

## REINFORCING THE STUDENTS' PATRIOTISM CHARACTER VALUE USING PANCASILA AND CIVIC EDUCATION LEARNING WITH FOLKLORE MEDIA

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**Abstract:** *This research aimed to describe the reinforcement of the students' Patriotism character value using Pancasila and Civic Education Learning with Folklore Media. This study was a qualitative research using case approach. The methods of collecting data used were observation, interview, and documentation. Technique of analyzing data used was an interactive one consisting of 3 steps: data reduction, data display, and conclusion drawing. The result of research showed that the students' patriotism character value can be reinforced through Pancasila and Civic Education Learning with folklore media in the following procedures: determining the Core Competency and Basic Competency, choosing the folklore related to the Core Competency and Basic Competency, telling the story expressively, involving the students during storytelling, using role model and dramatization methods, asking the students to comment. The conclusion was that folklore can be the media of reinforcing the patriotism character value through Pancasila and Civic Education Learning.*

**Keywords:** *Patriotism Character Value and Folklore*

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## **Background**

Pancasila and Civic Education subject contributes very considerably to creating a smart personality as citizen. Therefore, it should be packaged well, with the learning model consistent with the students' thinking development level. Nevertheless, different education unit has different learning model.

In reality, Pancasila and Civic Education subject is often underestimated and seems to be less attractive even boring because it is monotonous. This phenomenon should be dealt with seriously by Pancasila and Civic Education Educator community. It should be the challenge in developing Pancasila and Civic Education subject from some aspects pertaining to its learning process, material, method, media and packaging.

The failure of Pancasila and Civic Education learning is indicated with many deviating behaviors and deeds the students do at home, at school and in society environment. At home, the example is the attitude of resisting the parents, always staying up and talking all night, drinking, and making the family anxious. At school, it includes smoking at school, truancy, resisting the teachers, defacing wall, annoying another sex, and asking friend compulsively, and quarreling with school friends. In society, it includes free sex, breaking the norms of living within society, driving at excessive speed, not wearing helmet, drug addiction, and creating gangs. These problems should be solved because they will impact on safety, comfort, and peace in living within society, nation, and state.

These problems should be dealt with seriously, so that the effective development or actualization of Pancasila and Civic Education is required to achieve its objective. The conventional learning paradigm conducted by the teachers so far should be changed into the modern one. One requirement of modern learning model is the one supported by media. As Fauzi (2015) suggests, the attractive and joyful learning should be supported with the use of compatible media with teaching material delivered. In contrast, Mawardi (2016) said that the Pancasila and Civic Education learning media should not use IT but it may use other alternative choice; the important thing is that the teacher should have maximum ability of using it. This view is confirmed by Pranowo (2016) concluding that IT learning model has not ensure the teachers' success in Pancasila and Civic Education if the teachers cannot use it maximally, but even non-IT media can be maximal when the teachers have maximum ability of using it. Furthermore, Bambang (2017) concluded that many types and forms of non-IT media can be chosen by teachers in Pancasila and Civic Education learning, for example: figure, chart, scheme, direct media, museum media, and even folklore can be used for Pancasila and Civic Education learning. Budi (2017) concluded that the use of folklore media in Pancasila and Civic Education learning has two advantages: firstly, it can preserve heroism values in local area and secondly, it can grow the patriotism character value effectively.

This research focused mainly on the patriotism character value and folklore media. For that reason, this research will study in-depth how to reinforce the patriotism character value through using folklore media in the students of SMP Negeri 1 Boyolali.

## Method

This study was a qualitative research. The qualitative research was the one not using mathematic, statistic or computer models. Bogdan and Taylor define “qualitative methodology” as research procedure resulting in descriptive data in the form of people’s written or spoken words and observable behavior. Meanwhile, Kirk and Miller define that qualitative research is certain tradition in a social science fundamentally dependent on the observation on human beings in their own area and related them in the term of discussion and terminology.

The research process started from developing basic assumption and thinking rule to be used in this research. The qualitative research was the one in which the author does not use number in collecting data and in interpreting the result. Qualitative research method is often called naturalistic one because this research is conducted in natural setting and also called ethnographic method because this method was originally used widely in cultural anthropology area.

