

The Validity of the Pancasila learning model in the Effort to Develop Nationalism in Universities

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Abstract

This study aims to develop a valid Pancasila learning model in Pancasila courses in Higher Education. The process of developing this model refers to the ADDIE development model. The results showed that the validity of the Pancasila learning model which was actualized in the form of model books, lecturer books, and student books, and the validity criteria were very high. With an average Validity of Model Books 0.83, lecturer books 0.73, and student books 0.82. Based on these results, the Problem Based Learning To Prevent Corruption model meets the valid criteria and is expected to be an alternative reference to improve the quality of Pancasila education learning.

Keywords: Learning Model, Pancasila Education, Higher Education, Learning Model.

INTRODUCTION

Pancasila is the basis of the state, national identity, source of values, and source of norms in every aspect of state administration, including as a source of law and order in the Unitary State of the Republic of Indonesia (NKRI). All laws and regulations and their elaboration are always based on the values contained in the Pancasila precepts. According to Winataputra (2012) the meaning of "Pancasila and the Constitution (UUD) 1945 the Republic of Indonesia as the basis of national education can be interpreted philosophically, substantively educatively, socio-political and pedagogical and andragogic praxis."

Learning Pancasila in higher education is regulated in a decree. Director-General of Higher Education No. 43/DIKTI/KEP/2006, regarding the improvement of the core curriculum signs for general personality education courses which must also contain material on the philosophy of Pancasila, this is intended so that intellectuals, especially students

as potential substitutes for future national leaders, understand the true meaning and position of Pancasila. then a scientific study must be carried out. Pancasila education aims to produce students who behave, 1) can take a responsible attitude according to their conscience; 2) can recognize life and welfare problems and ways to solve them; 3) recognize changes and developments in science, knowledge, technology, and art; and 4) can interpret historical events and the nation's cultural values to promote the unity of Indonesia (Hastangka et al., 2017).

The phenomenon of learning Pancasila in universities is still struggling with historical problems, paradigms, and implementation, so there is still a lack of inculcation of nationalism in universities. Pancasila education which discusses nationalism should be included in the learning process in interpreting historical events and the nation's cultural values to promote Indonesian unity, Benedict Anderson through the concept of imagined community can identify several elements that makeup nationalism,

namely the similarity of feelings of fate, physical closeness/nonphysical, threatened from the same enemy and a common goal. Armed with this spirit, Indonesian nationalism was born as a common bond and manifested in the struggle for the independence of the Indonesian nation.

The importance of nationalism for the Indonesian people in the traditional sense. One of the pressing issues in Indonesia today is the so-called "nationalism deficit", namely the diminishing national spirit, especially among those who are rich and educated. For this reason, Anderson advocated the importance of re-growing the nationalist spirit as it used to live in reality among the fighters of the movement and revolution. He suggested fostering the spirit of "popular nationalism" which is not elitist but favors the wider community, especially the weak and marginalized people. One of the main characteristics of populist nationalism is the stronger sense of togetherness in the same destiny and sharing as a nation (Dua & Ajisuksmo, 2019).

Nationalist character values are ways of thinking, behaving, and acting that show loyalty, concern, and high respect for the language, physical, social, cultural, economic, and political environment of the nation, placing the interests of the nation and state above the interests of themselves and their groups, attitudes Nationalism is shown through an attitude of appreciation for the nation's own culture, maintaining the nation's cultural wealth, being willing to sacrifice, loving the homeland, protecting the environment, obeying the law, discipline, respecting cultural diversity, ethnicity, and nation (Listiwati, 2018). The values of nationalism character based on 18 national characters can be grouped, namely, Discipline, National Spirit, Love of the Homeland, Care for the environment, and social care. The values of the character of nationalism must be instilled into students through the learning process in the world of education.

Education will not be able to run well if it is not accompanied by the competence of the teaching staff, as well as the tools in a learning process. The tools for the learning process are very diverse, such as higher education, the need for a good RPS, RP, Teaching Materials, Evaluations, Media, and others so that education is truly carried out as well as Pancasila Education.

These learning tools cannot be implemented perfectly without an efficient and effective learning plan. One of the elements in the lesson plan is the learning model.

Widiansyah et al., (2021), says that the learning model is the whole series of presentations of teaching materials that includes all aspects before, during, and after the learning carried out by the lecturer as well as all related facilities that are used directly or indirectly in the learning process. Meanwhile, Rahmayanti (2017) means that the learning model is a plan or pattern that is used as a guide in planning learning in the classroom.

