

The Implementation of Internalizing Pancasila to Increase the Students' Soft Skill Facing Global Challenges At Elementary School

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Abstract: The purpose of this study is to modify the implementation of Pancasila (Civics) learning so that simply, children are trained to develop softskills that can then be used in their own lives through their activities as well as for others in facing global challenges in elementary schools (Sekolah Dasar). Through conducting Researchers build a complex and holistic picture, analyze the process, report a detailed view of the information, by conducting this research in a natural school environment.

The research method through qualitative descriptive according to Creswell (2014), is the process of investigation and understanding based on different elementary school (SD) learning process in exploring the values of Pancasila. Data collection at Sekolah Dasar in 3 provinces (West Java, Madura, and Bali), especially about internalizing Pancasila in elementary school.

The results of the research find the concept of the process in the form of descriptive in learning of Pancasila (Civics) modification, the implementation of the children are trained to develop soft skills which can then be used in their own life through activities done for themselves or for others in facing global challenges.

Keywords: Softskill, Education, internalization, Pancasila.

1. INTRODUCTION

Citizenship Education (PKn) and Pancasila is one of the subjects that must be taught in Indonesia at all levels of education from primary schools to university. This is affirmed in Article 37 paragraph (1) & (2), Law No. 20 of 2003 on National Education System. However, the fact is that not all schools are able to internalize Pancasila in either students' dayli life or in their environment in order to improve their softskills. The reasons Civics learning atmosphere which is fun and meaningful for students has not been optimal yet, even unable to help himself to be

independent, there is still deviant behavior from the values of Pancasila.

Some teachers present the memorizing material that often do not represent deeply about Pancasila, therefore it is still difficult to be applied in everyday life, this is interpreted as the process of Pancasila internalization, as has been expressed by Moh Mujib Zunun (2010) that students before receiving Pancasila (Civics) learning has had an early concept about actual phenomena around it, so that learning will be easy to accept, otherwise if contradictory between the initial concept and the new

concept, the students are resisting by diverting tend to like pretending not to hear, or out of class so that Pancasila lessons are difficult to implement. One effect on this factor is the tendency to learn the task (aptitude for learning the task), (Dale H, Schunk, 2012: 143).

2. PROBLEM STATEMENT

- a. What are the effects arise from Conventional Learning?
- b. How is the Implementation of Pancasila Learning (Civics) in Elementary School?
- c. Does Pancasila Learning in Elementary Schools Really Change / Enhance Children's Soft Skill?

3. DISCUSSION

- a. The Effects of Conventional Learning

The old paradigm as a result that arises from conventional learning is where the teacher gives knowledge to passive students, the way of teaching with conventional method is lecture method and expects students to sit, stay, listen and record (3DCH), less active students in learning activities, teaching while children are not interested in Civics lesson / Pancasila because this lesson concerned with memorization

alone, less emphasize the aspects of reasoning that causes students' low interest in learning Pancasila. Teachers are less giving real model and practice directly in the in real life implementation, so it is still difficult to realize the fulfillment of intelligence in improving the soft skills of children. In addition, Civics learning also tends to be less meaningful because it is only based on the cognitive achievement result of the Civics teachers to teach more pursuit target oriented to the students' final exam score, not on the assessment of behavioral process (attitude) in accordance with the values of Pancasila which continues to be internalized.

Even teachers get public criticism towards Pancasila as subject matter which is not merely contains with practical values but also political or indoctrination tools for the sake of governmental power. Teachers during the teaching and learning process need to implement the best approach to convey the various concepts of Pancasila so that students can easily remember the longer concept, as well as using methods and interactive learning media with students. So that teachers will be able to communicate effectively with students who always ask about the reasons of something, the meaning of something and the relationship of what they

learn. How to open the thoughtful and diverse insights of all students so that the concepts they learn can be tied to real life, and immediately put into practice.

