

## The Challenge of Pancasila Values in the History Learning Process for Class XI IPS 2 in Even Semester at SMAN 10 Bandar Lampung

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pemahaman dan implementasi nilai-nilai Pancasila pada peserta didik dalam kehidupannya dan meningkatkan prestasi belajar Sejarah di tengah melunturnya jati diri bangsa akibat arus digitalisasi global masa pandemi Covid-19. Penguatan pada pembelajaran sejarah menentukan bagaimana implementasi yang akan berdampak pada kualitas jati diri anak bangsa, dengan melakukan peningkatan terhadap kualitas pembelajaran sejarah, maka dengan sendirinya penanaman dan implementasi akan nilai-nilai pancasila berdampak pada kehidupan peserta didik. Penelitian ini menggunakan metode penelitian tindakan kelas dengan melalui tiga siklus dan pendekatan data kualitatif, di mana prosesnya pembelajarannya terdiri dari pendahuluan, kegiatan inti, dan penutup dengan disertai refleksi pembelajaran. Hasil penelitian menunjukkan bahwa pembelajaran sejarah dengan menggunakan metode *cooperative learning* dengan model *picture and picture* dapat meningkatkan pemahaman materi nilai-nilai Pancasila siswa kelas XI Jurusan IPS 2 di SMAN 10 Bandar Lampung yang terimplementasi dalam pengetahuan dan perilakunya, baik secara individu maupun kelompok. Selanjutnya, hasil penelitian ini diharapkan mampu meningkatkan pemahaman materi nilai-nilai pancasila yang terimplementasi dalam aktivitas secara terus menerus di SMAN 10 Bandar Lampung.

**Kata kunci:** Nilai-nilai Pancasila, Prestasi Belajar, Model Picture, and Picture.

### Abstract

*This study aims to find out the understanding and implementation of Pancasila values in students' lives and to improve history learning achievement amidst the fading of national identity due to global digitalization during the Covid-19 pandemic. Strengthening the learning of history determines how the implementation will have an impact on the quality of identity of the nation's children, by improving the quality of learning history, then automatically the inculcation and implementation of Pancasila values will have an impact on the lives of students. This study uses a classroom action research method through three cycles and a qualitative data approach, in which the learning process consists of an introduction, core activities, and closing accompanied by reflection on learning. The results showed that learning history using the cooperative learning method with the picture and picture model can improve the material understanding of Pancasila values for class XI IPS 2 students at SMAN 10 Bandar Lampung which is implemented in knowledge and behavior, both individually and in groups. Furthermore, the results of this study are expected to be able to increase material understanding of Pancasila values which are implemented in continuous activities at SMAN 10 Bandar Lampung.*

**Keywords:** Pancasila Values, Learning Achievement, Picture, and Picture Models.

### INTRODUCTION

The struggle of the Indonesian people in awakening the awareness of the Indonesian nation as a united nation and state was marked by the National

Awakening on May 20, 1908, confirmed in the Youth Pledge of October 28, 1928, and was successfully realized with the Proclamation of National Independence on August 17, 1945 (Setiawan & Aman, 2019;

Setiawan & Hadi, 2018). In fact, it was this national spirit that succeeded in forming an independent nation. As an independent nation, the Indonesian nation is determined to realize its aspirations and achieve its national goals, as stated in the Preamble to the 1945 Constitution, an ideal that wants a life that is free, united, sovereign, just, and prosperous.

The independence that the Indonesian people achieved was not a gift from the Dutch or Japanese colonial governments. Indonesian independence was achieved through the long struggle of the Indonesian nation (Wibowo et al., 2020). One of these long processes can be seen at the BPUPKI meeting that took place from 29 May to 1 June 1945, where the basic candidates proposed for an independent state began to be discussed. Proposed Basic State Candidates put forward alternately: Mr. Muh. Yamen, Mr. Soepomo, and Ir. Sukarno. The proposed candidate for the basis of the state submitted by Ir. Soekarno is named "Pancasila". The proposal for the basic state candidate submitted at the first session of the BPUPKI will then be discussed at the second session by the committee of nine countries formulating the Pancasila Jakarta Charter (Marshandha Della Ardhani, Irma Utaminingsih, Izzati Ardana & Universitas, 2022).

Before Pancasila was ratified by the Committee of Nine, it was suggested that the first precepts be changed. The

proposal was approved so that the sound of the formula became "Belief in the One and Only God". In addition, PPKI approved the 1945 Constitution and Pancasila as the foundation of the Indonesian state and is a multicultural national unit (Basri et al., 2022).

