementary schools conduct the Teacher Profession Ethics Code as stated by Syam (1999), some parts of the teacher's attitude changes in reformation era will be achieved. The core of Syam's ideas is highly supporting these principles: (1) *tut wuri handayani*; (2) justifying in a partner relation; (3) upholding the teacher's unity spirit; (4) developing the institutional communication, and (5) maintaining and unfolding the pertaining principles to teachers.

The PPKn teachers as stated above will be capable of motivating their students to be active and creative and will give them a chance to have initiative attitudes without any fear.

DEVELOPING AN AFFECTIVE DOMAIN

Despite the requirements of formulating a Specific Instructional Objective that must be filled, a teacher needs to consider that PPKn is one of the means of building a student's self totality. Therefore, a teacher not only shows and cultivates Pancasila as a cognitive concept and knowledge as well as a normative norm, but also builds and shows the moral message and value as well as soul and spirit of Pancasila. As a result, Pancasila can be personalized as the student's value and belief system and speed the motivation to bring the system into the student's behavior in life (Djahiri, 1992). In other words, in PPKn instruction, the change of the desired student's behavior is not only in a cognitive domain, but also more important in an affective one, and as far as possible in a psychomotoric one also.

According to the above description, it can be concluded that an affective domain in PPKn instruction is a very important domain to build, but it is known that the domain is the most difficult one to build and even to measure its change.

It is considered also that besides the difficulty of developing the affective domain because it connects with the "inner" side of human as a totality, the domain also examines and fosters the development of other important learning achievements of the students, especially in connection with feeling or human's inner self (Djahiri, 1992).

There are other unique characteristics of the domain, they are abstract, labile, fluctuable, contextual-situational, spiritual, etc. Consequently, the building of the domain must be done more intendedly, directedly, and continually. According to this, there are three important points in developing the domain, as will be explained below, they are (1) the indicators of affective aspect; (2) the affective process; and (3) the foundations and principles.

The indicators of an Affective Aspect

To read an affective domain (connecting with one's conscience), there are some indicators (Djahiri, 1992), those are: (1) emotion, (2) feeling, (3) sentiment and taste, (4) willingness, (5) love, (6) attitude, facial expression or spirit behavior, (7) morality and value system, and (8) belief system. The eight indicators are means to teach students a

moral value to be built, developed, and improved so that they will be responsive and sensitive. By using some different efforts (methods, media, sources, and evaluation patterns), the degree of the eight affectual aspects of students with Pancasila moral value and civics charge is built, developed, and improved. This building efforts can be conducted partially, not all aspects at once, but one or some aspects only.

An Affective Process

An affectual/affective process and skill can appear when affective aspects are quivered (to build and develop). This process is called an affective learning, that is an interaction process of a student's affective potency. An affectual process needs to be built by a teacher. From the student's side, the process goes on him through these steps: (a) *emoting*, that is feeling reflectively or instinctively; (b) *feeling*, that is feeling using rationale or experience; (c) *minding*, that is imagining, creating a sense; (d) *spiritualization*, that is a process to find a foundation of value or moral from our moral or value system (religion, law, and culture); (e) *valuing*, not a rational valuing; (f) *empathy*, that is involving or imagining to take a role in a situation; (g) *decision*, that is deciding a moral value position or selection for himself.

In conclusion, the unique and complicated affective domain is important to consider and build because the domain can cause a reflection of other domains. It is suggested that the vagaries of the domain be understood and inspired well so that the building efforts (instructional strategy and evaluation) can be exactly determined. Quivering an affective aspect and skill will result in an affective process and guide in building student's affective domain. The quivering is strongly determined by the strengths or the weaknesses of the media-stimulus that is created by a teacher or a program developer.

The Principles and Foundations

A PPKn teacher must have integrity and take charge of his field scientifically. From personality side, he must be a Pancasila person with highly professional capability. In managing an effective instruction, a practical method and technique must be chosen by considering some principles and foundations as follows (Meiny, 1986).

