



Learning Pancasila Values in Citizenship Education Subjects in Junior High School

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ABSTRACT

Purpose of the study: Identify the learning of Pancasila values in Civics subjects in junior high schools, and identifying problems with learning Pancasila values in Civics subjects and efforts to solve them in junior high schools.

Methodology: This type of research is descriptive with a qualitative approach. The subjects of this research were school principals, citizenship education teachers and students. Data collection techniques in this research used interviews, classroom observations, and documentation. The data validity checking technique uses triangulation with data sources from interviews, class observations and documentation. Data analysis uses qualitative analysis.

Main Findings: The first discovery in this research first, learning Pancasila values in Citizenship Education subjects at junior high school uses various models that vary in each lesson, such as the model of teaching values in the form of direct teaching, student involvement and critical pedagogy. Second, the obstacles faced in learning Pancasila values in Civics subjects at junior high schools are environmental factors, limited learning time, limitations of learning media and the classroom climate is not conducive when learning takes place. Third, the efforts made to overcome obstacles to learning Pancasila values are teachers try to approach students and provide an example to all school members and utilize time as optimally as possible so that learning objectives are achieved.

Novelty/Originality of this study: The efforts made by teachers to deal with the obstacles they face, teachers try to approach students and provide an example to all school members. Utilize time as optimally as possible so that learning objectives are achieved.

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1. INTRODUCTION

Pancasila as the basis and ideology of the state is the political agreement of the founding fathers when the Indonesian state was founded. However, in the long journey of national and state life, Pancasila often experiences various deviations in the actualization of its values. Deviations from the practice of Pancasila can take the form of additions, subtractions and deviations from its proper meaning. Although at the same time there are often re-alignment efforts [1]-[4]. The implementation of Pancasila values in national and state life requires mediation in the form of socialization, internalization and institutionalization so that the values are institutionalized consistently for both individual citizens and community groups. One way of mediation is through education.

Education plays an important role in maintaining Pancasila. At every level of education Pancasila needs to be taught. It is necessary to instill in students the importance of Pancasila as the state ideology and basis of the state. In school life, for example, learning Pancasila at school must be carried out in the form of actions that are in accordance with Pancasila values and not just memorizing Pancasila learning material. Pancasila learning materials must be able to touch and influence the real attitudes and actions of students.

Pancasila is closely related to education in general and specifically to Citizenship Education. The history of Citizenship Education in Indonesia has experienced many changes and changes. The next development, the subject " *Civics* " which was later changed to "Citizenship" in 1962, in the 1968 Curriculum was officially designated as "Citizenship Education". In this curriculum, the explanation of the Pancasila ideology as a subject is considered to prioritize the study of state administration and the history of the nation's struggle, while the moral aspect is not yet visible [5]-[7].

Before the KBK, citizenship education subjects in the form of Pancasila Moral Education (PMP) or Pancasila and Citizenship Education (PPKn) were dominated by Pancasila moral values material which was actually more of a character education than actual citizenship education. The civic education learning paradigm in the PMP or PPKn pattern gives the impression that PMP or PPKn material can be taught by anyone, even if they are not graduates of the PMP-KN/PPKn study program [8]-[12]. PPKn is very striking with its mission to create an attitude of tolerance, tolerance, maintaining unity, no imposing opinions, respects, etc. which are rationalized in the interests of political stability to support national development.

Concern about the condition of Citizenship Education during the New Order has given rise to a number of initiatives for reform [4]. In the reform era (after the fall of Soeharto), the MPR through its general session, among others, produced decree No: XVIII/MPR/1998 which revoked MPR Decree No: II/MPR/1978 concerning P-4. Several reasons for the MPR General Session to revoke MPR Decree No. II/MPR/1978: 1) there was indoctrination from the authorities (New Order); 2) the results of the P-4 upgrading have never been measured for success; 3) the P-4 upgrading is considered unsuccessful, due to the fact that there are still many irregularities and abuses in various areas of government; 4) P-4 is considered anti-democratic with its single principle, and denies diversity (pluralism, ideology, culture and religion) [13].

