

INITIATING A PANCASILA AND CIVIC EDUCATION LEARNING MODEL ACCOMMODATING THE CHARACTER EDUCATION FOR JUNIOR HIGH SCHOOL STUDENTS THROUGHOUT BOYOLALI REGENCY

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ABSTRACT

This research aimed to describe the idea of Pancasila and Civic Education learning model accommodating character for the students of junior high school throughout Boyolali Regency. This study is a qualitative research with case study. The methods of collecting data used were interview, observation, and documentation. Technique of analyzing data used was an interactive model of analysis encompassing: data reduction, data display and data verification. The result of research showed that considering the result of interview, it could be found the information that Pancasila and Civic Education learning model that could accommodate character education in Junior High School should have the following characteristics: teacher asking the students to pray before beginning and ending the lesson, the curriculum setting emphasizing on each of main competencies and basic competencies, learning material, method, media, approach and assessment system used capable of revealing the character values, and targeted character value always present any time in learning. Similarly, the result of observation on teachers and students conducted by the author during Pancasila and Civic Education learning process could describe that the Pancasila and Civic Education that could accommodate character education was indicated with: teacher beginning and ending the lesson timely, teacher delivering the targeted character values to be achieved before the lesson begins, teacher reprimanding the students not wearing uniform and coming late politely, teacher inviting the students to sing national songs, teacher checking the presence of students, teacher giving role model, teaching appreciating and respecting the students equally, and teacher giving the student the opportunity of responding to, giving recommendation and input to the teaching material taught. From the result of research, it could be concluded that Pancasila and Civic Education model that could accommodate character education for the students of Junior High School needed the complex requirement pertaining to all components of Pancasila and Civic Education learning reflecting on the character values. In addition, the primary and first factor that should be realized was the profile of teachers themselves should have character, in which every attitude, behavior and action should reflect on character values both in the classroom and in school environment.

Keywords: Pancasila and Civic Education Learning Model and Character Education

Background

Pancasila and Civic Education in Junior High School (National Education Ministry, Curriculum Center for Junior High School 2013; 79) requires the students to show off good, creative, and responsible attitude. However, in fact, the objective of Pancasila and Civic Education learning has not been achieved as expected. From the result of field observation the writer conducted from August to September 2016 in some Junior High Schools in Boyolali Regency, a condition is found in which the students are not dare to express their opinion and to question; the students become the object only, the learning is teacher-centered, and there is one-way communication interaction. Similarly, in group work, many of group members only including their name only without participating in the group. The students' responsibility is low, either to themselves (individual) or to the group. Similarly, the result of observation conducted by Suprapti Hariyani, a teacher of Public Junior High School in Boyolali, showed that the students' attitude, behavior, and action are not in line with the values of Pancasila and Civic Education, even deviate from them. Furthermore, the result of observation conducted by Becti, a teacher of SMP Negeri 2 Teras showed the students' low absorption of teaching material delivered, indicated with less than 50% of students achieving the KKM (Minimum Passing Criterion). This is due to many factors including, among others, teacher delivering the learning material unclearly, conventional learning, teacher's incapability of motivating the students, difficult language used, and students' assumption about Pancasila and Civic Education subject as the easy and less useful subject because it is not included in the national exam.

There should be a solution to the complex problem in Pancasila and Civic Education. As Yatno (2014: 17) suggested, the solution to the problem in Pancasila and Civic Education can derive from two factors: teacher and policy maker including headmasters (principals). It is confirmed by Afit (2015: 8) concluding that the first and main factor to be reformed is the teachers of Pancasila and Civic Education, so that through self-motivation the teachers will attempt to make a change in their learning as

maximally as possible. Then, similarly, Lena (2015: 11) stated that the cohesion between teacher and policy maker factors will deal with the problem in Pancasila and Civic Education more effectively.

