

MANAGEMENT PANCASILA LEARNING IN IMPROVING STUDENTS' CHARACTER STRENGTHENING

(Case Study at STIE Ganesha Tangerang Selatan and Universitas Sutomo Serang)

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ABSTRACT

This research is motivated by the fact that Pancasila learning management in improving student character strengthening has not been implemented according to standards. The general aim of this research is to analyze and identify Pancasila learning management in improving student character strengthening. The specific objective is to analyze planning, organizing, implementation, supervision, inhibiting factors, solutions and novelty of Pancasila learning management in increasing the strengthening of student character. The management theory used is Terry management theory, with the management function of planning, organizing, actuating, controlling (POAC). This research uses a qualitative approach with descriptive methods and data collection techniques through observation, interviews and document study. The research results show that (1) Management (Planning, Organizing, Implementing and Supervising) has been carried out but is not optimal. (2) Obstacle factors faced in learning include less effective communication, lack of awareness of time discipline, lack of responsibility for the tasks given (3) Problem solutions form professional, innovative and creative human resources and practice the values of Pancasila in daily life. (4) The research product is that the lecturers, students and management of the university have good character so that management is more effective, (5) The relevance of the six value systems is that everything done by all members of the university is based on a sense of sincerity and the value of worship, (6) The novelty is producing graduates who can practice the Six Value Systems. The conclusion of research on Pancasila learning management in increasing the strengthening of student character through the stages of planning, organizing, implementing and supervising, is not yet optimal. This is due to limited human resources and other resources in learning Pancasila in strengthening character.

Keywords: *Management, Learning, Character*

I. INTRODUCTION

Pancasila as the ideology of the Indonesian state has basic values such as divinity, humanity, unity, democracy, and justice. Understanding, appreciating, and applying Pancasila is the obligation of every citizen, including students. The application of Pancasila values helps form a solid and responsible character, it also encourages the creation of a just, democratic, socially just society, and is based on tolerance and inter-religious harmony. Understanding and applying Pancasila is an essential obligation for every citizen, especially students, to maintain the unity and progress of the Indonesian nation. The explanation is reinforced by (Andriany, 2016) that

the substance of character building has interrelated value content in its stages, namely the value that a person absorbs from various sources, such as religion, ideology, education.

According to researchers, rationally why Pancasila education is very important and urgent is based on the following rational reasons: First, strengthening the national spirit of students as prospective holders of the leadership baton. Second, to answer the challenges of the world by preparing citizens who have knowledge, understanding, appreciation, appreciation, commitment, and practice patterns of Pancasila. Thirdly, it is a historical source according to the very popular motto: "Never leave History (Soekarno)". As citizens participate actively and wisely in the various lives of the nation and state, and can try to avoid behaviour that has the nuance of repeating historical mistakes.

The demand for a change in mindset in building curriculum principles in higher education is a fundamental aspect now and in the future. Understanding the independence of college graduates is a reflection of the individual and the higher education environment. This research is built on the basis of the theory of "Curriculum" (Pinar, W. 2002) and "The Role of National Qualifications System" (OECD 2000). Built through the principles of Sustainable Education (UNESCO 2017) with the theoretical basis of lifelong learning (UNESCO 2002). In the perspective of the historical journey according to its dynamics, Pancasila has experienced ups and downs in its implementation. This is a challenge especially for lecturers who teach Pancasila Education courses to determine the form and format that can be held in various study programmes attractively and effectively.

The urgency and importance of Pancasila Education is broadly explained that: (1) Pancasila Education is a conscious and planned effort to teach and implement the values of Pancasila in the life of the Indonesian nation; (2) Pancasila Education is a sacred way to defend the Indonesian nation in accordance with the Pancasila Ideology and (3) Pancasila Education must be able to build social sensitivity and social responsibility; (4) Education on Pancasila values must also be better integrated in the university curriculum, and education on nationalism and love for the country must be an integral part of the learning process. Reinforced by the opinion of the Pancasila Lecturer Team of the Department of Social Sciences, University of Indonesia (2021).

Further research into Pancasila education in higher education is essential, both in terms of theory and practice, to ensure that the younger generation has a deep understanding of the values that built this country. This is in line with the understanding that the economic and defence strength of a country is highly dependent on the character and collective consciousness of its people. The above explanation is reinforced by Prasetyo, Dewi and Furnamasari (2021) that in the current era of globalisation, there is rapid development, especially electronic media which can have an impact on the perspective and activities of young people, which in general will conflict with Pancasila Education. Furthermore, Prasetyo et al. (2021) concluded that among students there is a perceived decline in nationalism, violent attitudes, riots, brawls are one form of the result.

