

Pancasila and Civic Education Learning by Non Pancasila and Civic Education Program Graduate

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Abstract

This study aims to (1) find out planning and understanding of learning by Non Pancasila and Civic Education Program Graduate (2) to find out the learning done by Non Pancasila and Civic Education Program Graduate (3) In order to know the obstacles faced by Pancasila and Civic Education teachers by Non Pancasila and Civic Education Program Graduate. The research used in this case uses qualitative research methods through interview techniques with sources in which there are vice principals in the field of curriculum, the teacher concerned from the school under study. The results obtained in this study are, there are teachers who teach Pancasila and Civic Education are graduate Teacher of Pancasila and Civic Education Study Program, Sociologists, and there are Bachelor of Laws. The teacher also experiences many difficulties in delivering the material in class. Students are shaken up by boredom because the teacher's teaching style is monotonous with lectures and memorization, moreover Pancasila and Civic Education has memorized the constitution material which makes students lazy to follow the learning process. From the results of this research, schools must also have a role in equipping Non Pancasila and Civic Education Program Graduate with adequate learning resources so that teachers have thorough preparation before entering class. Teachers must also be able to overcome obstacles that occur in the classroom so that an interactive learning process occurs with students so that Pancasila and Civic Education subjects do not become a scourge for them.

Keywords

Pancasila and Civic Education Learning, Non Pancasila and Civic Education Program Graduate, middle school



I. Introduction

The development of information and communication technology today is both a challenge and an opportunity to develop one's potential. The world of education which is the mouthpiece for the advancement of a country must follow and adapt to the progress of the era. The role of the Government in preparing a good and sustainable framework through educational institutions in preparing superior human resources. Through well-programmed education, structured and patterned education programs can support quality output. Certainly in this case the government needs support from various elements including educational institutions and community monitoring. In these educational institutions, professional staff capable of manifesting the ideals of national education are required. The professional is a teacher who puts up jobs according to their fields and competencies. Teachers have a major role in printing the next generation of the nation. the presence of a competent teacher had made the task he carried out could be carried out well. The meaning of qualified human beings, according to Law Number 20 Year 2003 dealing

with the National Education System, namely: "educated people who believe and fear God Almighty, virtuous, healthy, knowledgeable, capable, creative, independent, and become democratic citizens. and responsible. Therefore, national education must function optimally as the main vehicle for nation and character development."

The modern world of education today requires a person to be able to do several functions at one time. Teachers today are required to not only teach in one direction. Learners who are accustomed to living in an era of multitasking and don't like something slow must be an obstacle for teachers who are still teaching the old way and hoping for maximum results. Various creative actions such as the use of media, meaningful learning, and fun are imperative to reach the attention of today's children. Wijaya & Dedi (2012) stated that: "... native digital generation children are children who live and are born already familiar with the digital world." The teacher also remains a role model for children who are entrusted by parents to be their successors while at school. The teacher must understand technology in order to give direction to students in using technology equipment positively. Children are very vulnerable to being trapped in the negative effects of using the free and easily accessible information flow. The role of qualified teachers is crucial in ensuring the success of the learning process. (Sanjaya, 2006: 50)

Good quality education can occur through a variety of factors that are related to planning, process, community support, and facilities in schools. Planning in this case means the readiness and strategy of what is done by the teacher through a design created by understanding the condition of the class. The process is aimed at how the classroom engineering is done by the teacher as well as in-depth understanding of the material so as to create conducive learning conditions. Community support in this case the active role of parents in helping further learning at home, most parents let go of this educational problem just like that and receive clean. Lack of parents' attention to children's growth and development and learning progress make children not have to be responsible for the results they get at school because in their minds the problems that will be experienced at school will not be known by people. Transactional thinking shown by children through what they feel has a direct and indirect effect is a personal consideration in addressing lessons in school. So that the role of teacher and parent collaboration becomes absolute for students. Questioning about school facilities is indeed a classic discourse in the distribution of national education. There is a significant difference between school and village disparities in villages and cities. Schools in the village are certainly not as complete as the facilities in city schools. With adequate books, laboratories and other supporting suggestions become more value in increasing the effectiveness of learning. Factors to answer the Challenges have been mandated by Government Regulation No.19 / 2005 article 19, that: "The learning process in the education unit is carried out interactively, inspiratively, fun, challenging, motivating students to actively motivate and provide sufficient space for initiatives , creativity and independence in accordance with the talents, interests and physical and psychological development of students. " (Government Regulation No.19 / 2005 article 19).