This real condition of Pancasila and Civic Education problem encourages the writer to conduct scientific research. For that reason, the writer chooses the title: Initiating a Pancasila and Civic Education Learning Model accommodating the Character Education for Junior High School Students throughout Boyolali Regency. The problem of research is formulated as follows: what Pancasila and Civic Education Learning Model can accommodate the character education for the students of Junior High Schools throughout Boyolali Regency? Meanwhile, the objective of research is to describe the Pancasila and Civic Education Learning Model that can accommodate the character education for the students of Junior High Schools throughout Boyolali Regency.

Method

This study was a qualitative research using case study. The subject of research included the Pancasila and Civic Education teachers for Junior High Schools throughout Boyolali Regency consisting of 96 teachers and the students of SMP Negeri 1 Boyolali and SMP Negeri 1 Simo, consisting of 350 students. The methods of collecting data used were interview, observation, and documentation. To validate the data, triangulation technique was used. Triangulation refers to a research consistency. However, Patton (2001) reminded that an analysis' inconsistency cannot be viewed as the evidence weakness, but the opportunity of revealing the deeper meaning of data. Miles and Huberman (1994) had a good way of explaining how triangulation works concretely in an investigation on a puzzle: "*Detective involves complicated instrumentation. When detective amasses finger print, hair sample, alibi, eye witness and the similar, the case built is likely appropriate to one or more hypotheses. A variety of measurements provide repeated verification*". There are 4 types of triangulations. Firstly, data triangulation, the author uses a variety of data sources and evidence from different situation. There are 3 subtypes: a) people, the data is collected from different persons who do the same activity, b) time, data is collected at the different time, and c) space, the data is collected in different place (location). The most complex form of data triangulation is combining some subtypes or all levels of analysis. If the data are consistent, the validity is established. Secondly, Multiple Researchers Triangulation involves some different authors in the analysis process. The concrete form is usually an evaluation team consisting of the colleagues mastering the specific method in Focus Group Discussion. This triangulation usually employs professional who master the specific technique with a belief that different technical experts bring about different perspectives. If every evaluator interprets similarly, the validity can be established. Thirdly, theory triangulation uses various perspectives to interpret a set of data. The use of various theories can help give better understanding when conceiving the data. When various theories result in the same conclusion of analysis, the validity is established. And fourthly, Methodological Triangulation is the investigation of finding consistency yielded by different method of collecting data such as the combination of qualitative and quantitative methods or completing interview data and observation data. The result of survey, interview, and observation can be compared to see whether or not the finding is the same. When the conclusion of individual methods is the same, the validity is established.



The advantage of triangulation (Creswell, J.W., 1998) is that it creates the research confidentiality, creates the innovative ways of conceiving phenomenon, reveals the unique finding, challenges or integrates theory and gives clearer understanding on the problem. The disadvantage of triangulation is that it takes time. Collecting a variety of data needs larger planning and source organization that are not always available. Another disadvantage is theoretical framework bias and conflict.

Result and Discussion

From the result of field observation, it can be found that not all Junior High Schools in Boyolali have applied the 2013 curriculum but KTSP (Education Unit Level Curriculum). This research does not study in-depth the difference between the two curriculums, but views the substance of Pancasila and Civic Education learning that can accommodate character education according to the Pancasila and Civic Education curriculum of 2013. The 2013 curriculum puts the Pancasila and Civic Education subject to be an integral part of the subject groups with the missions of nationality solidification. They are: Organizing Standard Competency-Basic Competency and indicator of Pancasila and Civic Education by strengthening Pancasila values and moral, values and norms of the 1945 Constitution of Republic of Indonesia, values and spirit of Unity in Diversity, and insight and commitment of Republic of Indonesia country; establishing the student development in the following dimensions: (1) civic knowledge; (2) civic disposition; (3) civic skill, (4) civic strength, (5) civic commitment and (6) civic competency; developing