The methods of collecting data used were observation, in-depth interview and documentation. Technique of analyzing data used was an interactive model of analysis. The analysis technique used in the field was Miles and Huberman’s model. Data analysis was conducted in 3 (three) steps: data reduction, data display, and conclusion drawing/verification. Meanwhile, Miles and Huberman illustrates the cycle of entire data analysis process in the scheme below.

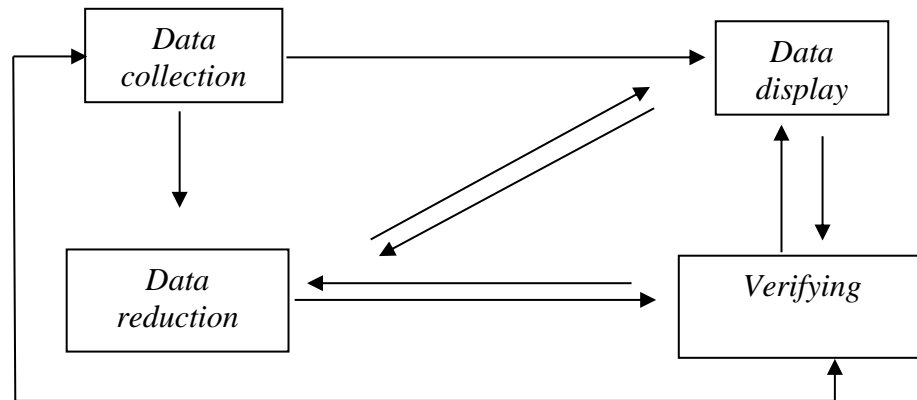


Figure 2. The components of Data Analysis: Interactive Model (Miles and Huberman, 2007: 20).

## Result and Discussion

### Result

One of important components in Pancasila and Civic Education is media use. The learning using media can avoid the students’ verbalism, so that the learning material will be understood more clearly and more easily by the students.

The 2013 curriculum requires the targeted achievement of character value in learning. Character education is inseparable from learning process. In other words, character education is closely interrelated to learning process. It means that character can be created through learning process (Abidin, 2013: 57). In a learning process, there is learning material to be taught to the

students. This learning material should be adjusted with subject (course), curriculum, and education level of the students to be taught. The learning material should be preplanned before the implementation of learning process.

So does the Pancasila and Civic Education learning. The Pancasila and Civic Education learning is underestimated by the students so far. It is because Pancasila and Civic Education learning does not belong to the subjects tested in the National Exam. More severely, the teachers of Pancasila and Civic Education subject are less motivated in implementing the Pancasila and Civic Education learning so that they seem to fulfill the formal obligation to get teacher certification benefit only. The result of observation on the teachers of Pancasila and Civic Education in Junior High Schools of Boyolali Regency shows that the learning tends to be conventional and the teachers only pursue the targeted material. Meanwhile, the Pancasila and Civic Education learning itself has a heavy duty of creating the students' personality in order to be good citizens with Pancasila personality. Thus, when Pancasila and Civic Education learning is conducted not seriously or haphazardly, it will lead to the students' less good attitude, behavior and deed including asking compulsively, stealing, truancy, smoking at school, inter-student quarrel, drinking, gambling, drug addiction, free sex, robbery, raping, and even murdering. Considering these phenomena, the conventional paradigm of Pancasila and Civic Education learning should be changed into the modern one. The modern Pancasila and Civic Education learning needs some requirements: student-centered learning, teacher serving as facilitator only, using both electronic and non-electronic media, attractive and joyful learning.

Considering such the condition, a real attempt should be taken to prevent the condition from being more worrying. The internalization of character values into formal education should be improved. Therefore, the teachers should set out the targeted value to be achieved in every learning process.

To realize the internalization of value into Pancasila and Civic Education learning, the application of social interaction learning model should be combined with modified behavior (ISOMOKAKU). Combining these two models is very reasonable because each of them has their own strength and weakness, so that they can be overlapping. This model application means the empowerment of students in learning, so that the learning runs dialogically, the teacher serves as facilitator, the students play an important role in learning. To maximize this application of learning model in Pancasila and Civic Education learning, the teachers should use the selective learning media. It is very important because not all media are appropriate to be the means of explaining the learning material. Therefore, folklore media is more appropriate and suitable to use in the attempt of reinforcing the patriotism character.

Through folklore, teachers describe the patriotism characteristics in a local area, so that through storytelling, they can grow the strong emotional bond within the students to keep being ready for dealing with the colonials. Thus, the alertness will grow to deal with the emergence of phenomena threatening the Republic of Indonesia state circumstance.