Pancasila and Civic Education learning has a goal as stated by Maftuh and Sapri (2005: 30) is that students become good citizens (to be good citizens) which can be interpreted every citizen has social intelligence as well as emotional and spiritual intelligence, which certainly has civic responsibility that is a sense of pride and responsibility in the community. Through this explanation, the learning objectives of Pancasila and Civic Education can be formulated as follows, (1) Junior High School graduates are expected to be good citizens, namely to be good citizens (2) Junior High

School graduates are expected to have intelligence in emotional, social, and spiritual citizenship (civic intelligence) (3) Junior high school graduates can have a sense of pride and responsibility in the state and be able to participate in community life. According to the Ministry of National Education (2006) the objectives of Pancasila and Civic Education lessons are translated into four objectives: 1. Having the ability to think critically and rationally and creatively about the issue of citizenship. 2. Having a role and being smart has responsibility and behaves consciously in community, national and state activities 3. In order to develop positively as well as democratically in order to form the individual with the Pancasila character in the daily lives of Indonesian people so as to create a good national and state life together same as other nations. 4. In dealing with other nations in various world regulations that directly utilize information and communication technology.

The selection of schools in Simalungun Regency conducted by researchers is a consideration: SMPN 3 Tanah Jawa is located in the Mahligas Tengah Tanah Jawa area, then SMPN 2 Hatonduhan, MTS Al-Washliyah Naga Dolok which have differences from the Location, Accreditation, Teaching Staff, Number of Students , Nor Means and Infrastructure Will Impact on Different Pancasila and Civic Education Learning Implementation. SMPN 3 Tanah Jawa is located in the Mahligas Tengah Tanah Jawa region, then SMPN 2 Hatonduhan, MTS Al-Washliyah Naga Dolok. Based on observations made in January to February 2020, Pancasila and Civic Education learning was carried out in three Private Junior High Schools in the PematangSiantar Municipality. Where Pancasila and Civic Education teachers still rely on Conservative methods, namely Lectures and Question and Answer. Through the lecture method, the teacher does not support the method with the use of media during the teaching and learning process, for example with the Projector through PowerPoint Slides or documentary films. That way students will be more interested and active in the teaching and learning process because teachers always innovate the latest and fun learning models.

In Simalungun Regency, in this case, the schools Non Pancasila and Civic Education Program Graduate, therefore requiring teachers who are competent in their fields. So that optimization of teaching and learning process in class can occur, such as Pancasila and Civic Education teachers teaching Pancasila and Civic Education. Through field surveys it is increasingly strengthened. Hoping from quality learning may not necessarily get better results. A teacher's readiness cannot happen suddenly without preparation before entering class. The more the teacher programs are prepared, the more quality learning outcomes are. Through the monitoring results of Non Pancasila and Civic Education Program Graduate, they lack mastery in Pancasila and Civic Education subject matter. Because it will be difficult to have difficulty following the Pancasila and Civic Education paradigm by someone who is not a Citizenship Education graduate. The description of the quality of Pancasila and Civic Education education in junior high schools, made researchers interested in "Pancasila and Civic Education Learning by Non Pancasila and Civic Education Program Graduate".

II. Research Methods

In this study using qualitative and descriptive research methods, namely the data obtained in the form of words, images, and not numbers. Moleong (2002: 3) states that qualitative research is dependent on human observations and regions and is related to the person in terms and language. In this approach it is hoped that the Pancasila and Civic Education learning evaluation models in three SMP in Simalungun Regency can be described accurately. This qualitative method is used for consideration. First, it is adjusted

to the convenience obtained through qualitative methods with the facts in the field found; both methods present directly the nature of the relationship between researchers and speakers; these three methods in accordance with Moleong's statement will be more in line with the various influences and patterned values to be faced. The nature of this research is flowing (natural). With this approach, the fact is seen as a dimension that is distance, whole, is a unity and is always dynamic (changing). Changes in the concept of the situation and conditions in the field is very possible through research designs that are prepared and developed during the process.