and applying various learning model consistent with the characteristics of Pancasila and Civic Education oriented to development of student character as the smart and good citizens completely; developing and applying a variety of Pancasila and Civic Education learning process assessment models and learning outcomes. The essence of Pancasila and Civic Education includes: civic literacy, civic engagement, civic skill and participation, civic knowledge, civic participation and civic responsibility. The name of Pancasila and Civic Education is new in national education curriculum. In the 1994, the name of Pancasila and Civic Education appeared as well, then in the 2006 it was removed, and it was reappeared in the 2013 curriculum. Pancasila and Civic Education subject, according to the 2013 curriculum, aims to develop the students to be Indonesian humans with the feeling of nationality and love motherland, animated with the values of Pancasila and 1945 Constitution. The scope of /main substance of 2013 curriculum for Pancasila and Civic Education includes: 1. Pancasila, as the state foundation and the nation's ideology; 2. The 1945 Constitution as the legal foundation becoming the constitutional foundation of living within society, nation, and state; 3. Unity in Diversity is the manifestation of diverse life within society, nation, and state in a cohesive and intact diversity; 4. Republic of Indonesia as the form of Indonesian state. (Source: Balitbang Puskurbuk Kemdibud, 2012). The 2013 curriculum for Pancasila and Civic Education is the means of strengthening the 4 (four) pillars of nationality, constituting four values and four tenets originally socialized by the People Representative Chamber (*Majelis Permusyawaratan Rakyat* = MPR) since 2009. It is based on the apprehension with the fading nation personality and self-identity. Indonesian nation as if becomes the one forgetting the values formerly struggle for by the founders of nation. Social turmoil occurs in many areas. Violence, imposition of will, and anarchism become news headline. Corruption cases become epidemics and as if a culture. The intended four pillars are: 1. Pancasila is the crystallization of nation personality. It is the tenet considered as most appropriate to Indonesian's plural condition. Pancasila serves as nation ideology, nation philosophy and state foundation of Republic of Indonesia. Pancasila values should be learnt, understood, and preserved by all of Indonesians. Pancasila is a whole and intact unity of its five principles. Each of principles cannot be understood and defined independently from each other and they represent the concept of unity, 2. The 1945 Constitution is the noble agreement of the founding fathers made as the guidelines of life within nation and society. In its development, post-reform in 1998, the 1945 Constitution has been amended 4 (four) times in 1999, 2000, 2001, and 2002. Meanwhile, it has been agreed that there will not amendment to the preamble of 1945 Constitution because it is the foundation of Republic of Indonesia state building. Amending the preamble of 1945 Constitution means changing the state building, 3. It is just like what occurring in East Timor in 1999. Indonesian area is 5,193,250 KM2, extending from Sabang through Merauke. Wikipedia data mentions that Indonesia has 18,306 islands. Administratively, Indonesian government currently consists of 34 provinces, 409 regencies, and 93 municipals. Indonesia consists of thousands ethnics, language, and custom. Indonesia also has abundant natural rich thereby called the Emerald of Equator. Indonesian beautiful nature attracts many tourists to visit Indonesia. In other words, Indonesia is a multicultural (plural) state. For that reasons, the spirit of pluralism should be built continuously in this nation generation. And 4. *Bhinneka Tunggal Ika* meaning Unity in Diversity is the glue for us in plural Indonesia. It is the gift of Allah SWT to which we should be grateful.

Considering the elaboration above, 4 (four) pillars of nationality is currently a very important to be socialized particularly through Pancasila and Civic Education subject because it is the one that can be used to equip the citizens with 3 (three) capabilities: (1) civic knowledge, (2) civic skill, and (3) civic disposition based on Pancasila and 1945 Constitution. In other words, every Indonesian citizen is expected to know, understand, and be able to implement Pancasila in daily life.