It was the abuses of the New Order government that gave rise to public doubts and lack of confidence in Pancasila, both as the basis of the state and as the nation's way of life. There was even an opinion that Pancasila was the political label (symbol) of the New Order. In practice the appreciation/formation of the nation's Pancasila character tends to be indoctrinative and often gives rise to collective hypocritical actions [4]. The removal of P4 as the substance of PPKn studies is a blessing, because it frees up the ideological-indoctrinative burden in the formation of good citizens. Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006 concerning Content Standards for Education subjects Citizenship for elementary to high school levels is decided by the Minister of National Education. The Content Standards for Citizenship Education subjects for elementary to high school levels contain eight study topics, namely: 1) National Unity and Integrity; 2) Norms, laws and regulations; 3) Human rights; 4) Citizens' needs; 5) State Constitution; 6) Power and Politics; 7) Pancasila; 8) Globalization.

Eight Substance Topics for the Study of Citizenship Education Subjects according to the Republic of Indonesia Minister of National Education Regulation No. 22 of 2006 concerning Content Standards shows that formally and substantially there has been a paradigm shift in the study of Citizenship Education for primary and secondary education units. This shift not only provides important hope for the study of Citizenship Education which is in line with the ideals of democratic Citizenship Education which have developed and are still being developed in a number of democratic countries .

Every teacher, both class teachers and subject teachers, has Competency Standards which are fully developed from the four main competencies, namely pedagogical competence, personality competence, social competence and professional competence [14]-[19]. In Minister of National Education Regulation no. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies also explains that Core Teacher Competencies point 20 of Professional Competencies is that teachers must master the material, structure, concepts and scientific mindset that supports the subjects taught. The core teacher competencies are to be explained by each subject teacher. As for Teacher Competency in Education subjects Citizenship in elementary, junior and senior high school is as follows: 1. Understand the material, structure, concepts and scientific mindset that supports Citizenship Education subjects. 2. Understand the substance of Citizenship Education which includes civic knowledge, civic values and attitudes (civic disposition), and civic skills. Show the benefits of citizenship education subjects.

Citizenship Education subject teachers play an important role in the formation of good citizens, because Citizenship Education subject teachers directly interact with students during the learning process. Citizenship Education Teachers must also act as travel guides, the journey does not only involve the physical but also a deeper and more complex emotional, creative, moral, spiritual journey and plays an important role as an advisor for students, as a model and role model for students.

Based on pre-observation activities, researchers in sample schools discovered the fact that, in general, the implementation of learning Pancasila values in Citizenship Education subjects in junior high schools in Moyudan District, Sleman Regency still places a lot of emphasis on the transfer of knowledge. Citizenship Education teachers have difficulty teaching Pancasila values in Citizenship Education subjects. As a result, functional, interesting and meaningful citizenship education learning is not yet optimal. As a result, teachers often ignore the process of developing values, attitudes and actions .

On the other hand, in junior high schools in Moyudan District, we still find students who have not displayed commendable morals according to their parents' expectations. Politeness, friendly qualities, tolerance, humility, helpfulness, social solidarity and so on which constitute national identity do not seem to be very strongly attached to them. This raises concerns from parents and teachers. Especially teachers as parties related to and responsible for the world of education. It is not uncommon for schools, teachers and those in charge of schools to be made scapegoats, because they are deemed to have failed in their mission to shape students' personalities who uphold noble values.

Based on the problems above, the researcher believes that the role of Citizenship Education teachers as the front guard in education is very important in controlling students' attitudes and mental behavior. Citizenship Education subject teachers really contribute and play a role in forming the character of good citizens. The question that then arises is how do Citizenship Education teachers in junior high schools teach Pancasila values in Citizenship Education subjects? What obstacles do Citizenship Education teachers face in teaching Pancasila values in Citizenship Education subjects? And what efforts are made by Citizenship Education teachers in dealing with obstacles in teaching Pancasila values in Citizenship Education subjects?

