

Implementation of Classes as a Laboratory for Democracy Through PPKn Learning at SMA N 2 Surakarta

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Abstract

The background of this research is that the knowledge of students at SMA N 2 Surakarta is still low regarding democracy, causing students to be less able to act democratically in everyday life. This study uses a qualitative method with a case study approach and data collection is done by interviews, observation and documentation. The data analysis model used in this study is an interactive analysis model. The results of the study show that the class as a democracy laboratory means engineering in creating school conditions, especially the class as a place where students actively complete tasks with awareness, freedom and responsibility..

Keywords: Civics Learning, Democracy Studies, Democracy Laboratory

Introduction

Education should give birth to humans who have complete personalities and be a means of developing intellectuality, creativity, morality and religiosity towards God (Mughtarom, et.al, 2016:148). In accordance with Law no. 20 of 2003 concerning the National Education System states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Pancasila and Citizenship education as a subject that contains a lot of material related to democracy acts as a systemic vehicle for democratic education which in a practical-curricular way is not only within the framework of "learning to know" (learning to understand the concepts, principles and values of democracy), but also must be the process of democratic behavior (learning to do), as well as the process of living and living democratically in a pluralistic society in

Indonesia (learning to be and learning to live together). According to Gandal and Finn (1992:4), citizenship education cannot be seen as an "isolated subject" that is taught only in scheduled times, but must be linked to many things that students learn, including many things that happen outside school.

Learning Pancasila and citizenship education according to CICED (Center for Indonesian Civic Education) as quoted by Sukadi (2017:2) has the vision, "education about, through, and for citizenship". This means that Pancasila and Citizenship Education is not just learning to know about citizenship, but also helps create an authentic citizenship learning class where students learn to be good citizens, both in theory and in real citizenship practice. Aziz Wahab in Arwiyah, Triyanto and Machfiroh (2013:21) stated that "Civic Education (Civic Education) is a teaching medium that Indonesianizes students consciously, intelligently and responsibly, because this is a citizenship education program that contains general concepts of citizenship, politics, law, state, as well as from other general theories that are suitable for this target. In this way, it is hoped that students can achieve the goal of good citizenship, namely being able to behave and apply democratic

values wherever they are. For this reason, Pancasila and Citizenship Education has important characteristics and roles as subjects that contain democratic education which will socialize democratic values as a whole to students and prepare students for a democratic life in everyday life. According to Winarno (2013: 185) Citizenship education is learning that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled and have character as mandated by Pancasila and the Constitution 1945.

In order to improve democratic values in the school environment, Pancasila and Citizenship Education learning must be implemented optimally. The role of Pancasila and Citizenship Education teachers is very important in socializing and instilling democratic values in students. In accordance with the opinion of Mukhlis (2018) in the journal by E. Martini, it is said that "Teachers of Pancasila and Citizenship Education (PPKn) have more duties and roles than teachers of other subjects", this is related to forming students' democratic attitudes and implementing them in life. everyday life in the school environment and in the community. The figure of the Pancasila and Citizenship Education teacher as a role model for students in acting and behaving democratically requires that the Pancasila and Citizenship Education teacher must be able to deliver material and create a classroom climate that is conditional on the instillation of democratic values. Pancasila and Citizenship Education teachers must be able to inspire a spirit of exploration, elaboration and confirmation through various sources, methods and learning models in the classroom, so that Pancasila and Citizenship Education classes truly become a special attraction for students to internalize democratic values. With a democratic classroom, it will encourage students to become students who behave democratically in the school environment and in society as well as in the nation and state. Which will ultimately create a democratic culture in Indonesia. According to Zamroni (2007:167), schools will be able to develop democratic values among students if the school already has a democratic culture.

However, the reality that is currently happening is that there are still quite a lot of students who do not apply democratic values at school, as can be seen at SMA N 2 Surakarta, that students still seem to not apply democratic values. Students tend to be passive, lack self-confidence, are shy and do not want to express their opinions during the learning process in class. When outside of class, students also look very apathetic. This can be seen during the election of the OSIS chairman, where there were still many students who did not participate in voting, but instead chose to sit relaxed in front of the class. Students do not understand how to determine their rights and obligations.