The effects arising with conventional learning, teachers are still oriented to the level of memorization that will be used as a test material, then students must answer in accordance with the text given by the teacher. Not yet realized that Pancasila Education through Civics is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to be good citizens, discipline, smart, full-skilled, and the values of Pancasila needs to be implemented, it is very important to internalize Pancasila of students' behavior in school and their environment.

b. The Implementation of Pancasila Learning (Civics) in Elementary School

While the opinion of some experts expressed, the main problem in learning Pancasila Education is the use of methods or learning models to deliver the subject matter appropriately, which meets the content of the values, to be internalized on the real life to meet the expectations as desired to build the character of a better child. Pancasila Education (Citizenship

Education) is a subject that focuses on the formation of religious, socio-cultural, language, age, and ethnicity, those will be able to form ideal students who have a strong mental, so as to overcome the problems that will be faced towards global challenges.

The learning process in Pancasila implementation, can be done with various models and methods, depending on the subject matter, so that the learning result is obtained from test result (formative, subsumative and sumatif), performance, assignment (project), work, portfolio, attitude and self-assessment. To improve the learning outcomes of Civics, learning must be interesting so that students are motivated to learn. An interactive learning model is needed where student plays role as a subject of learning, the teacher prioritizes the process rather than the outcomes. The teacher designed the learning process that involves the students in an integrative and comprehensive aspects of cognitive, affective and psychomotor in order to achieve learning outcomes. In order to improve the learning outcomes of Civics requires appropriate learning situations, ways and strategies to engage students actively in both mind, hearing, sight, and psychomotor in the learning process. The proper

learning to involve students in totality is as follows:

1) Learning with Problem-Based Learning.

Problem-Based Learning model is a learning model where before the teaching and learning process, students are first required to observe a phenomenon. Then the students are asked to record problems that arise, as well as discuss problems and seek solutions to problems of the problem. After that, the teacher's job is to stimulate critical and creative thinking in solving existing problems and direct students to ask questions, prove assumptions, and listen to different perspectives between them.

From the description above can be expected that the learning with Problem-Based Learning model can improve student learning outcomes of students compared with the traditional approach (lecturing). Learning can enhance students' ability to learn effectively and creatively, where students can build their own knowledge, find their own knowledge and skills through questioning, group work, learning from the actual model, can reflect on what it gains between expectations and reality so

that improved learning outcomes obtained not only the result of memorizing the material, but more on the actual activities (solving cases) that students do during the learning process (group discussion and class discussion).

2) Contextual learning approach

For the learning of Civics to be meaningful and for character formation then here the author would like to expose one approach of CTL model that is approach which help teacher relate between material taught with real world situation of student and encourage student make relation between knowledge possessed by its application in their daily life. Learning takes place naturally in the form of student worksheets and experiences, discovers and discusses problems and solves problems rather than transfer knowledge from teacher to student. Students understand what learning means, what benefits, what status they are in, and how to achieve them. They realize that what they learn is useful for their later life. Students are accustomed to solve problems, finding something that is self-internalized and struggling with ideas. Teacher assignments

organize learning strategies, help connect old knowledge with new one, and facilitate learning. The child must know the meaning of learning and use the knowledge and skills acquired to solve problems in their life. So that children not only able to memorize the lesson but also expected to change the attitude, behavior, character and moral of the child.

CTL is a form of learning that has the following characteristics:

- 1) Circumstances that directly affect the student's life and learning;
- 2) By using time / contemporary, the past, present, and future;
- 3) uncentred textbook;
- 4) Cultural, social, personal, economic and political environment;
- 5) Learning not only uses the classroom, it can be done in the life of family, community, nation and state;
- 6) Relating the content of the lesson to the real world and motivating students to make connections between knowledge and its application in their lives; and
- 7) Equipping students with flexible knowledge can be applied from one problem to another, from one context to another.