In the term of Learning Process Development, when the Basic Competency of 2013 Pancasila and Civic Education in Junior High School, the Pancasila and Civic Education teachers are required to help develop learning approach, strategy, and method. The learning approach is represented as the general framework about the scenario used by the teacher to teach the students, in the attempt of achieving the objective of learning. The learning approach model is divided into two. Firstly, the learning approach is teacher-centered, and secondly the learning approach is student-centered. Strategy is the ways the teachers will take and use to deliver the learning material thereby facilitating the students to achieve the learning objective. It can also be defined as a plan to achieve the objective, consisting method, technique and procedure. Meanwhile method is the way the teachers use in running their function and the means of achieving the learning objective. Considering the elaboration above, the Pancasila and Civic Education teachers are required to develop the learning process in order to be more attractive, joyful, challenging, and to help the students think critically and constructively. The Pancasila and Civic Education teachers should be able to present the learning material contextually, connect the learning material to the real condition in the field, connect theory to practice and expectation to reality, identify the problem occurring, and encouraging the students to generate alternative solution to the problem. The alternative method appropriate to realize this, the Pancasila and Civic Education teachers can use lecturing, discussion, observation, simulation, inquiry, role playing, case study, field visit, assignment, project, debate, portfolio and other methods considered as relevant. Whatever method is used, it should provide knowledge, experience and skill to the citizens and internalize the civic character into the students. Pancasila and Civic Education subject packaged attractively will make the students like it, feel needing it, not consider it as burden, and feel benefit from learning it. In addition, it changes the image that Pancasila and Civic Education subject is boring because the assessment of whether or not a subject is boring is affected by the students' interest and the teachers' method of delivering it. In other words, teacher should feature the pleasant personality before the students.

Based on the description of Pancasila and Civic Education curriculum above, the most important thing in Pancasila and Civic Education learning in Junior High Schools is how to build the student character meaning that the teacher should be able to create a Pancasila and Civic Education learning with character. The concept of Pancasila and Civic Education learning with character is the learning pattern not only transfer of knowledge but also how to internalize the teaching material into the students, and to realize it into good attitude, behavior and action at school, at home or within the society.

The attempt of internalizing the Pancasila and Civic Education teaching material, a concept that the learning should not be done with punishment but with reinforcement should be constructed. For that reason, Pancasila and Civic Education teachers should

be able to reinforce and to motivate the students in Pancasila and Civic Education learning process. Teachers should be able to teach the students in the attempt of reinforcing the implementation of character education.

Therefore, in Pancasila and Civic Education learning, teachers obligatorily apply learning theory corresponding to the attempt of growing the characters of students. In learning, teachers should be able to build interaction with the students by stimulating the students to respond to actively. Thus, teachers should apply behaviorism learning theory. Behaviorism learning theory is the one emphasizing on human behavior as the result of interaction between stimulus and response. Behaviorism theory is the one suggested by Gage and Berliner. Then, this theory developed into learning psychology thought affecting the development of education and learning theories called behaviorism. This line of thought emphasizes on the creation of visible behavior as the learning outcome.

Stimulus is everything the teachers give to the learners, while response is the learners' reaction or response to the stimulus given by the teachers. The process occurring between stimulus and response is unobservable and immeasurable. The observable ones are stimulus and response. For that reason, something given by teacher (stimulus) and something received by learners (response) should be observable and measurable. This theory prioritizes the measurement because measurement is an important element to see whether or not the change of behavior occurs.

Thorndike in behavioristic theory stated that learning is the change of behavior as the result of interaction between stimulus and response. In other words, learning is the form of change the students experience in the term of their ability of behaving in new way as the result of interaction between stimulus and response. An individual is considered as having learnt something if he/she can show off the change in his/her behavior.