The Pancasila learning process in higher education is still dominated by the application of conventional learning methods such as ground covering technique, indoctrination, and narrative technique. This can result in lecturers not being able to improvise creatively for other activities, apart from routine face-to-face learning that is strictly scheduled, so that class management has not been able to create a conducive and productive atmosphere to provide experiences to students through proactive and interactive involvement both in the classroom. as well as outside the classroom. Meanwhile, in the 21st century, education is required so that students become the center of the learning process, better known as student center learning (SCL). While SCL focuses the learning process on students so that students have high creativity, it is hoped that this SCL can produce competent students.

To solve the various meaninglessness of these problems, Pancasila education should not only be centered on lecturers, but integrated with actual life in society and the learning process should support the development of student participation, togetherness, and cooperation based on creative communicative dialogue. Therefore, it is necessary to develop a more creative learning approach. Today, learning models in the world of education are very diverse. Majid & Chitra (2013) states 5 learning models can be applied, namely: 1) complete learning (mastery learning); 2) self-control learning (self-control learning); and 3) skills development and self-concept training (training) for skills and concept development); 4) assertive exercises; and 5) direct learning (explicit instruction). Meanwhile, according to Arnes, six learning models are often and practically used

by lecturers in teaching, namely: 1) Presentation learning model; 2) Direct learning model; 3) Concept learning model, 4) Cooperative learning model, 5) Problem-based learning model; and 6) Class discussion learning model.

Based on the above opinion, this whole model has various weaknesses and strengths in the learning process in the classroom, so the need for an appropriate learning model for the Pancasila learning process in universities. The process of learning Pancasila in universities is still a lot that provides boring teaching materials that are considered less up-to-date, the Pancasila learning process still prioritizes Teacher Center Learning (TCL). TCL is now taboo with SCL.

The role of the Pancasila Education course is very important in reviving the values of Pancasila. The research Prasetyo (2019) has examined 250 respondents about the importance of this course, the result is that the number of students who think 'not important' is 14%, 'less important' is 10.8%, and 'very important' as much as 75.2%. In addition, there are questions about the comparison between Pancasila courses and other subjects, which think that 'below the degree of other subjects' as much as 16.4%, 'equal to other courses' as much as 18.4%, and 'above the degree of other subjects'. other subjects' as much as 65.2%. In addition to this, the results of the study revealed that there was a 69.6% decline in insight into Pancasila and 30.4% 'no'.

The importance of this course is also based on the survey results that as many as 89 percent of the people also view that various national problems such as brawls, conflicts between community groups, and so on occur due to a lack of understanding and practicing Pancasila in everyday life. These are the results of a survey by the Central Statistics Agency (BPS) in 2011 of 12,056 respondents in 181 districts and cities, in 33 provinces throughout Indonesia (Hastangka & Prasetyo, 2019).

According to Hastangka & Prasetyo (2019), first, the policy of Pancasila Education in Higher Education in the post-reform era still leaves problems from the aspect of policy sustainability, supervision, and monitoring of policy implementation at the university level. Second, Pancasila education teaching materials or materials applied by each lecturer sometimes experience paradoxes and are not following the

ideal Pancasila educational references and guidelines. Third, the teaching resources that carry out Pancasila teaching and education in universities are only taken as little as possible. Therefore, there is a need for a Pancasila education policy that leads to consistency up to the lower levels and the strengthening of Pancasila teaching materials which have been neglected.

Therefore, the Pancasila learning model is expected to be the best solution in the Pancasila learning process in higher education. Learning using Pancasila Models will also still refer to the Paikem Gembrot model (Active, Innovative, Creative, Fun, Happy, and Weighty Learning). Pancasila models or Pancasila learning models are learning models that have an important meaning in building student competencies, namely: The specially designed Pancasila models are sourced from various arguments, sources, and situations based on the true Pancasila according to science. The theoretical basis for making Pancasila Models is constructivism, but it is not only based on personal or social constructivism but also uses the basis of spiritual cultural constructivism. Based on the above background, it can be said that the development of the Pancasila learning model to develop nationalism in higher education is still relatively minimal, so there is a need for a scientific study of the development of nationalism so that the ideology and state of Indonesia can continue to exist as a state. The development of nationalism can be done in various ways, one of which is through the process of learning Pancasila in universities using the Pancasila learning model, so the authors are interested in conducting research with the title "Pancasilaist Learning Models in Efforts to Develop Nation's Nationalism in Higher Education".