The method used to determine resource persons who are considered capable of answering and deciphering the problems expressed by researchers through their sampling techniques. This is to be able to sort out what is necessary and not bullets and find unique specificities, while the purpose of sampling is to explore information that will be the direction of research progress and emerging theories. In qualitative research do not use random sampling, but purposive sampling, namely the sample aims. Where the aim of the sample is the interaction of the sample unit with certain characteristics with the focus of Pancasila and Civic Education teacher research coming from Tanah J Java 3 Middle School, N Hatonduan Middle School, Al-Washliyah Naga Dolok MTS. Data collection in this study uses several methods, namely (1) observation (2) interview (3) document.

Determination of the validity of the data in this study is to use triangulation in testing techniques. In Sugiyono (2010: 330) triangulation is a data collection technique that is a combination of various data collection techniques and sources that already exist. The triangulation used in this study is the source and triangulation of methods / techniques. The purpose of triangulation with sources means that in the acquisition of data from diverse sources with the same technique. For example, for a long time obtaining data about the learning methods used by Pancasila and Civic Education teachers in learning activities that occurred in the Three Middle Schools of Simalungun Regency, the research conducted interviews with teaching staff and principals (in the case of PKS in the curriculum). The study conducted three techniques in data acquisition, namely observation of Pancasila and Civic Education learning activities in related junior high schools. Interviews with the teaching staff and PKS concerned. And analyze documents such as syllabus and lesson plans that have been provided by Pancasila and Civic Education teachers before entering the class. The Miles & Huberman model becomes the choice in interactive data analysis. Data analysis activities, namely reducing data, presenting and drawing conclusions or verification. Reducing data means summarizing choosing the core and shrinking to the important. The next step is to present data in the form of narrative text. The final step is the preparation of conclusions from the beginning that are raised and are temporal in nature.

III. Discussion

3.1 Planning for Pancasila and Civic Education Teachers by Non Pancasila and Civic Education Program Graduate in SMP Simalungun Regency

Based on observations made in January to February 2020, various teacher work plans before entering the class such as Prota (Annual Program), Prosem (Semester Program), Weekly Program and Daily Program. The programs are described in the syllabus and detailed in the lesson plans that are the teacher's handle. Plus also the depth of the teacher in understanding the material to carry out learning in class, so that the learning is expected to take place well.

Pancasila and Civic Education learning at SMPN 3 Tanah Jawa is carried out at each meeting after the preparation of each meeting includes the lesson plan and material to be delivered. The lesson plan is a standard that must be met at each learning meeting. In addition to the lesson plan a teacher needs to prepare material to be delivered to students. However Pancasila and Civic Education is a lesson that is very close to the situation in the environment. Pancasila and Civic Education learning at SMPN 2 Hatonduhan was carried out after being planned through program development. Before learning begins teachers Pancasila and Civic Education learning at SMPN2 Hatonduhan is done after the teacher prepares books, attendance lists, materials, agendas, and displays. The initial step the teacher prepares is the student attendance list, the agenda, then the teacher's handbooks in learning resources related to the learning material being carried out. Furthermore, the teacher prepares a performance, how the teacher delivers in front of the class needs to be prepared.

In the implementation of Pancasila and Civic Education learning in MTS Al-Washliyah Naga, teachers are prepared to prepare it first in the Learning Implementation Plan (RPP). Through its use in SMPN 2 Hatonduhan, SMPN 3 Tanah Java, teachers have made learning plans which include the development of annual programs (prota), Semester Programs (promissory notes), syllabus and RPP (Learning Implementation Plan). The teacher prepares the learning plan before the new school year is implemented. The development of the prepared program is a benchmark for teachers in implementing Pancasila and Civic Education learning in order to obtain effective learning objectives.

3.2 Learning Activities of Pancasila and Civic Education in SMPN 3 Tanah Jawa, SMPN 2 Hatonduhan, MTS Al-Washliyah Naga dolok in Simalungun Regency

Learning activities are carried out after the preparation is done, so Pancasila and Civic Education learning that will be carried out with the prepared plan is the lesson plan. But in reality, in Simalungun Regency Middle School, most Pancasila and Civic Education learning activities do not use the lesson plan that has been inserted by each Pancasila and Civic Education teacher in Simalungun Regency Junior High School. learning time, holidays that cause delays in the learning process in class, holidays when there are national exams and school exams for class IX, and also a reduction in learning time for classes VII and VIII when there is a tryout for class IX. Pancasila and Civic Education learning activities carried out by Pancasila and Civic Education teachers related to learning methods, use of teaching materials, learning media, student enthusiasm in the learning process and learning objectives of Pancasila and Civic Education.