This theory prioritizes measurement, because measurement is an important element to see whether or not the behavior changes. Another factor considered as important is reinforcement factor. The reinforcement is everything that can strengthen the response. When reinforcement is added, the response will be stronger, and when the reinforcement is reduced, the response will be stronger as well. The strengths of behaviorism theory are as follows. a) This theory is appropriate to apply to train the students still requiring the domination of adults' role, liking to repeat and being habituated, imitating and preferring the direct reward forms such as candy and praise. b) Habituating the teachers to treat the learning situation and condition precisely and sensitively, while this theory still dominates the learning practice in Indonesia. It can be seen clearly that in the implementation of learning at earliest level such as Learning Group, Kindergarten, Primary School, Secondary School, and even College, the behavior is created by means of drill (habituation) along with reinforcement or punishment is still often given. This theory sees that as something existing in the real world, it should be structured tidily and regularly, so that the students or the learners should be faced with clear and tightly-specified regulations. Habituation and discipline become very essential in learning, so that learning is attributed more with the discipline establishment.

Out of some behavioristic theory figures, Skinner is the one with most influence on behavioristic theory. Learning psychology thought highly affecting the education and learning theory and practice until today is behavioristics, because this line of thought emphasizes on the creation of visible behavior as the learning outcome. Behavioristic theory with its stimulus-response relationship model puts the learners to be passive individuals. Certain response or behavior can be created because in any condition sing drill or habituation method only. The behavior will be stronger when it is given reinforcement and will be vanished when it is punished. Considering the elaboration above, the essence of behavioristic learning theory is as follows. a) Learning is the change of behavior. b) An individual is considered as having learnt something when he/she has been able to show off the changing behavior. c) It is important to include input in the form of stimulus and output (response). d) Something occurring between stimulus and response is not considered as important because it is immeasurable and unobservable. e) The observable and measurable ones are only stimulus and response. f) Reinforcement is the important factor in learning. And g) when reinforcement is increased, the response will be stronger, and when the reinforcement is reduced, the response will be stronger as well.

Considering the conceptual study on Pancasila and Civic Education learning based on the 2013 curriculum criteria concerning the essence of character education and learning theory above, the answer the main problem in this research "what Pancasila and Civic Education learning model can accommodate the character education for the students of Junior High Schools in Boyolali Regency" can be seen from the result of interview the author has conducted with the 96 Pancasila and Civic Education teachers about conceptual understanding on Pancasila and Civic Education learning and character education in implementing the Pancasila and Civic Education learning process as presented in the table 1 below.

Table 1
The result of interview with the 96 Pancasila and Civic Education teachers about conceptual understanding on the Pancasila and Civic Education learning that can accommodate the character education for the Junior High School students

No	Questions	Answers
1	Do you understand the concept of Pancasila and Civic Education learning concept according to the 2013 Curriculum?	Out of 96 teachers only 15 understand the concept of Pancasila and Civic Education learning according to 2013, while the rest understand poorly
2	Do you implement the Pancasila and Civic Education learning based on the 2013 curriculum?	Out of 96 Pancasila and Civic Education teachers, only 42 implement the learning using the 2013 curriculum, while the rest still implement with KTSP.
3	Do you develop a learning set before you	Out of 96 Pancasila and Civic Education teachers, all of