Therefore, to understand Pancasila as a whole and its relation to practicing the values of Pancasila as the identity of the Indonesian nation, a good understanding of the history of the Indonesian nation in or in the process of developing a country is needed so that Pancasila becomes the basis of the state in all aspects of development because it is related to history. the struggle of the Indonesian people (Erinawati, 2022; Hasanah & Aan Budiarto, 2020). However, Pancasila currently tends to be a symbol and only as a formality that its presence in Indonesia is forced. The presence of Pancasila at this time is not based on the conscience of the Indonesian nation. This evidence is based on the non-applicability of the precepts contained in Pancasila in the lives of students, both in the school environment and in their community (Sapriya, 2018).

Based on the reality that exists in students in the school environment, moreover, the face-to-face learning process of 50% (PTM) is applied, it is found that in the learning process at school, the implementation of the Pancasila precepts is far from expectations. The number of

activities found by students who are late to school, noisy in the learning process, individual in nature, and sometimes riotous with a background of SARA (ethnicity, race, and inter-group), there is harassment of human rights even if it's just a joke, the fading of the culture of deliberation, playing online games during the learning process takes place, and laziness to learn that is so apprehensive. It is said so because Pancasila values such as a way of life, awareness, legal ideals, and moral ideals no longer get juridical legitimacy among students. This can be seen, the pandemic period is starting to subside and the learning process has been implemented 100%, many students have been influenced by the globalization school of thought which only recognizes individual cultural values that they get from the digital world. For this reason, it is a mistake not to explicitly explain Pancasila as the source of all sources of law and the values of the life of the Indonesian nation in various aspects of life. Therefore, Pancasila must be re-actualized, starting from subjective awareness to realizing an implementation of the objective awareness of the citizens themselves. Subjective awareness is the application to every individual, every citizen, every individual, every resident, every ruler, and every Indonesian.

Aktualisasi Pancasila yang subjektif ini lebih penting karena realisasi yang

subjektif merupakan persyaratan, baik realisasi Pancasila yang objektif.

This subjective actualization of Pancasila is more important because subjective realization is a requirement, both objective realization of Pancasila. This subjective actualization of Pancasila is closely related to awareness of obedience, as well as individual readiness to realize Pancasila (Edison et al., 2022; Hamid, 2022). It is in this knowledge that the subjective implementation of Pancasila embodies a form of activity in which awareness of legal obligation has merged into awareness of moral provisions. So that an act that does not fulfill the obligation to implement Pancasila will not only have legal consequences but more importantly will have moral consequences. The distance between the objective and subjective awareness of the younger generation regarding the implementation of Pancasila in their lives has caused a change in the paradigm of the nation's children regarding Pancasila ideology. So whether we admit it or not, whether we realize it or not, the function and position of Pancasila are starting to be threatened in the reformation era marked by the outbreak of the Covid-19 pandemic and the crisis. economy which resulted in a downturn in almost all areas of life which resulted in belief in Pancasila starting to fade in the lives of students.

During the Covid-19 pandemic during the reform era, many significant changes occurred in social, economic, and political life and even in the world of education. Pancasila began to shift when reforms took place and it was exacerbated by the economic crisis caused by the Covid-19 pandemic, resulting in a downturn in almost all areas of human life. Currently, the condition of the Indonesian nation has not fully recovered and is stable from the Covid-19 pandemic crisis (Erliyana & Huda, 2019).

The economic condition of Indonesian citizens can be said to be still below the standard of living for a prosperous society, with indicators of a fairly high unemployment rate, and slow economic turnover in society, which has implications for patterns of learning that have not been steady in schools, government policies in learning activities in schools, development informatics technology, and the readiness of human resources in the learning process during a pandemic, is learning done online or offline? thus exacerbating the current condition of the Indonesian nation.

## **METHOD**

This research is action research (action research) because the research was conducted to solve learning problems in the classroom (Anggito, A., & Setiawan, 2018). his type of research is a practitioner conducted by teachers to

improve their professional practice. The word action research means an action or change in the learning process. In this action research, the teacher is the researcher, and the full responsibility for the action research is the practitioner (teacher).