2. RESULTS AND DISCUSSION

This research is descriptive research with a qualitative approach. In this research, researchers explore and describe the form of learning Pancasila values in Citizenship Education subjects. Qualitative approach, emphasizing the criteria of a qualitative approach on finding data or information that is descriptive in nature, in the form of data in the form of subject descriptions, descriptions of words or sentences and not on data that is limited to numbers [20]. This data comes from interview scripts, field notes, photos, and other official documents such as curriculum, lesson plans, syllabus, etc.

Understanding the context, setting and problems related to research requires analytical sharpness. To obtain valid and meaningful data, researchers must also establish good relationships with all school components so that research subjects are willing to provide correct information voluntarily. Determining the subjects of this research uses a purposive sampling technique, namely a technique for sampling data sources with certain considerations [21]. The criteria for this research subject are subjects who are directly involved with the problem being studied, so that they can provide the necessary data and information. Determining research subjects is based on certain traits or characteristics. The research subjects chosen by the researcher were: 1. Principal of Junior high school. The school principal is the subject of research on the grounds that the principal has a role as a supervisor who provides supervision and guidance to teachers, employees and students so that they can carry out their functions well and smoothly. 2. Citizenship Education Teacher at Junior high school. Citizenship Education Teachers are the main subject because Citizenship Education teachers carry learning in class. So it can provide information regarding the stages of planning, implementation and evaluation of learning Pancasila values in Citizenship Education subjects. 3. Two male and female students in class VII at Junior high school from three study groups and two male and female students in class VII. Class VII students became research subjects on the grounds that the competency standards for displaying behavior in accordance with Pancasila values were in class VII. In qualitative research, there are several data collection techniques, namely observation, interviews, documentation, and data validated using triangulation techniques. The data collection process at this research location is as follows:

Observation Observation is an activity carried out by researchers to observe events or problems that occur using tools such as photo cameras and notebooks. Observation occupies a central position by optimizing the researcher's ability to capture research objects, so that their meaning can be captured correctly. This observation was carried out directly by the researcher. The object observed was the Citizenship Education learning process at Junior high school which included all class VII. The activities that are used as material for observation are the teacher's activities in class during the learning process. While making observations, the researcher involved himself in the activities being carried out so that he could implement the atmosphere of the school culture. The observations in this research are intended to obtain data regarding the way teachers teach Pancasila values in Citizenship Education subjects. This research conducted classroom observations to obtain data related to the way teachers teach, learning strategies, media, learning evaluations used by teachers in teaching Pancasila values in Citizenship Education subjects.

An interview or interview is a conversation with a specific purpose [20]. This conversation was conducted by two parties, namely the interviewer who asks questions to the interviewee who provides answers to

those questions. The interview technique used in this research is an unstructured interview, with the aim of obtaining detailed and in-depth information about other people's views. Interviews are carried out using an interview guide or instructions, containing the points that will be asked in the interview process with the aim that the planned points are covered in their entirety. In conducting interviews, researchers are guided by an interview guide which contains an outline of the material that will be asked of the research subjects. The purpose of using an interview guide is so that the interview can run smoothly and obtain the required information.

Documentation is used in research as a data source because in many cases documents are used to test, interpret, and even predict. In this research, technically, researchers identified primary sources in the form of school documents including school curriculum, syllabus, lesson plans, teaching materials, learning strategies, learning media, and learning instruments. These documents function as a complement to the observations and interviews conducted.

The data analysis technique used in this research is inductive data analysis. Inductive data analysis is drawing conclusions based on specific facts, which are then drawn general conclusions. The steps for descriptive qualitative analysis are as follows: 1. Data Collection Data collection in this research is searching, recording and collecting all data objectively and as is according to the results of observations and interviews in the field. Data recording is required for various types of data and various forms of data in the field that are derived from research as well as carrying out notes in the field. 2. Data Reduction Data resulting from interviews and documents is raw data that is random and complex. Therefore, researchers focus on data that is relevant and meaningful to present by selecting main or core data. Data focus on learning internal Pancasila values Citizenship Education subjects in junior high schools. 3. Data Display Data display is data that has been reduced and presented in the form of a systematic report accompanied by appropriate charts, data, tables, images or photos. The form of presentation of the report is descriptive and logical. In this stage the researcher presents data that has been categorized into a report systematically so that it is easy for readers to understand. The data is presented in narrative form in the form of information regarding learning Pancasila values in Citizenship Education subjects in junior high schools throughout Junior high school. 4. Drawing Conclusions: The data that has been processed is then drawn to objective conclusions. Conclusions by looking at the results of data reduction and data display so that the conclusions drawn do not deviate from the researcher's problems.