First, recognizing and practicing humanity principles: a student is an intact human and has his own potency; a student has a set of human needs; situation of teaching learning process must be familiar, inciting, available, objective, honest, free (without fear), etc. Second, student oriented. Third, teacher's capability in touching the student's heart and willingness so that he will be motivated to take part in the teaching learning activity (the stage of moral/value internalization) with a strong stimulus towards the characterized/personalized moral/value stage. Fourth, changing lesson concepts to the understood, appreciated, inspired ideas by students (adjusting to student's language/real life).

About this strategy or approach of moral or value education, many studies have been carried out, as the one by Douglas Seperka who revealed the eight approaches: *Evocation*, express an idea spontaneously; *Inculcation*, suggestion in many frequent ways; *Awareness*; *Moral reasoning*; *Value analysis*; *Clarification*; *Commitment*; *Union*.

According to those principles and foundations, the student's willingness to take part actively in the teaching learning process can be aroused using a fundamental procedure as follows (Smith, 1986): (1) connecting the lesson with the student's needs and attention; (2) giving the student an activity by using ideas and materials connected with PPKn; (3) connecting the student's activities with his group's goals; (4) connecting the student's goals with the society's goals.

CHANGING THE STUDENT'S ATTITUDES

If a PPKn teacher prepares himself to teach, changes his attitudes, develops an affective domain by giving attention to the affective indicators, the affective process, the principles and foundations, as well as the instructional strategy as Douglas Seperka stated, he will be able to motivate and change the student's attitudes in the teaching learning process. Some of those attitudes are: (1) student active learning; (2) being responsive; (3) courage in asking and answering; (4) self discipline; (5) being responsible; (6) loving other human; (7) justice; (8) forgiving; (9) being honest, etc.

The above positive attitudes should be developed as early as possible in an elementary school. Using some simple support materials (e.g. child's language), the primary goals can be achieved. Building up children personality as early as possible in an elementary school is beneficial to the

development of strong foundation for the total integrity of an Indonesian. Taher (1995) states that the total integrity of Indonesian is a harmonious, compatible, and equal human in connection with the whole environment (natural, social, and national) and devout to the one God.

EVALUATION

Conducting an evaluation means conducting two kinds of activities, i.e. to measure and to evaluate. A professional teacher will make an evaluation design.

An evaluation design including the test must be made as complete as possible. It means that creating all the tests is based on all materials taught. Furthermore, the tests must be valid, reliable, and objective. The three requirements will be met if a teacher considers the Specific Instructional Objectives in every unit lesson.

A PPKn teacher of an elementary school needs to practice himself to analyze a test item. The analysis is meant to get some information of a good, satisfactory, or poor test. For this, at least teachers need some information of (1) the difficulty power, (2) the discriminating power, and (3) an answering pattern known by using the certain procedure and formula. This is not difficult, but it needs time and energy; and therefore, it is fully dependent on the teacher. But a professional and reformative PPKn teacher of an elementary school will do that happily and responsibly for the sake of the youth as the nation's potential asset in order to build up justice, wealth, welfare, and peace in the New Indonesia among other nations in the world.

An evaluation should be conducted many times in order to get an appropriate decision in connection with the student's learning achievement. Some important points to consider in the affective evaluation of PPKn are (1) the evaluation is more important for the student than the teacher; (2) the result of the evaluation functions as a tendency or indication, not the final condition; (3) the more indicators are used in the evaluation, the more convincing the conclusions will be; (4) at least there are three different instruments; (5) the prior design of the evaluation is needed; (6) value target, condition, and student's social-cultural background determine the kind and form of the evaluation instrument tools; (7) a gratifying testing will give a reliable result; (8) the evaluation is able to differ the cognitive, affective, and psychomotor learning achievement (Popham,

1975; Hamid, 1986; Wahab, 1986; and Djahiri, 1992). The eight points need to be considered by a PPKn teacher of an elementary school in an affective evaluation that must be conducted in this reformation era, if the teacher considers the importance of the youth as the nation carrier.

CONCLUSION

From the above description, it is concluded that the professionalism development of a PPKn teacher is continuously needed in perceiving the challenges of the reformation era. Arranging an instructional design and an affective evaluation together with the test must be incited continuously.

The change of the teacher's attitudes from those of being indoctrinative-authoritative to democratic, open, honest, and courageous ones need to be done. Furthermore, a student must be active, courageous, disciplined, and responsible.

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