In implementing civics lesson can be done by creating an activity that is creative and productive, such as playing music, storytelling, so that the child learns a variety of examples such as feelyou, empathy, now that happens is when learning that capitalized memorize it that happens is there who are smart and also some who are not smart, who while the name of the lesson of empathy affection is all close to the values of humanism in Pancasila.

- c. Does Pancasila Learning in Elementary Schools Really Change / Enhance Children's Soft Skill?

It is answered through how does the role of teacher in applying teaching methods in teaching and learning process, whether still seem very rigid, less flexible, less democratic, and teachers tend to be more dominant?; The authors argue that the attitude of the teacher, while still using the monotonous conventional model, the teacher's activity is more dominant than the student, consequently the teacher often ignores the process of fostering the order of values, attitudes, and actions; which resulted in the improvement of soft skill so that the subject of Pancasila / Civics is not regarded as a citizen coaching subject that emphasizes awareness of rights and duties only, but is more

likely to be a saturated and boring subject. Because this is related to the formation of the character (soft skill), morals, attitudes and behavior of students who not only want a good value without *dimbangi* with improvement of character, morale, attitude and behavior of the child.

According to Stephen Walker, IanReece, (1997: 111) ... As teachers we tend to make assumptions about the "entry behavior" of our students. So that the role of Teacher in teaching Pancasila to the students can be done through various ways as follows: (1) Learning that prioritizes mastery of competence must be centered on the students (Focus on Learners), (2) Provide learning and learning experience that is relevant and contextual in real life provide relevant and contextualized subject matter) and develop a rich and strong mentality in students. (3). Student-centered learning strategies and pleasant atmosphere creation are needed to improve learning outcomes, teachers are required to design learning activities that are capable of developing students' cognitive, affective, and psychomotoric competencies, cognitive, affective and psychomotor domains.

The authors argue that if the student has learned about Pancasila / Civics subjects that

should be able to improve attitudes, behavior and moral for the learners but on the contrary is inversely proportional to the attitude, behavior and moral of learners who tend to decline, so it appears that learning Civics on Elementary School tends to be less than optimal. In improving soft skill in students, teachers need to master a variety of learning methods that are more fun for their students, making the learning space becomes more passionate, full of curiosity of students, there is a healthy competing spirit of the protégé.

Learning model that can be used by teachers in learning Pancasila (Civics), among others: (1) Increase the learning outcomes of Civic through Problem Based Learning model, the learning outcomes are all the abilities that can be achieved through the learning process in the form of understanding and application of knowledge and skills useful for students in their daily life as well as the attitude and critical and creative thinking in order to realize a quality human beings, responsible for themselves, society, nation and state and responsible to God Almighty.

The learning outcomes of Civics are the results of learning achieved by students after following the process of learning PKN in the form of a set of knowledge, attitudes, and basic

skills that are useful for students for social life both for the present and future which include: ethnic and cultural diversity of Indonesia, beliefs (religion and class) and the diversity of intellectual and emotional level.

d. The Internalization of Pancasila

Indonesian culture is a culture that is formed from various ethnic and religious cultures so many challenges that always undermine the cultural unity but with the spirit of diversity until now still exist in the exposure of the times. Our duty as a nation of children to keep that culture to a nation that is eternal, noble, prosperous and dignified Satrio Dwi Prabowo, et al. (2014).

Kebudayaan called culture, which comes from the Latin word Colere, which is processing or working or can also be interpreted as cultivate the land or farming. Kataculture is also sometimes translated as "culture" in Indonesian. The existing culture is made up of many intricate elements, including religious and political systems, customs, language, tools, clothing, buildings, and artwork. Culture is a comprehensive lifestyle. culture is complex, abstract, and broad. Many cultural aspects contribute to communicative behavior in human social activities. Indonesia is the largest

archipelagic country in the world, with many of the islands Indonesia has very diverse cultures. The development of Indonesian culture has begun since our ancestors earlier. Yet, over the years, this culture in Indonesia has been in a disappointing period where many of our cultures are free from our grasp.