In this research, the technique used to check the validity of the data is triangulation. Triangulation is a technique for checking the validity of data that uses something other than the data for checking purposes or as a comparison of the data. The most widely used triangulation technique is checking through sources. The data sources used in this research include interviews, class observations, documentation, checking the three results, namely by: 1) comparing the results of observations with interviews, 2) comparing interviews with the results of documents, 3) comparing the results of observations with the results of documents, 4) compare interviews between one subject and another subject. So in this research the three research techniques used were interviews, class observations, documentation, comparisons were carried out so as to increase the degree of trustworthiness of the data obtained.

3. RESULTS AND DISCUSSION

Learning the values of Pancasila in Citizenship Education subjects is basically still very necessary in junior high schools in particular and all levels of education in general. According to Mr. SD as the principal of Junior high school, the noble values contained in Pancasila are values that can be used as guidelines in life in society, nation and state. Pancasila values should be integrated into every subject, not just Citizenship Education subjects.

The same thing was also expressed by Mr. YJ as the principal Junior high school and learning Pancasila values in Citizenship Education subjects is still very necessary. The problem is that if students do not have the basis or foundation of Pancasila values then we will have difficulty in leading a good life in life, society, nation and state. In essence, Pancasila values are noble values that can be used as a basis for behavior to realize life in society, nation and state. From the explanations of the two sources above, it can be concluded that basically learning the values of Pancasila is still very necessary. Because the values contained in Pancasila are noble values that can be used as guidelines in everyday life in society, nation and state. Because if students do not have the basis or foundation of Pancasila values, educators will experience difficulties in leading a good life in society, nation and state.

Principals and teachers both have a very big role. As told by the two sources, namely the elementary school father and YJ as the school principal, "basically the school principal and teachers have a very big role. It's just that these roles are different because the duties and functions of each are different. For example, the principal plays a role in determining the direction of school policy, by organizing, encouraging or motivating teachers and carrying out supervision. "the role of the teacher includes being a figure who provides instillation, education and supervision of value learning, including Pancasila values among students."

The way teachers teach Pancasila values to students requires knowledge, skills and strategies. Teachers' skills in using varied methods, utilizing various learning media, creating a conducive classroom climate can support success in the learning process. To achieve this, teachers must put effort and relative effort into developing the quality of knowledge and skills in teaching

In connection with the way teachers teach Pancasila values in Citizenship Education subjects, researchers conducted classroom observations to find out when the learning took place in class. By conducting several classroom observations, the researcher can find out how the teacher conveys the material, the methods used, the media used, and the obstacles encountered when teaching. The presentation of research results at Junior high school outlined several descriptions regarding the planning of the Citizenship Education learning process, the process of implementing learning about Pancasila values in Citizenship Education subjects and Evaluation of Citizenship Education Learning. The presentation of the results of this research will begin with a description of the planning of the learning process.

The Learning Implementation Plan is a plan that must be made by the Citizenship Education teacher before carrying out the learning process. The Learning Implementation Plan is an elaboration of the syllabus that has been developed by the previous teacher. In preparing the syllabus and lesson plans that have been made, the building character must be developed in them. The syllabus and RPP must contain learning activities, achievement indicators and evaluation activities.