The main objective of this action research is to improve learning outcomes in the classroom where the teacher is fully involved in research starting from planning, action, observation, and reflection. In this case, the researcher invited colleagues who were both teaching History lessons at the XI IPS grade level, namely class I and II teachers as observers as well as friends to exchange opinions on learning history. This is what researchers do in order to obtain real and reliable research data from the field. In addition to observation as a data collection technique in this study, researchers also used interviews, documentation, and questionnaires which included written tests for respondents so that the data obtained could support the research results in a sahah way (Bunari et al., 2023; Setiawan et al., 2020; Waffak et al., 2022). Therefore, the instruments in data collection in this study were created and formulated in a measurable manner in order to obtain reliable data.

In this classroom action research, the data analysis used was qualitative and quantitative data analysis which was carried out descriptively before entering

the field, while in the field, and finished in the field. However, this analysis is more focused on the process in the field along with data collection. While the analysis of quantitative data (student learning outcomes) used by researchers will be analyzed descriptively to determine the quality of student learning outcomes. Improved student learning outcomes can be identified by comparing individual scores with group scores, which are obtained before and after attending lessons. Analysis of learning outcomes data obtained through test results. In each cycle, 1 evaluation test was carried out. In addition, researchers are present in the middle of learning according to class hours and schedules, namely 4 hours of meetings every week in class XI IPS, so that students are not disturbed and the validity of research data is maintained.

This Classroom Action Research (CAR) was conducted at SMAN 10 Bandar Lampung. The school is located at Jl. Gatot Subroto number 81 Tanjung Gading, Peace District, Bandar Lampung City. The research subjects were students of class XI IPS 2, totaling 36 students, with details of 14 male students and 22 female students.

The time for the research to be carried out is in the middle of the second semester in March-April 2022 for the 2021/2022 school year in accordance with the curriculum 13 learning syllabus regarding the events surrounding the Proclamation of 17 August 1945 and their

meaning for the life of the nation and state at that time and now. The first basic competition is to analyze the events around the proclamation of August 17, 1945, and their meaning for the life of the nation and state at that time and now. While the second competition is to present an overview of the events surrounding the Proclamation of 17 August 1945 and their meaning for the life of the nation and state in the form of visual media.

## RESULTS AND DISCUSSION

### Cycle I

1. Introduction, including the delivery of learning objectives, followed by singing together the Garuda Pancasila song, and agreeing on predetermined learning conditions.
2. Core activities, including the process of teaching and learning activities (forming study/discussion groups), the teacher gives assignments and assessments of the assignments given to students.
3. Closing, includes reflection on the material and learning outcomes.

In the first cycle, there were some deficiencies in the application of the method. Learning in class XI IPS 2, so the expected results are less than optimal. These deficiencies include: (1) Students are less active in the discussion process choosing pictures, this is because many students do not understand the purpose of the learning material being studied, do

not master and understand the material properly, (2) the atmosphere of discussion in groups does not produce critical responses from friends, even though the researcher wants a lively atmosphere and each participant argues with each other what friends/groups say, (3) Students are less able to express what has been obtained in the previous stage, this is due to the ability to express opinions and students speak less, (4) in presentation activities, some students lack confidence in conveying the results of group discussions. Cycle I showed that out of 36 students, as many as 8 students (25%) did not complete the lesson, while 24 students (75%) completed the lesson on Pancasila values.

The average percentage of student achievement in the first cycle pre-test was 68.9%, while the average student achievement percentage in the first cycle post-test was 80.4%. This is understandable because each student has a different level of understanding. In addition, each student has a different learning style. However, researchers will take corrective action against the method in the second cycle so that learning outcomes can increase

#### **Cycle II**

1. Introduction, including the delivery of learning objectives, followed by singing together the Garuda Pancasila song, and agreeing on predetermined learning conditions.

2. Core Activities, covering the process of teaching and learning activities by displaying PowerPoint slides about events around the proclamation and the role of national leaders in formulating the basis of the Indonesian State, after that, the teacher gives assignments to students to discuss to create a concept about the values of the struggle of the national hero as a reflection of Pancasila ideology in the events around the proclamation of August 17, 1945, into student worksheets, then the teacher gives an assessment of the assignments given to students.

3. Closing, includes reflection on the material and learning outcomes

Cycle II shows that student learning outcomes in the aspect of understanding the material in the second cycle have increased. As many as 30 students (88%) experienced completeness in learning Pancasila values, while the remaining 6 students (12%) were still incomplete even though the test results showed an increase. In the second cycle pre-test, the average student achievement was 71.4 or the average percentage of student achievement was 71%. While the average post-test of students in the second cycle was 88.4 or the average percentage of student achievement in the second cycle of mastery of the concept was 88%. This research the researchers considered

sufficient because the desired target of learning history was as much as 80% or more of the number of students experiencing mastery in learning.