In relation to the reinforcement of patriotism character value through folklore media, there are some opinions and ideas from many scholars, expert, and practitioners. As Nurul Innayati (2015) concludes, the condition of students' character value at secondary education level has been

very worrying; therefore the government's policy emphasizing on character education becomes one of solutions to it. Similarly, Yekti (2015) concludes that at primary education level, particularly in Junior High School, the character value of students is very worrying to the schools, parents, and society; therefore, to solve it, there should be synergy between school, family, and society. This is confirmed by Joko Mursito (2016) concluding that the attempt of helping deal with the students' less good character can be taken through a *pramuka* (boy scout) movement, because *pramuka* movement always reflects on the character values. In an international journal named Center for Communication & Civic Engagement ([www.engagedcitizen.org](http://www.engagedcitizen.org)) University of Washington, Seattle, USA, edition July 2008, a research entitled Young Citizens and Civic Learning: Two Paradigms of Citizenship in the Digital Age written by W. Lance Bennett, Chris Wells, and Allison Rank concludes that creating strong character value can be done through internalizing the national identity into an attractive and joyful Civic Education learning, one of which can be done using digital media. Furthermore, an international journal name JOCI a study entitled Civic Education in the NCLB Era: The Contested Mission of Elementary and Middle Schools written by Elizabeth R. Hinde Arizona State University concludes that the most important thing in growing democratic character value is teachers' role model in Civic Education learning process through real/direct media meaning that the students are invited to witness the democratic process at village, sub district or regency and province level. Similarly, in journal of peace education and social justice Volume 6 Number 1 (2012): 1-25, a study entitled Civic Education and Global Citizenship: A Deweyan Perspective written by Moses Chikwe University of California at Los Angeles concludes the importance of civic education in creating a responsible citizen for the sustainability of democracy and human family. Therefore, its learning process should use an attractive media corresponding to the students' age level. Particularly, to implant patriotism value, folklore media existing in individual areas can be used.

Considering the result of some studies above, there are similarity and difference compared with our research. The similarity lies on the focus of civic education learning related to one character value, while the difference lies on the emphasis of use media in civic education learning process in order to be attractive and joyful. In this context, the character is defined as the typical characteristics or personality an individual has in the form of disposition, behavior, character, personality or noble character distinguishing one individual from another. The character is applied to goodness value, action or deed to live and to cooperate within family, society, nation and state. Thus, character education, in this case, is defined as the process of guiding the students to be an intact human being, having character in heart, thinking, physical, feeling, and wish dimension (Wiyani, 2013: 27-28).

In the context of patriotism character value, Fitri (2015) in her study concludes that the reinforcement of character value can be done with any media dependent on whether or not there is a compatibility of media to teaching material, teacher and student's ability of using media, and etc. In contrast, Sabar (2016) concludes that particularly for reinforcing the patriotism character for the students of Junior High School, teachers can use electronic and non-electronic media. Meanwhile, Wartuyem (2014) concludes that folklore media is more appropriate to use by the teacher in reinforcing the nationalism and patriotism character values.

From the result of research, above, it can be found that the reinforcement of patriotism character value can be done by applying ISOMOKAKU learning model supported with the use of folklore media.

### **Conclusion**

Considering the discussion of research, the following conclusions can be drawn.

- a) The prior condition of patriotism character values among the Senior High School students before the use of ISOMOKAKU learning mode with folklore media is very worrying. It can be seen from the students' limited knowledge and understanding on nation heroes and their historical struggle. In addition, the students do not care about the heroic holidays, and respect and appreciate poorly the merits of national heroes.
- b) After the teachers have applied SOMOKAKU learning mode with folklore media in Pancasila and Civil Education learning, the patriotism character value is getting stronger. It can be seen from the students' ability of retelling the history of national heroes' struggle. The students care about the heroic holiday by holding some social activities and other activities such as flag ceremony, visiting the heroes' grave, and making reflection in heroic holiday.
- c) The use of folklore media reinforce (strengthen) the students' emotional intelligence to defend nation and state from various threats, challenges, disruptions, and constraints threatening the intactness of Republic of Indonesia, either internally or externally.
- d) Through folklore media, the students want to imitate the struggling values the heroes who have died in the battle field for defending the nation and state.

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