Mrs. ER's method as a Citizenship Education teacher at Junior high school in preparing learning materials in the context of learning Pancasila values in Citizenship Education subjects is as follows:

- 1) Create a syllabus and RPP (Learning Implementation Plan) which includes the expected characteristics;
- 2) Prepare source materials in the form of references that will be used in the form of mandatory and recommended books, information from the internet, and do not rule out the possibility of being taken from various media, both print and electronic, which relate to actual and contextual problems with the current situation and conditions;
- 3) Read the objectives of the material that will be provided, what values will be instilled in learning including Pancasila values, learning models, learning material tools adapted to the teaching material .

The results of interviews, observations and after cross checking with the Syllabus and RPP documents for class VII/2 Citizenship Education for the 2011/2012 academic year revealed that the preparation of the Syllabus and RPP basically contained building characters in it. The preparation of the syllabus and RPP made by Mrs. ER is in accordance with the rules for preparing the syllabus and RPP. The rules for preparing the Syllabus and RPP are including character in the learning indicators and all components are included in the preparation of the Syllabus and RPP from learning identity to assessing learning outcomes. The expected building character has been included in the Syllabus and RPP for class VII/2 for the 2011/2012 academic year in the SK/KD showing the behavior of freedom to express opinions/explaining the essence of freedom to express opinions, namely trustworthiness, respect and attention, perseverance, responsibility, citizenship.

Meanwhile, according to Mr. YW, as a Citizenship Education teacher at Junior high school he prepares learning materials by preparing a syllabus and lesson plans that are adjusted to the SK-KD that will be given. This SK-KD was then developed into teaching material that will be delivered later. Then, in the evening before teaching, read a guidebook related to the material that will be presented. Teachers try to develop material by increasing knowledge and information from various reference sources .

Based on the results of interviews, observations and after cross-checking documents, the syllabus and RPP for Citizenship Education subjects have been adjusted to the SK-KD that will be given. However, the Syllabus and RPP for class VII/2 for the 2011/2012 academic year in the SK/KD show the behavior of freedom to express opinions/explain the nature of freedom to express opinions, but do not yet contain a building character. Even though you should have included character in your learning indicators.

The results of observations that have been made in learning activities are that the two teachers always bring the syllabus and lesson plans that will be delivered at each lesson. Teachers already have complete teaching administration. Even though it is only simple, and does not contain plans for learning Pancasila values specifically. It has been proven that there is no list of attitude scales which is one of the instruments for evaluating learning of Pancasila values and a list of student behavior history.

The preparation of the Syllabus and RPP made by Mrs. ER as a teacher at Junior high school is in accordance with the rules for preparing the Syllabus and RPP. The rules for preparing the Syllabus and RPP are including character in the learning indicators and all components are included in the preparation of the Syllabus and RPP from learning identity to assessing learning outcomes. Meanwhile, the syllabus and lesson plans were prepared by Mr. YW as an education teacher Junior high school citizenship does not yet include character in its learning indicators.

Presentation of research results regarding the process of implementing learning about Pancasila values in Citizenship Education subjects at Junior high school and describing an overview of teaching materials, learning strategies, learning media and learning instruments used. The presentation of the results of this research will begin with the way Citizenship Education teachers prepare for teaching, applying approach techniques, methods and media for learning Pancasila values in classroom applications will be presented as follows:

1) Teacher Preparation in Teaching

Before teaching in front of the class the teacher should have prepared himself well. Several things that teachers must prepare when carrying out the teaching and learning process include revising learning plans, mastering the material, determining the methods that will be used, creating learning media that will be used to support learning and looking for actual issues related to problems developing in society which are then applied in learning activities in class.

According to Mrs. ER, as a Citizenship Education teacher at Junior high school, when teaching in class, she prepares the material to be delivered, such as improving the learning plans that have been made. Trying to read package books published by BSE, Erlangga, and Yudistira as well as worksheets made by MGMP Sleman Regency. Apart from that, they also look for information and issues that are currently developing in society by reading newspapers, magazines, and listening to news via radio and television that are related to the material to be taught. Before the Citizenship Education lesson begins, there is a habit that teachers and students do, namely singing the national song together .