METHODS

This research is research and development which aims to develop a valid, practical, and effective Pancasila learning model. The process of developing the ADDIE learning model. ADDIE consists of 5 stages which include analysis, design, development, implementation and evaluation (Richey et al., 2011; Muruganantham, 2015; Barlian et al., 2021).

At this stage of analysis, it is carried out to see how important the Pancasila learning model is for learning Pancasila Education in Higher Education today. Needs analysis consists of assessment of needs, problem analysis, student analysis, literature analysis, analysis of goals and objectives. The results of this analysis phase are obtaining a state of the art model of the Pancasila learning model and designing its conceptual framework. At the design stage, the product design of the Pancasila learning model consists of model books, lecturer books and student books. For the next stage, namely the development stage by validating the instruments that will be used to validate the development product. The instruments assessed were: validation instruments, practical instruments and formative evaluation instruments. Calculation of the final value of the validation data analyzed on a scale (0-100) was carried out using the Aiken'V formula (Azwar & Indrawadi, 2015), namely:

$$V = \frac{\sum S}{[n(c - 1)]}$$

The level of product validity developed is based on the following criteria:

Table 1. *Validity criteria*

Correlation	Information
0,801 – 1,00	Very high validity
0,601 – 0,800	high validity
0,401 – 0,600	Medium validity
0,001 – 0,400	Low validity
≤ 0,00	Invalid

Source: Arikunto (2015)

RESULTS

1. Pancasila learning model design

Test the validity of the product that has been developed. The Validation of Learning Model Books for reading storybooks was calculated using the help of SPSS 16. The following is the result of the reliability calculation of the instrument validation of storybook learning model books of 0.846. The calculation results can be seen in the attachment. This means that the reliability value of the Storybook Learning Model Book Validation Instrument is in the high category. From the test results above, the level of consistency of the book validation instrument for learning to read storybooks is in the high category.