Pancasila and Civic Education learning process carried out in SMP Simalungun Regency is quite good even though the teacher has not used much variation in learning. Considering that Pancasila and Civic Education teachers in Simalungun Regency Junior High School are not graduates of Pancasila and Civic Education and not only use certain models. The learning model used by Pancasila and Civic Education teachers in SMPN 3 Tanah Jawa, SMPN 2 Hatoduhan, MTS Al-Washliyah Naga Dolok related to scare, discussion, question and answer, assignment and roleplaying. The use of varied learning methods will make students more active in learning, besides the teacher can also train students to learn actively in learning activities.

Based on research conducted in three schools in SMP Simalungun, teachers use more than one handbook in this case a textbook for Pancasila and Civic Education learning. The use of handbooks that are more than one book is because each book has advantages and disadvantages of each so that the teacher uses a different book for each learning material in accordance with the completeness of the existing material. The use of textbooks is also

accompanied by the use of Worksheets by teachers to students, Worksheets that are used by students are the product of the Teacher's Deliberation for lessons so that there is unity in learning in Simalungun Regency. The use of this Worksheet is used as a stimulus for students to learn material, because for the use of textbooks for students is very limited can only be borrowed from the library for learning meetings at school, so Pancasila and Civic Education teachers also make use of books in the library in learning activities. In addition to textbooks and worksheets, other learning materials that can be done by students are the internet, considering that in three Simalungun Regency junior high schools, hotspots have been provided, so students can look for resource references via the internet for Pancasila and Civic Education learning.

The use of media by Pancasila and Civic Education teachers in SMPN 3 Tanah Jawa, SMPN 2 Hatonduhan, MTS Al-Washliyah Naga Dolok was considered less varied. Learning media such as projectors have never been used in Pancasila and Civic Education learning either for powerpoints or for playing documentaries related to the 1945 Constitution relating to learning material taught in class. But other media such as pictures and codes are used by Pancasila and Civic Education teachers to support Pancasila and Civic Education learning. Learning media are used by Pancasila and Civic Education teachers to make students interested in Pancasila and Civic Education learning in more detail. Images such as the 1945 Constitution, Infographics related to the 1945 Constitution and Articles concerning are used to attract students to study Pancasila and Civic Education. Media infographics are used by the teacher so students know where the scene or event is being studied.

The activeness of students in SMP Simalungun Regency is good enough, the interaction between teachers and students in learning is quite good. feedback obtained by the teacher for students when students are active in class, for example by providing added value or points for students who actively ask questions and answer questions from Pancasila and Civic Education teachers. The teacher usually makes students active by giving questions about learning material, so students read the material and answer questions from the teacher, besides that some students ask about learning material when the teacher finishes explaining. But not all students are active and pay attention in learning, sometimes students do not pay attention to the teacher when explaining. So the teacher provokes students to pay attention by giving questions, then the students' answers are read aloud or written on the board.

In general, the goal for students in Pancasila and Civic Education Learning presented by Pancasila and Civic Education teachers in SMPN 3 Tanah Jawa, SMPN 2 Hatonduhan, MTS Al-Washliyah Naga Dolok is that PPKN needs to be learned to instill social values into students so students become better human beings for a country with a be a good citizen (good Citizens). By studying PPKN, it is hoped that the nation's next generation will become good citizens and be able to bring the country to live a bright future.

3.3 Obstacles Found by Teachers in Pancasila and Civic Education Learning

Pancasila and Civic Education Learning activities carried out do not always run smoothly, in accordance with what has been prepared, and do not always achieve all the expected goals. In Pancasila and Civic Education Learning, there are several factors that become obstacles for the teacher when learning takes place. These constraints come from teachers, students, learning resources, as well as facilities and infrastructure from schools. So to overcome the obstacles that exist in Pancasila and Civic Education Learning, the teacher makes efforts so that Pancasila and Civic Education Learning can be implemented

effectively. In addition to the inhibiting factors, there must also be supporting factors that facilitate the teacher's implementation of effective learning.

