

Influence Understanding Pancasila Values in Learning PPKn to Character Discipline Participant Educate

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Abstract

The aim of this research is to determine empirically the relationship between understanding Pancasila values and the disciplinary character of students at Fatahillah High School. This research uses a quantitative approach with survey methods. The population of this research was class XA students at Fatahillah High School with a sample of 25 students obtained through saturated sampling techniques. Data were analyzed using the correlation coefficient test. The research results show that there is a positive relationship between understanding the values of Pancasila and student discipline. Proven by the calculated r value of $0.815 > r$ table 0.396 . With the magnitude of the influence of understanding Pancasila values on student discipline, it is 66.5% with the remaining 33.5% from variables outside the research. So, it can be concluded that this research has a positive relationship between understanding the values of Pancasila and student discipline.

Keywords: understanding mark Pancasila, learning PPKn, character discipline

1 INTRODUCTION

Citizenship education is a learning process that seeks to build students' civic knowledge, civic skills and civic disposition, so that the goal of forming good citizens is realized. Citizenship education is basically the spearhead for building the character of students, because citizenship education is moral education that teaches the personal values of the Indonesian nation as stated in Pancasila. Citizenship education has a very important role in cultivating the mindset, attitudes and behavior of citizens (Widiatmaka, P., 2016). Citizenship education in elementary schools provides lessons for students to understand and familiarize themselves with life at school or outside school, because citizenship education material emphasizes experience and habituation in everyday life which is supported by simple knowledge and understanding as preparation for following education. next (Susanto, Ahmad. 2016). explains that one of the character values that needs to be developed in Civics learning is the value of discipline (Wuryandari, et al. 2011).

Character education in Indonesia today This becomes problem in the world of education. Besides become part from the process of children's moral education nation, education character is also expected to be foundation main. One of task PPKn is education character. Besides Therefore, PPKn is also considered as education political or education democracy, moral education and education law in school. According to (Rahmawati, 2015: 20-21). character building need developed use repair quality education. character building need done since early, start from environment family, environment school, and environment public. One of education necessary character developed at school is attitude discipline. children reflect attitude obedient to existing rules set. Attitude discipline, awareness and responsibility answer a child will the higher and will impact positive to everything done child (Nadar, W. 2019).

The implementation of learning in schools requires systematic steps to achieve the desired goals (Wibowo, 2018). Things that need to be done in learning by finding appropriate, effective, critical ways, understanding and being able to apply them to everyday life and there is an evaluation of learning so that skills and knowledge truly belong to students. Teaching methods can be interpreted as a way or technique used by teachers in presenting teaching materials to students to produce student learning success (Utami et.al., 2024; Vioreza, 2020; Wulan, 2024). Especially in supporting the learning process of Pancasila and Citizenship Education (PPKn). Learning using the cooperative jigsaw method directly is to form student activities to work, experience, find and discuss problems and find solutions to problems, not transfer knowledge from teacher to student. Students understand the meaning of learning, what its benefits are, what their status is, and how to achieve it.

In the learning process will be faced at the introduction stage of new things. At this stage of the process the child will be more able to understand and get to know more in a broad understanding of the diversity that exists in Indonesia. In the diversity of the community that multicultural cultural diversity is an effort to maintain and respect to avoid conflict. Unity becomes a way to minimize the problem of splitting problems (Sari & Najicha, 2022). Basically, PPKN education in elementary schools is very important in learning to citizenship including diversity in regions in Indonesia. Indonesia is a diverse country with diversity, religion includes the distinction of religion, culture, language, race, ethnicity, there is wife or other.

Discipline participants educate moment This Still classified low. This matter can see in observation The initial research was carried out by researchers at school, during observation researcher see Still Exists Part big participant learn to behave No in accordance with character desired discipline. Seen from Still many violations of existing regulations at school, like rules about neatness. Where participant educate Still many do not notice neatness his uniform. Besides that, still There is participant educate frequently violate the rules concerning behavior that occurs in the learning process in the classroom with No do task, create rowdy class and come late. However, from several participants educate it turns out Still There is children who have discipline tall. That matter shown with child Want to do task, throw away rubbish on site trash, tidy up toys, and behavior polite. Besides that, is known that attitude No discipline this is also done child at home, however, matter the left by parents because child No Want to listen to it.

In the problem above, of course required strengthening and understanding possible values grow attitude positive in self-participant educate. mark is something to give meaning in life, which gives reference as well as inside goal life. Value is something to be respected big, that can give color as well as soulful attitudes and actions a. Value is not only more from trust, but mark always concerning method think as well as action, so there is very bonding tightly between mark as well as ethics. In face problem needed cultivation and understanding mark character through education since moment This. For the sake of achieving, it prosperity in the future. According to Gunawan Heri (2012) includes internal aspects instincts and hunches , customs / habits , will or desire , voice heart or voice from heart , heredity , and mind . Whereas factor external according to Gunawan Heri (2012) includes formal education and environment that is teacher's approach at school in form attitude participant educate and interact in the environment around that is family , school , and friends influential peers thoughts , character and behavior in demand . Discipline is one form mark from instilled character to participant educate as one of the attitudes and learning use form personality somebody. Planting character discipline possible to do through the learning process, the regulations that must be obey, and interaction in the environment around Kamisi, M., & Yusuf, M. (2022).

Education and cultivation understand Pancasila very important For We implement. In order to form generation that has moral values and quality character. As Indonesian people of course We expected can own appropriate character with the values in Pancasila. Pancasila is a value that can be used as a basis for character education which contains values. Pancasila as a source of character is divided into three principles of action. First,

personal action to become a free human being, refers to the first and second principles. Second, action within a social framework, refers to the fifth principle. Third, personal actions as citizens, referring to the third and fourth principles. The nation's ancestors formulated Pancasila by placing a unified whole in it. There are values of Divinity, Humanity, Unity, Democracy and Justice, among others. Of the five principles of Pancasila, in each principle there are personality values that can be adapted to the character values of students, including the values of religion, democracy, tolerance, ideals, -homeland ideals, social awareness, and honesty. Therefore, the values of Pancasila can be said to be very relevant if used as a reference for forming a perfect personality.