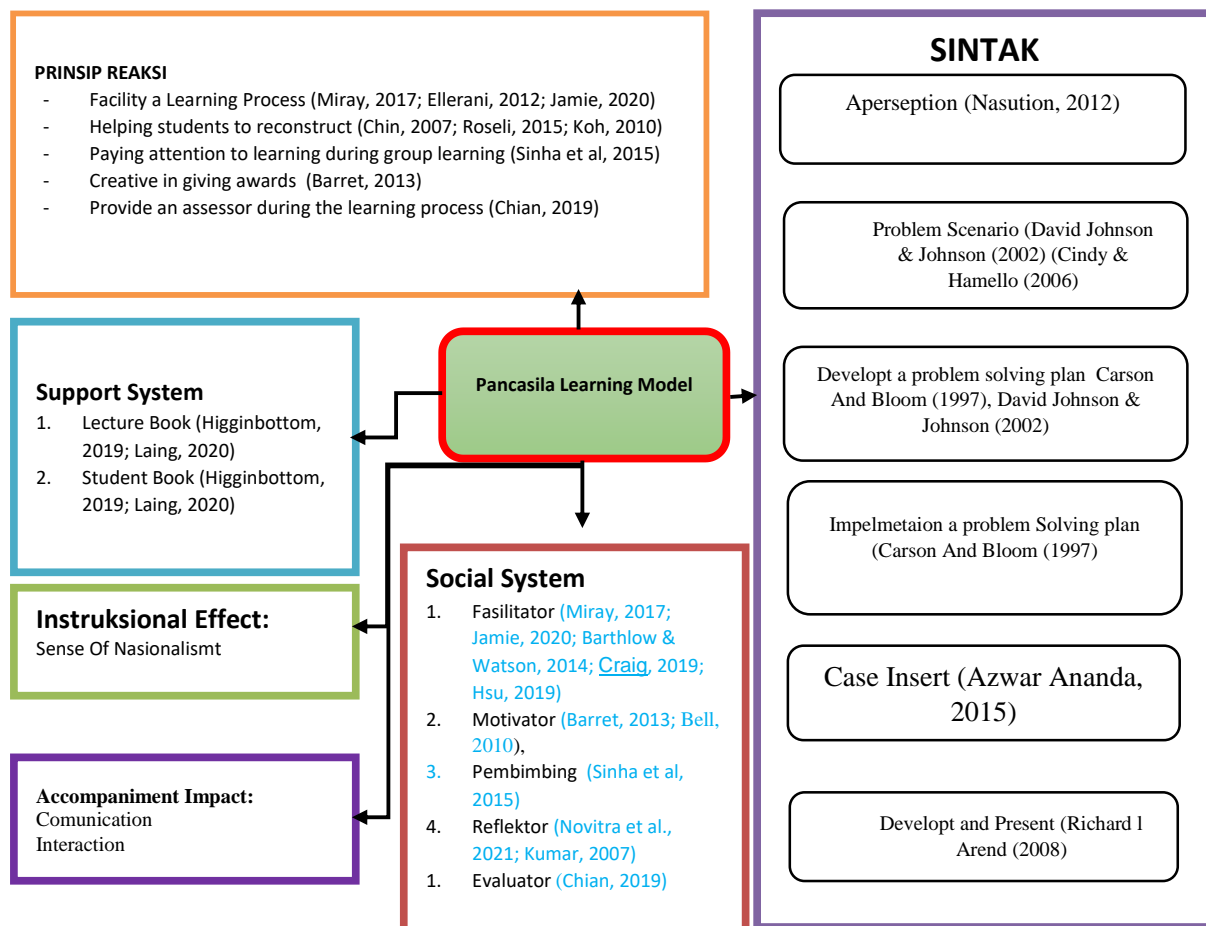


Figure 1. *Conceptual design of the Pancasila model*

Joyce et al., (2003) suggest a syntax called phases which describe the sequence of learning activities. The syntax is used as a guide for lecturers in implementing a learning model and a guide for students in participating in learning. Apperception, In this phase the lecturer gives assignments to students to answer things they know about the material to be studied at the meeting. Through this apperception, the lecturer wants to see the extent of the basic knowledge possessed by students about the material to be discussed, so that this can be the basis for the lecturer for the implementation of learning. Apperception is often also referred to as a "stepping stone", meaning that before learning activities begin to present new subject matter, the lecturer is expected to be able to connect the previous subject matter which according to the lecturer has been mastered by students.

According to Hebart (1986); Ardillah, (2019), apperception can be interpreted as a process to obtain relationships between new responses with the help of existing responses. According to Mansur (2015) apperception is connecting old

lessons and new lessons. While Chatib (2015), interprets apperception as providing a special stimulus at the beginning of learning in order to get the attention of students. In this Pancasilais Learning model, the apperception is carried out in the form of giving assignments to students to briefly mention things that students know about the material to be studied.

Problem Scenario, Students are faced with a citizenship case that occurred in Indonesia, which aims to arouse students' curiosity about the background, form and violation of what is being done. From this curiosity, students will be motivated to be actively involved in solving problems. Based on the theory, curiosity will challenge students to solve problems (Oudeyer et al., 2016). According to Kidd & Hayden (2015) students in order to succeed in school, must feel a desire to learn or a willingness to be involved in study, curiosity, drive/human motive for knowledge or information (Tang & Salmela-Aro, 2021).

Develop a Problem-Solving Plan, Students are asked to develop a problem-solving plan in

groups. The purpose of the syntax is that students are able to make a plan in problem solving, and can work in groups Carson (2007); Johnson & Johnson (2002). Carrying out a problem-solving plan, students in groups look for supporting factors and inhibiting factors from the plans that have been formulated by the group. By paying attention to the suitability of the solutions offered with application in the community (Carson, 2007).

Insertion, At this stage the lecturer displays pictures/videos that can bring out the students' sense of nationalism. The video will be displayed for approximately 10 minutes. Developing and Presenting, At this stage students are asked to appoint one of their group members to be able to convey the results of their group work in class. This stage is an opportunity for educators to see the development of concepts built by students during group study. This stage aims for students to be able to communicate in public, this can train students' confidence in expressing opinions. Based on research from Ihmeideh et al., (2010); and Cleland et al., (2005) students need to be given the opportunity to communicate in order to be better prepared for the job market after their studies.

The social system describes the role and relationship between lecturers and students, as well as the rules that underlie them. Students excel actively with the guidance of lecturers to carry out all learning activities that have been planned in a structured manner. The social system in this Pancasila learning model are: facilitator, motivator, mediator, reflector, supervisor, and responsibility. All these social systems are practiced by lecturers and students when carrying out activities in the learning scenario.

The principle of reaction describes how the lecturer should view enacting and responding to what students do in the learning process. Lecturers provide responses in each session. Based on the learning theory that underlies this model, the designed learning is student-centered learning where the lecturer positions himself as a learning facilitator and one of various learning resources. As a learning facilitator, the lecturer plays a role as a driving force to provide a ladder stimulus so that students are able to gradually improve their abilities.