The internalization of Pancasila values embodied in children behavior in primary schools (elementary school is doing practice through direct practice with teacher guidance on a continuous basis, It may be suggested that the "demands" of any occupational position are fixed, is settled upon in bargaining between the person ... (Jerome Karabel, 1979: 123) therefore we can get example of value of base value of Pancasila that is:

- 1) The first principle; "Belief in the One Supreme", in the First Precept on Pancasila, can be taken the basic values of the Godhead, Through steady action and has been entrenched is a comprehensive lifestyle, communicative behavior as a combination of gratitude towards Allah SWT;
- 2) The second precept of "Just and Civilized Humanity" can be taken on the basic values of humanity. Behavior that always reflects the values of

- humanity, has a sense of empathy and compassion, tolerance and mutual help to fellow human beings need to be nurtured continuously since elementary school age;
- 3) The third precept: "Unity of Indonesia", the tradition invites all students to show their contribution together, avoiding hostility among friends, cohesiveness for smooth running of school party processions and as expected;
 - 4) The Fourth Precept: "Citizenship led by the wisdom in the representatives of representatives" through learning activities in discussion because of mutual respect from each student, learning to formulate deliberations based on moral high, respecting the opinions of his friends, avoiding dispute in deliberation;
 - 5) The fifth precept; "Social justice for all the people of Indonesia", through the tradition of social activities, mutual giving and receiving, the culture of friendship, recognizing the social environment that needs help, sensitive to disaster problems that inspire students to collect assistance, the school also covers all levels of society.

The internalization of Pancasila values is essentially a pluralistic Indonesian people who should be seen as national assets, not risk or burden. The people are national potentials to be empowered, enhanced potential and physical, mental and cultural productivity. Indonesia's water as a national asset stretching from Sabang to Merauke and from Miangas to Rote, a place of residing the spirit of diversity, is our political and intellectual obligation to transform culture Pancasila in national identity and awareness, so it is necessary to develop the mindset based on the principle of mutualism, and to have (shared interest), need to jointly compete in the goal of improving the social-cultural quality as a nation.

Building the national culture of Indonesia should lead to a strategy through the implementation of Pancasila values with the national characteristics of Indonesia, a vibrant free-active able to be the master of the country itself, and able to play an important role in the global arena and in equality is also able to maintain world peace ". Cultural crisis is the enforcement of efforts to "form" explicitly national identity and national awareness, then this nation remains as the Unitary State of the Republic of Indonesia (NKRI).

4. CONCLUSION

From the above discussion it can be concluded that, the internalization of Pancasila is continuously implemented in daily behavior, starting from Pancasila / Civics Learning in elementary school and forever as Indonesian citizen, is expected to be able to form ideal students have strong mental, so as to overcome the problems that will be faced. Through the process of learning Pancasila / PKn mostly still use the old paradigm where the teacher provides knowledge to passive students. Teachers in teaching no longer apply conventional methods, the lecture method is applied only to the introductory material, the emphasis of the students invited to engage in ongoing learning process, for example by creating a group consisting of several people and each of them expressed his opinion. Students apply directly to softskill skills, teachers are more wise and wise continue to assist students in the framework of Pancasila culture that continues to be implemented in the environment, so the Pancasila culture process will be more meaningful.

This means that all cultures run by the Indonesian nation based on the values of Pancasila in it. Aside from being the basis of the state, the position of Pancasila for the nation of Indonesia is as the nation's culture. Pancasila as the culture of the nation because before it was

ratified as the basis of the State, values have existed in the life of the Indonesian nation. They are values of customs, culture and religious values. Pancasila is one of Indonesian culture that is very valuable. Something said to be valuable if it has value for use (useful), valuable (truth value), beautiful (aesthetic value), good (moral value), and religious value (religious value).

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