Based on research and observations conducted by researchers in three junior high schools in Simalungun Regency, the main obstacle faced by teachers in learning is the lack of understanding of Pancasila and Civic Education teachers because they are Non Pancasila and Civic Education Program Graduate, learning methods and learning media. In fact, teachers will find it difficult when they have to teach material that is not in their competence. There are 3 teachers who are in the field of Pancasila and Civic Education study in private junior high schools in Simalungun Regency, one of whom has a background in graduate Teacher of Pancasila and Civic Education Study Program, another with a Sociology Education background and finally one with a Bachelor of Law background. At SMPN 3 Tanah Jawa, teachers with a background in history teach Pancasila and Civic Education lessons, at SMPN 2 Hatonduhan teachers with sociology education also teach Pancasila and Civic Education lessons, and at MTS Al-Washliyah Naga Dolok teachers with a law degree teach Pancasila and Civic Education, all teachers who are not educational background Pancasila and Civic Education feels difficult when teaching Pancasila and Civic Education because of a lack of understanding of Pancasila and Civic Education material. Therefore, teachers must be prepared in all the risks that exist, when teachers must teach material that is not from their fields then they must be ready. For Pancasila and Civic Education teachers, in addition to having to master material or teaching material in the form of concepts and theories, they must also convey material to students. The skills of a teacher in delivering material to students must be interesting so that learning objectives can be achieved optimally. Teachers are required to have intelligence in choosing learning models and methods that will be used when teaching, and choosing media to teach.

Pancasila and Civic Education Learning activities that take place in junior high schools in Simalungun Regency have constraints faced by teachers, in the ongoing Pancasila and Civic Education Learning teachers feel confused about the Pancasila and Civic Education material that is delivered. Because of the lack of resources that become the teacher's handle, and face students who are lazy in taking civics lessons. Sometimes students feel bored with learning because in their thinking Pancasila and Civic Education is memorizing, so they only want to read it without understanding the material they are reading. Therefore, the existence of these constraints teachers have a big responsibility in teaching material that is not from their fields. The teachers have each way to overcome the problems they face. Lack of learning material, so teachers more often access material from the internet so that teachers have other sources besides the sources from the school. Because the implementation of Pancasila and Civic Education Learning various approaches, and the methods used will always help teachers deliver the material to students in accordance with the subject of Pancasila and Civic Education. In dealing with students who are lazy to learn the teacher also more often gives assignments to students, so that students want to find out about things that are not yet known. In addition, the teacher will apply varied learning methods, students will be interested in the material presented and will be more active in the Pancasila and Civic Education learners.

The learning method used by the teacher is a major factor influencing students' interest in Pancasila and Civic Education Learning. Methods such as lecturing are the main method often used by Pancasila and Civic Education teachers in the implementation of Pancasila and Civic Education Learning in Simalungun Regency. The lecture method is more effective if it is supported by learning media such as projectors and teaching aids. Based on research and observations conducted by researchers at three junior high schools

in Simalungun Regency learning media such as projectors to support the use of lecture methods are inadequate, especially for SMPN 3 Tanah Jawa, SMPN 2 Hatonduhan. Schools have provided projectors, but teachers have not utilized the media optimally for Pancasila and Civic Education Learning, especially for SMPN 2 Tanah Jawa, which has media for each class. The teacher has never used innovative media to support learning methods such as lectures used in Pancasila and Civic Education Learning in the classroom. In addition, because of the limited availability of media in schools, teachers are reluctant to use it, in addition to alternating with other teachers who use the media, also limited time becomes an obstacle for the implementation of effective learning.

3.4 Obstacles in Pancasila and Civic Education Learning Process

Based on research and observations made by researchers, it can be concluded that several factors inhibit Pancasila and Civic Education Learning in SMPN 3 Tanah Jawa, SMPN 2 Hatonduhan, MTS Al-Washliyah Naga Dolok as follows:

a. Teaching Staff

Learning methods that are used by conservative teachers or just that, lack of variation in learning. Especially lecture methods that are often used by teachers in Pancasila and Civic Education Learning make students less interested in Pancasila and Civic Education Learning and think that Pancasila and Civic Education is mostly a theory so they are required to memorize. Lack of availability of existing learning media, such as projectors that can support methods such as lectures by displaying PowerPoint slides, images, infographics. Pancasila and Civic Education material for class IX is very much but the allocation of time is only 3 hours of meetings per week. So that the lack of variation in the use of learning methods results.