Learning History does not only emphasize mastering concepts and achieving values alone (Fadli et al., 2022), but in essence, the success of learning History lies in the application of Pancasila values in life, both in the school environment and in the family and community environment. Thus, learning History focuses on changing attitudes in students based on high self-awareness. Continuously applying the values of Pancasila will have an impact on the life of the nation in Indonesia, especially the existence of harmony, mutual respect, the growth of a sense of mutual affection, and the most essential thing is ingrained love for the motherland and the formation of people who have social values and practice the noble values of the nation.

### Cycle III

1. Introduction, including the delivery of learning objectives, followed by singing together the Garuda Pancasila song, and making predetermined learning provisions.
2. Core Activities, covering the process of teaching and learning activities by visually displaying material in the form of pictures or photos that have been packaged into a documentary film about the struggles of the

heroes in formulating the foundations of the Indonesian State then continued with discussions by making presentations between student study groups about the values of Pancasila in the struggle of the national hero, the teacher gives assignments and assessments of the assignments given to students.

3. Closing, includes reflection on the material and learning outcomes.

Cycle III showed results that were no different from the results of cycle II in that student learning outcomes from the aspect of material understanding in the third cycle experienced a significant increase. As many as 32 students (90%) experienced completeness in learning Pancasila values, while the remaining 4 students (10%) were still incomplete, even though the test results showed an increase in the 4 students. In the third cycle pre-test, the average student achievement was 71.4 or the average percentage of student achievement was 71%. While the average post-test for students in the third cycle was 88.4 or the average percentage of student achievement in the third cycle in terms of concept mastery was 88%. This research is considered sufficient because it is the target of learning history

What is desired has reached 80% to 87% or more of the number of students who experience completeness in learning.

Learning History does not only emphasize mastering concepts and

achieving values solely by rote memorization, but in essence, the success of learning history lies in the application of Pancasila values which are framed in the struggle of the nation and the struggles of past national leaders in the lives of students, both in the school environment as well as the family and community environment, so that learning history focuses on changing attitudes in students based on high self-awareness.

If it is carried out continuously by students, then the application of Pancasila values will have an impact on the life of the nation and state in Indonesia, especially the existence of harmony, mutual respect, the growth of mutual affection, and the most essential thing is ingrained love for the motherland and forming people who have social values in practicing the noble values of the Indonesian nation. Learning history in schools conducted by history teachers and related parties in schools is expected to strengthen the academic modality of students in participating in building community understanding, including (1). Simple lifestyle awareness and love of domestic products, (2). Awareness of the importance of the survival of future generations, (3). Awareness of the importance of the spirit of national unity (solidarity), (4). Awareness of the importance of norms in association, (5). Awareness of the importance of the nation's mental health, (6). Awareness of

the importance of law enforcement, (7). Instilling the importance of awareness of Pancasila ideology. Instilling and strengthening national awareness of these matters is very important because if this awareness is not immediately socialized, internalized, and strengthened its implementation will return. The concrete form is very clear, not only practiced and implemented in people's homes or in the environment, but in a broader scope, namely the life of the nation and state.

## **CONCLUSION**

Based on the results of the research cycle above, a statement was obtained that in essence the internalization of Pancasila values carried out by the school can be used as an effort to strengthen Pancasila nationalism and ideology. For example by carrying out National Cadre Training (TKD) activities as a learning project for students in the school environment and in the community where students live, where in the process each student is required to behave and be committed to the basis of the state, namely Pancasila, and all aspects of its study, as well as the norms and values contained therein. In addition, it can be seen from the purpose of holding the history learning process is to instill and develop the values of the struggle of the heroes that reflect Pancasila as a living truth (Socialisation and Developing Pancasila as a living truth) and cultivating Pancasila in the life of the nation and



state. Strengthening the nationalism and ideology of Pancasila is an important and absolute thing that must always be carried out continuously in line with the dynamics of the process of national and state life. It is important to develop national spirit and insight, because a sense of nationality as a manifestation of love for the motherland, in turn, raises our awareness of the expensive meaning and value of this sense of unity and integrity of the nation. Awareness of existing morals and norms without having to be forced to do so, but awareness that exists within oneself, as well as society, can socialize an understanding of the values they have acquired while studying at school, theory, and learning about the values of the nation's struggle, nationalism, love for the motherland in history lessons, has been obtained, but it must be practiced by students in their lives in society so that the positive impact is realized and clear from what they have received and understood in real terms.

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