In the context of Pancasila Learning Management, the essence is to explore the existing

resources on campus in order to improve the quality of substantive and meaningful learning. Pancasila Course, has the dimension of moral education on campus, which carries the mission to form good citizenship. One indicator of a good citizen is able to have and develop character in accordance with the nation's culture, so that students can take a role in carrying out development in the midst of community life, nation and state. Pancasila education is a direct guardian of efforts to improve student character strengthening.

Facts on the ground show that there is no alignment between content, cognitive level, and learning context that is harmonious and aligned in character education and learning. There are still many educators who stay in the 'comfort zone'. They teach just to consume curriculum content by ignoring cognitive levels, differences in learner characteristics, and meaningful learning contexts; regardless of the context of real-world challenges, including neglecting to prepare a golden generation that has Pancasila character values. When viewed from the achievements of Indonesia's rankings, which tend to consistently rank at the bottom, starting from 2000-2018, it can be said that the quality of Indonesian education is still below the standards of the global community of other countries in the world. Meanwhile, in the character aspect, for example, 41% of Indonesian students reported experiencing bullying several times a month. The bad news is that students who are frequently bullied score 21 points lower in reading, feel sad, scared, and less satisfied with their lives. They also had a tendency to skip school. "Thus, there is a significant correlation between literacy and numeracy levels and adaptation, social interaction, and coping with everyday problems" (Mahmud, 2021: 215-216).

Through good learning management, lecturers are expected to be able to design learning with an effective learning governance approach, namely how lecturers plan, implement and evaluate learning outcomes, as well as the extent of the impact on students in behaviour. so that learning becomes meaningful in developing student character. With management, it is hoped that the learning system in the classroom will take place in a structured, planned and measurable manner, so that the values contained in Pancasila learning can be appreciated and implemented optimally by students in their lives, and there will be no more social insecurity, cases of community disease and rampant cases of ethical and moral violations involving students.

The existence of serious problems, especially among adolescents and students as well as the problem of Pancasila learning in universities, researchers are interested in conducting comprehensive research on how Pancasila Learning Management in universities in improving student character strengthening, with research locus at STIE Ganesha in South Tangerang and Sutomo University in Serang. This research is intended to find out how these universities foster student character through Pancasila learning management, which is in line with the functions and objectives of national education.

II. METODE

The research method used is descriptive qualitative, with a case study approach. The subjects in this study are Chancellor, Academic, Deputy Head of School, Dean, Ka. Prodi, Ka.

Academic and Student Affairs Section, Ka. Sub. Sec. Academic, Ka. Sub. Sec. Student Affairs, Staff and Students. The research location is at STIE Ganesha Tangerang Selatan dan Universitas Sutomo Serang. Data collection was carried out by observation, interviews, and documentation studies with triangulation data collection techniques.

III. RESULTS AND DISCUSSION

Strengthening character through a sense of belonging begins with; first, personality improvement, this improvement will be successful if it involves various related parties, shared responsibility, a safe and calm situation, a conducive learning climate will make it easier to achieve personality improvement for students. Second, intelligence improvement, meaning that students need to build intellectual, emotional and spiritual intelligence. Third, family improvement, of course this improvement in higher education is the full responsibility of the lecturer, at home the responsibility of both parents, but both must establish a compact and intelligent cooperation. Fourth, religious improvement, which involves the integration of all related parties, lecturers need to apply the order of life values based on sincerity to their students. Fifth, economic improvement is the ultimate goal of improvement where a just and prosperous society is realised.

Pancasila Education as a course that contributes to strengthening the character of students, one of which is the material of Pancasila values. The logical and moral consequences as students who have understood these values, of course, have a moral obligation to implement the values of Pancasila in the life of society, nation and state. Lickona (1992) states that value education will produce character. There are three components of good character, namely knowledge about morals (moral knowing), feelings about morals (moral feeling), and moral actions (moral action). The three components point to the stages of understanding to the implementation of values in everyday life. All three do not necessarily occur in a person, but are procedural. This means that the third stage is only possible after achieving the second stage and the second stage will be achieved after the first stage.

Moral attitude is another aspect that must be instilled in students so that it can become the energy of human beings to be able to act in accordance with moral principles. A very important step in Pancasila education is how to make this knowledge can be realised in the form of practice. Factors that influence the implementation of Pancasila education learning in strengthening character education are: (a) teaching lecturers; (b) students; (c) learning materials; (d) environmental facilities and infrastructure; and (e) the environment. Lecturers have an important role in learning. The role of lecturers cannot be replaced, even though technology has progressed very rapidly.