	implement the Pancasila and Civic Education learning?	them answer that they develop learning set according to their ability.
4	Do the Pancasila and Civic Education learning set you develop always generate the character value you want to achieve?	Out of 96 Pancasila and Civic Education teachers, 76 answer that targeted character values are always generated, while the rest do not know certainly.
5	Do you find any constraints in implementing the Pancasila and Civic Education learning based on the 2013 Curriculum?	Out of 96 Pancasila and Civic Education teachers, 75 find constraints in implementing the Pancasila and Civic Education according to the 2013 curriculum, while the rest do not find significant constraint.
6	Do you think Pancasila and Civic Education learning based the 2013 curriculum can be the means of character education all at once?	Out of 96 Pancasila and Civic Education teachers, 92 answer that Pancasila and Civic Education learning can be the means of character education, while the rest answer no it cannot.
7	Do you think you have implemented the Pancasila and Civic Education learning based on the 2013 accommodating the character education?	Out of 96 teachers, 65 answer yes, while the rest answer no.
8	Have the Pancasila and Civic Education textbook existing shown the character education?	40 teachers say that the existing Pancasila and Civic Education textbooks reflect inadequately on the character education.
9	Do the Pancasila and Civic Education textbooks existing meet the requirement to grow character education?	40 teachers say that the existing Pancasila and Civic Education textbook meet inadequately the requirement of growing character education.
10	Are the existing Pancasila and Civic Education textbooks understandable to the teachers and to the students, and are they eligible to grow character education?	88 teachers say that the existing Pancasila and Civic Education textbooks are less understandable to teachers and students, and they are less eligible.
11	Do you find difficulty in developing the Pancasila and Civic Education learning model that can accommodate the character education?	Out of 96 Pancasila and Civic Education teachers, 90 find difficulty, while the rest find no significant difficulty.
12	What attempt do you take to deal with the problems in developing the Pancasila and Civic Education learning model that can accommodate the character education?	To deal with the problem, 76 teachers look for the solution by discussion, experience exchange through MGMP (Subject Teacher Discussion), while the rest do it by attending trainings, seminars, and workshops.

Considering the result of interview with the teacher above, it can be explained as follow.

1. The conceptual understanding on Pancasila and Civic Education learning and character education is still varied and not showing the shared understanding thereby resulting in different perceptions in the field.
2. Similarly, the understanding on the Pancasila and Civic Education learning set is also varied so that it can be seen that some teachers develop and some other do not develop learning set.
3. In relation to Pancasila and Civic Education learning component, the teachers' understanding is generally very limited so that the learning process tends to emphasize on cognitive aspect.
4. In the term of the concept of Pancasila and Civic Education learning that can accommodate the character education, many teachers do not understand generally because they pursue the targeted material.
5. Regarding the condition of Pancasila and Civic Education textbook used currently, most teachers of Pancasila and Civic Education consider that the textbook used inadequately accommodate the character education, and it is less attractive and less understandable.
6. In developing the Pancasila and Civic Education learning model that can accommodate the character education, most teachers find difficulty because their limitation in the term of developing teaching material, method, strategy, approach, media and assessment.

Subsequently, to get the accurate data, the author conducted an interview with the students about their understanding on the Pancasila and Civic Education learning accommodating the character education. The result of interview can be seen in table 2 below.

Table 2
The result of interview with the students of Junior High Schools in Boyolali Regency about the understanding on Pancasila and Civic Education learning that can accommodate the character education

No	Questions	Answers
1	Does your teacher implement the character-Pancasila and Civic Education learning?	Out of 350 students, 280 students answer that their teacher implements the character-Pancasila and Civic Education learning, while the rests answer do not know.
2	Does your teacher always pray before and after the learning?	Out of 350 students, 340 students answer that their teacher always prays before and after the learning, while the rests answer not always.
3	Does your teacher start and end the learning timely?	Out of 350 students, 235 students answer that their teacher starts and end the learning timely, while the rests answer no.