From all the facts above, it is a challenge for Pancasila and Citizenship Education teachers at SMA N 2 Surakarta to create learning in the classroom so that it is active and full of reciprocity with effective strategies, so that students are encouraged and motivated to be active in learning in the classroom and outside the classroom. . Therefore, to find out the strategies used by teachers, especially teachers in Pancasila and Citizenship Education subjects, in implementing democratic values for students in schools, the author is interested in conducting research with the title "Implementation of Classes as a Laboratory for Democracy Through PPKn Learning at SMA N 2 Surakarta"

Method

This research uses qualitative methods, namely in accordance with the conditions of the research object to be studied. In this case the researcher is the determining instrument and the results of the research are in the form of the meaning contained therein. It is called qualitative research because the data used was not obtained through statistical procedures but came from documents, field notes, interview scripts and other official documents (Renjith et al., 2021). According to Bogdan and Taylor (Moleong, 2012: 4), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior directed at the setting and individuals holistically. In this research, researchers will use a case study approach. Case study is a research strategy to investigate something carefully by collecting

complete information using various data collection procedures (Rashid et al., 2019). Meanwhile, case studies are carried out to obtain a deeper understanding and intensive analysis of an individual, group or situation.

The Data sources in qualitative research can use primary and secondary data sources. Researchers will use source data in the form of informants, namely people who can be trusted and know in depth the data needed. Informants who can provide data include Civics teachers at SMA N 2 Surakarta and students at SMA N 2 Surakarta. Researchers also use documents and archives as data sources in this qualitative research. Documents and archives used by researchers as data sources include lesson plans, syllabi, and photos of learning activities. The data collection techniques that will be used in this research are interviews, participatory observation, and document review related to activities for implementing democratic attitudes at SMA N 2 Surakarta. The data analysis model that will be used in this research is an interactive analysis model. According to Miles and Huberman quoted by Sulastri, "There are three main components in data analysis, namely data reduction, data presentation and drawing conclusions and verification."

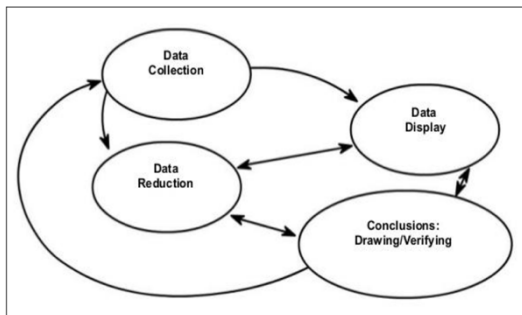


Figure 1. Interactive model of analysis

Result and Discussion

1. PPKn learning in high school

In the national education curriculum there are subjects that specifically carry out the mission of democratic education in Indonesia, namely the subject of Citizenship Education. Pancasila and Citizenship Education Subjects are subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become

intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution (Suprpto, 2016:22). This concept is believed by Indonesian countries, therefore democratic values in Indonesia have been introduced from an early age in learning, starting from simple things at elementary school level, to more detailed and detailed things that are studied. at college level. The characteristics of PPKn are dominated by the process of instilling knowledge and attitude values, this can be seen from the learning materials developed based on the points of Pancasila (Prayitno et al., 2022). Likewise, the aim is directed at cultivating attitudes and behavior based on Pancasila values, developing knowledge and abilities to understand, appreciate and believe in Pancasila values as guidelines for behavior in social, national and state life, so as to become responsible citizens and reliable, and provides the ability to learn further (Purwanto, 2022).

PPKn as a subject that contains material on democratic values, is not a subject that is only memorized, but is also a subject that has the mission of educating Pancasila values and morals, awareness of the norms and constitution of the 1945 Constitution of the Republic of Indonesia, and appreciation. education in the philosophy of Bhinneka Tunggal Ika. Therefore, learning materials in PPKn should be carried out interactively, not only given using the dominant lecture method, so that democratic values, such as respecting other people, having the courage to express ideas, differing opinions and so on, can be seen in students.