Nowadays, the principles of learning offered by the philosophy of constructivism are developing, namely student-centred learning where educators as mediators and students as actors so that there is an active process of interaction and communication in teaching and learning activities. This is in line with Asra (2008:43), that the principles of student-centred learning are as follows: Learning can occur with the process of experiencing, (2) Learning is an active transaction. (3) Active learning requires vital activities. (4) Learning occurs through problem solving. (5)

Foster learning motivation. In learning, educators can use four approaches, namely: (1) Process approach. (2) Competency approach. (3) Environmental approach. (4) Contextual approach.

The factor that will determine the quality of learning is the learning plan made by the lecturer. The learning process is unlikely to run well and have good quality if there is no good planning either. Sani (2013: 88) states, "that in learning planning needs to be done by lecturers well, because in learning planning there are models, strategies, and methods that teachers will use in learning", the quality of learning is determined by several factors, one of which is learning planning. Planning has very important meanings and implications. Planning applications include educational goal setting activities, planning in education begins with setting educational goals to be achieved.

Managing a class requires special abilities for an educator, in line with this Mudjiman (2011: 120) states that "the classroom atmosphere needs to be created by the role holders, including by lecturers". If the class is not managed properly, there will be a crowded, uncontrolled class atmosphere and it is even possible that learning objectives are difficult to realise. There are two main things that must be mastered by lecturers, namely: mastery of subject matter and ways to deliver material to students, this has to do with the competence of lecturers, namely professional competence and pedagogical competence.

Based on the results of research in planning, it shows that Pancasila education lecturers in carrying out learning, rarely prepare learning media specifically in accordance with the material presented, this has an impact on the quality of learning. Learning becomes less interesting, boring, students lack concentration on learning, students are busy in the learning process, and less orderly. In relation to learning media, Anitah (2009) states, that "media selection needs attention, because the function of the media is very strategic in the implementation of learning". Learning will be interesting and easily understood by students if the lecturer designs the media carefully and can use it according to its function.

Organisation in the context of management is a system of cooperation carried out in accordance with their respective duties to achieve mutually agreed goals. Organising as a management function is interpreted as a process of realising, developing and enhancing cooperation between individuals who represent the role of their respective work units. Programs that have been made in strategic planning and operational planning are divided into proportional job descriptions, all of which are projected to overcome obstacles in the application of school performance standards so as to improve the quality of learning at the college.

Lecturers have an important role in learning, the thing that needs attention is the development of material that is adjusted to the conditions of students. Given that students are very heterogeneous, both in terms of ability, regional origin, level of need, mimat and motivation. The implementation of pedagogical competence is related to the ability to master student characteristics from physical, moral, spiritual, social, cultural, emotional and intellectual aspects. The ability of lecturers to understand student characteristics is very important in relation to learning outcomes

because learning objectives, materials and methods will be right on target if educators understand the conditions of students.

The principles that lecturers need to understand in applying supervision are the principles of triangulation or the close relationship of three components, namely; (1) Learning objectives. (2) Learning outcome activities. (3) Evaluation. The relationship between learning objectives and learning outcome activities is that learning activities designed in the form of RPS refer to the objectives to be achieved. Implementation related to the type of assessment includes; (1) Formative evaluation. (2) Summative evaluation. (3) Diagnostic evaluation.

Both universities develop a learning process that is directed at mastering "basic knowledge of science and technology" and "leadership life skills" on the basis of "asah, asuh and asih" in academic programmes and disaster preparedness school programmes. To support the academic programme to run optimally, the following steps are taken:

a. Learning Management Internal Audit.

Internal audits at the two universities were conducted by the Quality Assurance Team, an independent institution tasked with auditing the quality of educational processes and outcomes. Internal audit is an important step in programme quality management to map in detail the real condition of the institution after implementing programme quality within a certain period of time as a form of controlling the effectiveness of achieving predetermined quality objectives. For both universities, internal audit is a form of quality assurance for education programmes. Internal audit is integrated into daily activities carried out by the control department.