The reaction that is expected to be formed in learning through this learning model is a mutually beneficial reaction between students and other students. When there are students who have difficulty in completing this category task, there will be a questioning action from students who have not been able to students who are able and there will also be a reaction in the form of giving an explanation. Some of the behavior of lecturers in the reaction principle in the designed and expected model are: 1) Lecturers provide learning facilities for mastering problem solving concepts and inculcating attitudes; 2) Lecturers provide opportunities for students to reconstruct and express the results of their thoughts; 3) Lecturers provide guidance if there are students who have difficulty; 3) Lecturers provide explanations or assistance; and 4) Lecturers conduct evaluations.

The support System in this Pancasila learning model consists of lecturer books and student books. The lecturer's book on the Pancasila learning model is a guide for lecturers in managing learning that has been outlined in the RPS. The student's book on the Pancasila learning model is a guide about the steps of the learning process that will be carried out by students. The lecturer's book consists of lesson plans, lecture material observation sheets and assessment rubrics, while the student's book consists of group assignment material, reflection notes and student notes sheets.

The impact of instruction on the Pancasila learning model is understanding the concept and sense of nationalism. Pancasila material taught to students, which is very important to understand the concept of Pancasila and can foster a sense of nationalism in students, so that it will have an impact on the sustainability of national life. The accompaniment impact refers to the learning experience or the development of social skills acquired by students in the Pancasila Learning learning model. Learning experience or the development of social skills is an important goal of accompaniment impact education in the form of learning experiences that arise from the Pancasila Learning model. a) Ability to communicate in public, with the group work carried out, it is hoped that it will be an impact of the MPP model accompaniment in developing students' communication skills in public; and b) Ability to interact, with group

work students become able to interact between themselves and others.

2. Validity of Pancasila learning model

The assessment includes the appropriateness of content, construction and language. Product validation was carried out by 7 experts, carried out in written form and discussions until a condition was reached where the experts agreed that the Pancasila learning model developed was valid. The results of the validation that have been carried out can be seen in Table 2 below.

Table 2 *Product development validation results*

Product	Component	Validity	
		Score	Description
Model Book	Construction	0.82	Very Valid
	Content	0.81	Very Valid
	Language	0.87	Very Valid
Lecturer's Book	Construction	0.71	Valid
	Content	0.84	Very Valid
	Language	0.65	Valid
Student's Book	Construction	0.84	Very Valid
	Content	0.88	Very Valid
	Language	0.73	Valid

The intervention products from the development of the Pancasila learning model are model books, lecturer books, and student books. The results of the expert review show that the product prototype of the Pancasila learning model as a whole has valid criteria. The model book is considered very valid with an average Aiken's V result of 0.83 for the model carried out by looking at three aspects, namely Construction, Content and Language. All aspects that are assessed get a B value, which can be used for a little revision. Revisions are made according to expert advice. The expert assessment shows that in general the model books that have been carried out have fulfilled the very valid category, especially in the social system section.

The social system designed in the Pancasila learning model is student-centered learning that requires students to be active in learning. Lecturers in implementing the Pancasila learning model act as facilitators (Barthlow & Watson, 2014; Craig & Marshall, 2019; Hsu et al., 2012; Mikeska & Howell, 2020; Tekkumru-Kisa et al., 2018), mentors (Sinha et al., 2015), Reflector (Kumar & Natarajan, 2007; Novitra et al., 2021). As a facilitator, the lecturer functions as a person who facilitates learning and

facilitates learning. lecturers also accommodate the creation of a constructive learning environment. This is following the activities of lecturers in implementing the Pancasila learning model at the stage of testing the consequences where the lecturer facilitates students to explore information in analyzing learning materials. As a motivator, lecturers must generate student learning motivation because students will study diligently and seriously if they have high motivation. Lecturers must also encourage positive feelings in students in terms of their curiosity about the subject matter (Barrett & Toma, 2013). This is to the activities of lecturers in implementing the Pancasila learning model at the problem orientation stage where the lecturer provides an interesting corruption case and can motivate students in solving problems. Feedback from lecturers in the role of facilitator, motivator, reflector, and mentor is a reaction that arises when applying the Pancasila learning model.

CONCLUSIONS

The results of the study concluded that the Pancasila learning model had a high quality from the aspect of validity. The results of the validity of model books, lecturer books, and student books, are in very high validity criteria, both in terms of content, construct, and language. This means that the Pancasila Learning Model has met the criteria of relevance and consistency. Therefore, the Pancasila Learning Model can be tested for its effectiveness.

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