

Application of Debate Learning Method for Formation of Pancasila-Based Character for VIII Students of Kradenan 1 Junior High School

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Abstract

Debate learning can teach the importance of knowing character in order to become a good and wise human being through the process of internalizing Pancasila character values in the learning process and can be done by creating a character development program to shape character in accordance with Pancasila values. Teaching character by learning debate can make students understand more quickly on an autodidactic basis. The research aims to find out that the application of the debate learning method in the Pancasila education subject is for the formation of Pancasila-based character in class VII of SMP Negeri 1 Kradenan. The research uses descriptive methods with a qualitative approach. Data collection tools are interviews, observation and documentation. The process of data analysis by reducing, presenting and concluding data. Data was collected from class VIII students at SMPN 1 Kradenan. The research results show that the debate learning method can shape the character of students. The Pancasila value that can be applied in debate learning is having freedom of opinion contained in the 4th principle of Pancasila.

Keywords: Debate Learning; Character; Pancasila.

Introduction

Education is oriented as a step to prepare reliable people who can build a better future for the world. Education is always related to learning activities. In learning, use the discussion method so that students do not feel bored and can understand the material provided.

Learning is not focused on the material provided, learning also requires character formation, which is very important in the process of forming a person's character to carry out their obligations as a human being who has a higher level of intelligence compared to other creatures created by God Almighty.

Said that Pancasila is the basic capital of character education. The values that can be taken from Pancasila to strengthen character education are: 1. In the 1st principle of belief in the Almighty God, which is embedded, namely the value of religious tolerance in the

character education of students, teaching the beauty of togetherness in the presence of differences. 2. In the second principle of Just and Civilized Humanity, namely the value of understanding and respecting fellow humans so as to form a civilized character. 3. In the 3rd principle of Indonesian Unity, we can understand the value of unity and love of our country so that education always prioritizes cultural diversity in Indonesia. 4. In the 4th principle, Democracy is Guided by Wisdom in Deliberation/Representation, which is an important value for understanding democratic life in accordance with conscience, as well as the obligation to obey the law so as to become a disciplined person. 5. The 5th principle of Social Justice for All Indonesian People contains the value of fighting for common interests in social life, so that social justice is always present in everyday life (Paramita, 2021).

Pancasila education teaches the importance of knowing character. Character

education cannot be done alone, such as by parents or schools, but rather involves synergy and constructive cooperation between all aspects. Character education must be implemented from time to time, step by step, and must include various supporting elements such as family, school, community and government (Aningsih et.a.,2022).

Method

Setting and Participant

The location of this research is SMP Negeri 1 Kradenan which is located on Jalan Surojenggolo, Kuwu, Kradenan, Kradenan District, Grobogan Regency, Central Java, which is a school that implements the importance of instilling character in students.

Data Collection

This research is a type of descriptive qualitative research. Qualitative research is a type of research that aims to understand the phenomena experienced by the object of research as a whole, such as behavior, perception, motivation, action, etc., by describing them naturally in the form of words and language in certain situations. Use various methods in a natural way (Moeleong, 2006).

Researchers try to collect data through interviews and observations by going directly to the scene and meeting informants. The technique used in data collection is a data collection technique used using field research using observation, interviews and document analysis methods.

In the research, the researcher describes the application of the Pancasila Education topic debate learning method for Pancasila-based character formation. The data obtained is then presented in the form of descriptive text to make it easier to understand based on what was obtained in the field. Apart from descriptive text, researchers also present data in the form of study photos to consolidate and clarify the findings.

Result and Discussion

The use of the debate method in the learning process makes students more active.

Through this debate method, students' courage and self-confidence can increase.

According to Asidi Dipodjojo in Mira Fadilla (2019) debate is a process of oral communication expressed in language to defend opinions. Each party arguing states certain arguments and reasons so that the other party takes their side.

Through the use of the debate method in learning, it must create different results so that students can understand the results obtained indirectly. For example, the collaboration of the debate method with character building, could be said to be disjointed if a teacher cannot understand the important meaning of the lesson.

Character education based on Pancasila functions as a shield to protect students from the negative impacts of the era of digital globalization. The character education system based on Pancasila aims to create human resources who believe and are devoted to God Almighty, have noble character, personality, discipline, hard work, toughness, responsibility, independence, intelligence and skill, and are physically and spiritually healthy (Mustofa et.al., 2022).

The fourth principle has the value of forming students who have a great soul to respect fellow human beings. Character based on the 4th principle of Pancasila values is being able to agree according to the knowledge you have and being able to accept other people's opinions.

By using the debate learning method, students try to understand the material so that students can carry out debate methods with character according to the practice of the fourth principle of Pancasila, namely respecting the opinions expressed by their friends.

Conclusion

The debate learning method plays an important role in making the class fun and encourages students to be active in learning. Character education develops the basic potential within each child, so that children can grow into individuals who are humble, think well, and behave morally. The debate learning method teaches students to have character in accordance with the practice of the 4th principle of Pancasila, namely

respecting each other's opinions in order to be able to carry out the debate learning method peacefully.

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