The results of the internal audit are then used as material to be discussed at the Management Review Meeting (RTM) with the aim of immediately making improvements to all errors. Thus the concept of continuous development will be truly implemented by all leaders. This also shows the high quality commitment of the leaders in implementing quality management of their education programme.

b. Evaluation of Lecturer Competence

The human resources (HR) of lecturers are a concern in education management and their development must be evaluated in order to have an impact on the quality of learning and the quality of education as a whole. There are several steps to improve lecturers' human resources, including: (1) Recruitment of lecturers based on needs analysis and fulfilling S1 qualifications in their fields; (2) Assessment of lecturer performance by the rector, Vice rector, and coordinators on a regular basis and the loyalty of lecturers in carrying out their duties and fostering students at the College. To strengthen the character strengthening programme based on the results of the evaluation of the improvement of character strengthening by lecturers and lecturers' loyalty to the institution, both universities.

c. Management Review Meeting

Management review meeting (RTM) at least once a year. This review is conducted to look at the development and changes to the management system as well as a review of the

quality policy and quality objectives. The Management Review Meeting (RTM) is conducted based on several inputs: 1) self-evaluation results, 2) audit results, 3) curriculum changes (if any) and its derivative tools, 4) feedback from students, parents of students, and other relevant parties, 5) process performance and suitability of KBM results, 6) status of corrective and preventive actions, 7) follow-up from previous management reviews, 8) changes including policies that affect changes in the quality management system, and 9) recommendations for improving the quality management system. The output of the management review includes decisions and actions relating to: 1) improvements to the effectiveness of the quality management system and its processes, 2) improvements to the KBM processes and outcomes relating to the achievement of student competency requirements, cooperation with parents and improved services for other service users, 3) improvements to the support system, and 4) resources required.

d. External Quality Audit of Education Programme

External audit is an important part of the education programme quality evaluation system. With this audit, an educational institution will get information from an institution that independently evaluates and assesses the effectiveness, efficiency, and productivity of the institution. Both universities were externally audited with two systems, namely: (1) Financing Budget Audit Both research universities are work units under LLDIKTI. (2) Quality Accreditation of Educational Programmes Accreditation of the quality of educational programmes is a must for every educational institution to see the level of effectiveness of the programmes that have been carried out.

Management (planning, organising, implementing and supervising) Pancasila Learning in fostering student character in both universities, has been carried out oriented to the guidelines, but not all aspects that should exist in the learning management function are carried out, an important problem and has not been done, namely the identification of problems in strengthening student character has not touched on the problems faced by lecturers in improving the strengthening of student character.

The constraints of Pancasila Learning management in improving the strengthening of student character in both Higher Education are internal problems, namely ineffective communication, lack of awareness, time discipline, responsibility for the tasks assigned, and operations are still weak, the level of student concern for the environment is still low, many facilities are not maintained, still low student understanding, skills and motivation of the rector in carrying out comprehensive management so that it has an impact on strengthening the low character of students.

The solution to the obstacles of Pancasila learning management in improving the strengthening of the character of STIE Ganesha and Sutomo University students. is to form devoted, honest, responsible, compact, innovative and creative and dynamic human resources so that they can activate students in KBM activities, extracurricular activities and develop student reading interest in the library. The product of Pancasila Learning management research in

improving the strengthening of student character at STIE Ganesha and Sutomo University is the result or strengthening of student character in higher education directly influences and develops the behaviour of lecturers in managing the learning process.

Relevance of six value systems with Pancasila Learning management in improving the strengthening of the character of STIE Ganesha and Sutomo University students. Universities in implementing Pancasila learning need to understand and have aspects of divinity as a foundation for action and action which aims to make all activities a sincere devotion to Allah SWT. The values developed are Theology, Ethics, Aesthetics, Physical, Logic and Teleology. The novelty of Pancasila Learning management in improving the strengthening of the character of STIE Ganesha and Sutomo University students is the application of the six value systems carried out in daily life in learning Pancasila in higher education so as to produce students with good character.

IV. CONCLUSIONS

Pancasila learning in fostering the character of STIE Ganesha and Sutomo University students, has used MBKM and KKNi which can make a positive contribution to increasing student character strengthening. Reflected in the implementation of learning management (planning, implementation, evaluation and follow-up) is now running more effectively as evidenced by the increase in strengthening student character in these universities.

Pancasila education as a compulsory course in higher education has an important role in strengthening student character. Therefore, the implementation of Pancasila education learning needs to be improved in terms of the use of learning models and learning media.

Factors that influence the learning of Pancasila education in higher education, among others: factors of lecturers, students, learning materials, infrastructure and learning environment. Therefore, for university managers, both foundations, rectorates, deans and study programmes to respond wisely for the realisation of good learning that produces students with character.

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