The implementation of citizenship education must determine models, methods and media to support the expected learning planning. In Minister of Education and Culture Regulation Number 103 of 2014, it is stated that learning using approaches, strategies, models and methods is very useful when the learning process takes place. According to Dakhi et al., (2021), a learning model is a form of learning that is described from start to finish and presented in special events held by the teacher. So, a learning model is a framework for implementing a learning approach, method and technique.

2. PPKn Class as a Democracy Laboratory

In order to develop democracy, as the basis or foundation of society in national and state life, the role of education is truly very influential, because it will habituate students to implementing democratic attitudes and values. According to Zamroni (2013: 143) education that is able to develop democracy is education that in life has the spirit and spirit of democracy which is actualized in daily educational practices. An example is the Civics subject. PPKn learning as a subject that can develop democratic values, should be able to create PPKn classes into "Laboratories for Democracy", which means the class is a laboratory for democracy.

In accordance with the opinion of D. Sundawa (2015) that the definition of a classroom as a laboratory for democracy is that the classroom functions as a miniature of society in the sense of being a place for learning through practical methods so that it will be able to produce learning experiences, where students can interact with other students, educators, materials. teaching, and an environment to be able to discuss and solve problems that have been directly observed related to several existing problems so that later students can implement what they have learned to the community in their interactions. The classroom as a laboratory for democracy can create school conditions, especially the classroom as a place where students live, work together to complete tasks with awareness, freedom and responsibility. With situations and conditions created like this, students will have great potential in developing the character of intelligent, participative and responsible citizens. And with this activity, it is hoped that students will have the ability to think critically, problem solve and make decisions.

According to Bambang Yuniarto (2018:96-97) efforts that can be made to develop school programs as laboratories for democracy are as follows:

- a. Building positive perceptions and attitudes towards efforts to improve quality school learning performance, especially in the context of improving schools as Democratic Laboratories.
- b. Designing, implementing and assessing citizenship education learning that is able to develop concepts, values, attitudes and

skills of constitutional democracy in accordance with the 1945 Constitution through a variety of educational interactions that activate, educate and empower students.

- c. Building a democratic school culture through developing extra-curricular citizenship materials and various citizenship activities both through other subjects and activities to get used to democratic living in the school environment.

If we look at the literature, there are several studies that discuss democracy laboratories, such as that conducted by Umar et al (2022) with the title "Analysis of Civics Learning as a Democracy Laboratory in Elementary School Students". This research discusses democracy laboratories in elementary schools (SD). Based on the results of this research, it shows that in creating a democracy laboratory, citizenship learning is carried out starting from the planning stage to the evaluation stage. This research has similarities with the research carried out, namely creating a democracy laboratory to train students to participate actively in the democratic process. However, this research also has differences with the research conducted. In previous research, democracy laboratories were carried out by providing basic understanding. Meanwhile, research carried out by democracy laboratory researchers is carried out by carrying out direct practice based on existing problems.

In implementing the classroom as a democracy laboratory, the teachers of SMA N 2 Surakarta have a big role and influence, namely in terms of teaching how to be democratic, providing understanding and instilling democratic values in students such as honesty, tolerance, mutual respect, participation. and freedom. In each lesson, the PPKn teacher at SMA N 2 Surakarta uses various interesting strategies, which are combined with technology, so that students are motivated to ask questions, have opinions or provide arguments when learning in class. In this way, Civics learning in the classroom which was created like a democracy laboratory at SMA N 2 Surakarta was truly implemented in a real way.

Conclusion

Education capable of developing democracy is education that embodies the spirit and spirit of democracy in its daily educational practices. PPKn as a subject that can develop democratic values should be able to make PPKn classes "laboratories for democracy," which means the class is a democracy laboratory. The classroom as a democracy laboratory can create classroom conditions where students actively complete tasks with awareness, freedom, and responsibility.

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