b. Learners

Pancasila and Civic Education subjects are not included in the National Examination, so students do not prioritize Pancasila and Civic Education lessons. Student interest in Pancasila and Civic Education Learning is lacking, because Pancasila and Civic Education is still seen by students as a boring subject and only contains memorized laws. The source book for Pancasila and Civic Education lessons is limited to Worksheets for students, so the subject matter in the Worksheet is incomplete.

c. Supporting Facilities

Provision of learning media such as projectors is lacking. Source books such as textbooks, Pancasila and Civic Education-related books are incomplete and do not accommodate students. Props such as documentaries or other audio-visual equipment are not yet available. Image media and infographics are incomplete.

In the process, Pancasila and Civic Education teachers in three Simalungun Regency junior high schools tried to overcome the obstacles encountered during the learning process. The efforts made by the teacher are expected so that the learning carried out can run effectively. Efforts to overcome obstacles such as monotonous learning methods is to use other methods such as discussion, question and answer, assignments, and also concept maps. These methods are used by teachers in addition to the implementation of learning that is not conservative also to make the learning atmosphere more effective. Besides these efforts also make students more interested and enthusiastic in learning, also makes students more enthusiastic to learn Pancasila and Civic Education. Therefore the teacher also seeks to provide a stimulus so that Pancasila and Civic Education Learning is interesting for students to learn.

Inhibiting factors in learning that were carried out in three Simalungun Regency Private Junior High Schools were also supporting factors that supported the

implementation of Pancasila and Civic Education Learning. These supporting factors are the existence of an internet network in the school area that makes it easy for students to access Pancasila and Civic Education Learning material if the source used is still incomplete in Pancasila and Civic Education subject matter. Other learning media such as pictures, videos, infographics of textbooks or textbooks, as well as books related to Pancasila and Civic Education lessons in the implementation of teaching and learning activities. In addition to the motivation and interaction of students in learning also support learning so that teachers are easier in the process of delivering material to students.

IV. Conclusion

Based on research that has been done on three Simalungun Regency Middle Schools in Simalungun Regency regarding Pancasila and Civic Education Learning can be concluded quite well, even though the teacher is Non Pancasila and Civic Education Program Graduate and is inseparable from the obstacles encountered. Teacher planning before Pancasila and Civic Education learning is good enough, that is by preparing syllabus and the lesson plan before the new school year begins, in addition to that Pancasila and Civic Education teachers also prepare learning materials that will be delivered to students.

Pancasila and Civic Education Learning carried out at three junior high schools in Simalungun District is quite going well. Pancasila and Civic Education teachers not only use lecture and question and answer methods, but methods of discussion, assignments, and role playing are also used in Pancasila and Civic Education Learning. The lesson plan tends not to be used as a reference in the implementation of Pancasila and Civic Education Learning. In addition, Pancasila and Civic Education teachers do not utilize learning media such as LCD projectors in Pancasila and Civic Education Learning so students are less interested in Pancasila and Civic Education Learning when teachers use the lecture method without innovative media. Obstacles in Pancasila and Civic Education Learning are difficulties for teachers who have to teach Pancasila and Civic Education, while they themselves are not from a Pancasila and Civic Education educational background, they will certainly feel unsure about the material they convey. So the teacher must find out more about the material that he will deliver, and not be fixated on the material in the book. Often teachers also experience difficulties in providing material to students, the lack of Pancasila and Civic Education material makes teachers only provide material in the book. Obstacles faced by Pancasila and Civic Education teachers also include learning methods, learning media, and students' interest in Pancasila and Civic Education Learning. The learning method that is often used by teachers in Pancasila and Civic Education Learning is lectures, given that lectures are an effective method of learning that contains many theories rather than practice. The existing learning media is underutilized by Pancasila and Civic Education teachers, this is due to the availability of instructional media such as inadequate projectors. Motivation of students in Pancasila and Civic Education Learning is also lacking because many students assume that Pancasila and Civic Education is not a subject in the national exam, so students do not over-emphasize themselves in learning Pancasila and Civic Education.

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