2 RESEARCH METHODS

This research uses a quantitative approach with correlation research methods (Atmazaki, et.al., 2023; Utami & Vioeza, 2021). In this research there are two variables, namely understanding of Pancasila values as the independent variable (x), and discipline character, as the dependent variable (y). The following is an overview of the variables contained in this research:



Figure 2 Research Variables

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010: 81). According to Suharsimi Arikunto (2002: 112), if the number of subjects is less than 100, it is better to take all of them so that the research is population research. However, if the number of subjects is larger than samples can be taken. In this research, the sample used was 25 students.

3 RESULT AND DISCUSSION

3.1 Student Disciplinary Character

The value obtained for variable Y obtained the highest value of 55 and the lowest value of 34. From this number the average obtained was 43.52, the middle value (median) was 42, the frequently occurring value (mode) was 41, and the standard deviation was 5.85.

Testing Condition Analysis

1. Normality Test

This research uses a normality test with the aim of proving whether the sample comes from a normally distributed population or not. Test The normality test used in this research is the normality test method lilliefors. The normality test criteria are $L \text{ count} < L \text{ table}$ so H_0 is accepted, and H_a is rejected, meaning the data is normally distributed.

a. Variable X

Results of normality test calculations using the method lilliefors obtained a calculated L value of 0.165. At a significance level of 0.05 and $n=25$, the L table is 0.180. From these results, it shows that $L \text{ count} < L \text{ table}$ 0.165 < 0.180, so H_0 is accepted, meaning the data is normally distributed.

Table 1. Normality Test Understanding Pancasila Values

N	A	L Count	L Table	Decision
25	0.05	0.165	0.180	H0 is accepted

b. Y variable

Results of normality test calculations using the method Lilliefors obtained a calculated L value of 0.122. At a significance level of 0.05 and $n=25$, the L table is 0.180. From these results, it shows that L count is $0.122 < L \text{ table } 0.180$, so H0 is accepted, meaning the data is normally distributed.

Table 2. Normality Test Discipline Participant Educate

N	A	L Count	L Table	Decision
25	0.05	0.122	0.180	H0 is accepted

2. Linearity Test

The linearity test results obtained a calculated F value of 42.256. At the significance level with $dk = 23$, the F table is 4.240. The results show that F count is $42.256 > F \text{ table } 4.240$, so H1 is accepted, meaning the data is linearly related.

Table 3. Linearity Test

Test	A	DK	F Count	F Table	Decision
L	0.05	23	42,256	4,240	H1 is accepted

Testing Hypothesis Study

1. Correlation Test

The hypothesis formulation proposed is H1 which states "there is a relationship between understanding the values of Pancasila and student discipline". The test criterion is $r \text{ count} > r \text{ table}$ then H0 is rejected and H1 is accepted.

The results of the correlation test obtained a calculated r value of 0.815. The correlation coefficient r_{xy} obtained was then consulted with the *r product moment table* with a significance level of 0.05 and $n=25$, obtaining an r table of 0.396. These results show $r \text{ calculated } 0.815 > r \text{ table } 0.396$.

This means that there is a positive relationship between understanding the values of Pancasila and student discipline. So, this hypothesis is accepted because the calculated r results show a positive value.

Table 4. Correlation Test

N	A	r Count	r Table	Decision
25	0.05	0.815	0.396	H1 is accepted

2. t test

After knowing the relationship between variable X and variable Y, then proceed with testing the level of significance of this relationship. The results of the t test obtained a t count of 11.700 if consulted with a significance level of 0.05 and $n=25$, a t table of 2.059 was obtained. These results show that the calculated t value is $11.700 > t \text{ table } 2.059$, meaning that there is a relationship between understanding the values of Pancasila and student discipline.

Table 5. T test

N	A	t Count	t Table (0.05)	Decision
25	0.05	11,700	2,059	H1 is accepted

Coefficient of Determination Test

The magnitude of the influence of this research obtained an R square value of 0.665 or 66.5%. So, it can be interpreted that the magnitude of the influence of understanding Pancasila values on student discipline is 66.5% with the remaining 33.5% from variables outside the research.

The results of the hypothesis test analysis obtained a value of r calculated $> r$ table so that there is a positive relationship between understanding the values of Pancasila and student discipline. Thus, it can be interpreted that the higher the understanding of the values of Pancasila, the greater the student's discipline. In accordance with results other research states there is positive and significant relationship between discipline student with results Study PPKn. Supported with results other research exists significant relationship between understanding values Pancasila with character students at SMP Ginting, S., & Siagian, YAT (2020). The results of other studies also state There is the influence of Pancasila and Citizenship Education to Formation Character Discipline Student Inzaghi, F.P., Edison, A., & Arianto, J. (2023).

3 CONCLUSION

Based on the research results that have been presented, it can be concluded that there is a positive and significant relationship between understanding the values of Pancasila and student discipline. So, it can be interpreted that the higher the understanding of the values of Pancasila, the greater the discipline of students. The magnitude of the influence of this research obtained an R square value of 0.665 or 66.5%. So, it can be interpreted that the magnitude of the influence of understanding Pancasila values on student discipline is 66.5% with the remaining 33.5% from variables outside the research. Based on results conclusions have been made obtained, then implications study about understanding Pancasila values have role important in influence behavior students, because if student have understanding values Pancasila so can build character discipline with Good.

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