4	Does your teacher ask you to sing national songs before the learning?	Out of 350 students, 295 students answer that their teacher always asks them to sing the national songs before the learning, while the rests answer no.
5	Do you think your teacher always conveys first the character values to be achieved in the learning to be done?	Out of 350 students, 266 students answer that their teacher always convey first the character values to be achieved in the learning, while the rests answer never
6	Does your teacher always check the presence of students before beginning the learning?	Out of 350 students, 342 students answer that their teacher always check the presence of students before beginning the learning, while the rests answer sometimes
7	Does your teacher always collect the assignment given?	Out of 350 students, 297 students answer that their teacher always collect the assignment given, while the rests answer sometimes
8	Does your teacher always reprimand the undisciplined students?	Out of 350 students, 300 students answer that their teacher always reprimands the undisciplined students, while the rests answer sometimes.
9	Does your teacher always recommend you to look at your sick friends?	Out of 350 students, 325 students answer that their teacher always recommends them to look at their sick friend, while the rests answer sometimes.
10	Do you think the learning implemented by the teacher is attractive?	Out of 350 students, 233 students answer that the learning implemented by the teacher is attractive, while the rests answer not attractive
11	Does your teacher appreciate and respect your opinion?	Out of 350 students, 201 students answer yes, while the rests answer no
12	Does your teacher treat the students equally?	Out of 350 students, 190 students answer yes, while the rests answer no
13	Does your teacher always motivate the students?	Out of 350 students, 256 students answer that the teacher always motivates the students, while the rests answer sometimes only
14	Do you think your teachers give the students the opportunity of questioning, responding, giving recommendation and input to the teaching material taught?	Out of 350 students, 190 students answer that the teacher always gives the students the opportunity of questioning, responding, giving recommendation and input to the teaching material taught, while the rests answer no
15	Do you think the Pancasila and Civic Education textbook you use currently is attractive and clear?	About 123 students answer that the Pancasila and Civic Education textbook used currently is attractive and clear, while the rests answer No it is not.
16	Are the letters in the Pancasila and Civic Education textbook you use currently readable?	Out of 350 students, 35 students answer that they are readable, while the rests answer no.
17	Is the paper in the Pancasila and Civic Education textbook you use currently clean and white?	Out of 350 students, 20 students answer that the paper is less clean, while the rests answer unclear.
18	Do the pictures in the Pancasila and Civic Education textbook you use currently reflect on the character values in each chapter and sub chapter?	Out of 350 students, 20 students answer that yes, while the rests answer no.
19	Are the pictures clear and colorful?	Out of 350 students, 35 students answer that they are less clear and not colorful, while the rests answer unclear and not colorful.
20	Are there always exercises in the end of chapter to measure your competency?	Out of 350 students, all students answer no.
21	Are the exercises in the Pancasila and Civic Education textbook understandable?	Out of 350 students, all students answer no.
22	Is there always the instruction about the targeted character values to be achieved in each chapter?	Out of 350 students, all students answer no.
23	Do you think the Pancasila and Civic Education textbook you use currently reflects on the character values?	About 120 students answer that the Pancasila and Civic Education textbook used currently reflects on the character values, while rests answer no.
24	Do you think the teacher's attitude, behavior and action can be the role model?	About 120 students answer that the teacher's attitude, behavior and action can be the role model.

From the result of interview with the students, it can be explained that the Pancasila and Civic Education learning process the teacher implements so far inadequately accommodate the character education, the textbook used is less attractive, its language is less understandable and not accompanied with the character-pictures, and Pancasila and Civic Education learning tends to be conventional.

Considering the result of interview with both teacher and students regarding the Pancasila and Civic Education learning that can accommodate the character education above, the author then conducted field observation on some teachers during the Pancasila and Civic Education learning process with the following results. Based on the result of field observation, it can be found that Pancasila and Civic Education learning tends to be conventional, it has not been able to accommodate character education, the

understanding on Pancasila and Civic Education is very varying, teacher finds difficulty in developing the Pancasila and Civic Education learning model that can accommodate character education, the learning tends to be more teacher-centered, there is only one-way communication, the students are not motivated, the learning is dominated by teacher, the teacher gives the students inadequate opportunity of responding to, giving recommendation, input and comment, teacher does not appreciate the students' different opinion, the teacher does not collect the assignment given to the students, and the Pancasila and Civic Education learning reflects on the character education inadequately.

Conclusion

Considering the result of interview and field observation, the author can concluded that the understanding on Pancasila and Civic Education learning currently is that it can accommodate poorly the character education due to many factors. For that reason, there should be a reform by means of developing the Pancasila and Civic Education learning model that can accommodate the character education. Every components of learning should be reformed to realize the Pancasila and Civic Education learning.

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