At the start of learning, class VII A students enter at 07.00 WIB. At that time the entrance bell rings, indicating that students are ready to enter class and attend lessons according to the predetermined schedule. Before starting and ending the lesson the teacher says hello, after saying hello the teacher leads the students to pray according to their respective religions and beliefs. The habits instilled by the teacher teach obedience and belief in God Almighty. With this habituation, students will be expected to obey the religious commands they adhere to and believe to be in accordance with the values of Pancasila, namely the first principle.

After that, students were asked to stand up to sing the national song, namely Pada Mu Negeri. All students were enthusiastic and enthusiastic in singing the national song. It is hoped that this habit can foster a spirit of nationalism . After that the teacher excused the students. When taking attendance, the teacher calls one by one and asks absent students. By taking attendance, students can train their discipline to take part in each subject.

After cross checking the documents, namely the RPP and the syllabus for the Citizenship Education subject, there was conformity between the learning model and learning tools in accordance with the teaching material. However, the introductory activities in the learning do not include singing the national song before the Citizenship Education lesson begins. This is not much different from Mr. YW as a teacher at Junior high school. In preparing himself before teaching, Mr. YW prepares the material to be taught and improves the lesson plan.

In the learning process in class, learning plans are created to serve as guidelines for teaching so that the material presented does not go outside the established provisions. Meanwhile, to develop material to be presented in class, teachers already have their own guidelines. Apart from that, to develop and improve professionalism as a teacher, efforts can be made to diligently read new books, newspapers, and be aware of news issues that are currently developing in society.

This was stated by Mr. YW as a Citizenship Education teacher at Junior high school as follows: "In teaching I have preparations, such as the night before teaching I read a guidebook related to the material that I will convey. I usually read teaching materials from package books published by BSE, Erlangga, and Yudistira as well as worksheets made by MGMP Sleman Regency. I strive to develop material by increasing knowledge and information from various reference sources. Apart from reading from various references, I also prepare the methods and media that I should use, so that when the learning process takes place the desired learning objectives can be achieved . "

Before starting the learning process, there is no prayer, apperception or motivation in the preliminary activities . After cross checking the documents, namely the RPP and the Civics Education syllabus, there were discrepancies in the initial learning activities. In the RPP and syllabus for Citizenship Education subjects there are preliminary activities (prayer, apperception and motivation) but in practice there are none. The explanations from the two Citizenship Education teachers above illustrate that teachers have initiative and are creative in preparing learning by seeking information from various media. By making revisions to the learning plan, later in the learning process the materials presented will be in accordance with issues that are currently developing in society.

Based on the results of interviews conducted by researchers with the two Civic Education teachers mentioned above, basically before teaching in the Civic Education class teachers try to prepare themselves well even though sometimes this preparation cannot be carried out optimally.

2) Learning Approach Techniques

Mrs. ER's method as a Citizenship Education teacher at Junior high school in implementing learning approach techniques for Citizenship Education subjects, is directed by encouraging students to be active in learning. A creative dialogue method that allows two-way communication, so that students are no longer objects but are truly involved in the entire learning process. So in the end it is hoped that students will be able to understand the material being taught and have the ability to realize the values of Pancasila in real life, social life, nation and state consciously and maturely without coercion from any party.

The classical or group and individual approach means that apart from the structured tasks that are given to be done individually, there are also tasks that must be done in groups. This is to see that students cannot work together with other friends. Students are invited to be active in learning. Not only monologues (the teacher delivers material/one direction) but students are also given the opportunity to ask questions and express their opinions so that students understand the material being presented .

Based on the results of observations made in class VII A During the learning process, the Civic Education teacher encourages students to be active in learning, not only does the teacher actively convey information, but also gives students the opportunity to ask questions and convey their opinions. This creates more open two-way communication, and it is hoped that students can understand the material being given.

Based on the results of interviews, observations and after cross checking with interviews with other students, namely a class VII A student named Wisda Ayu, it was stated that the Citizenship Education teacher used a group and individual approach. Sometimes teachers give structured assignments to be done individually, but there are also assignments that must be done in groups, this is to train students to be able to work together with other friends. Mrs. ER also always gives students the opportunity to ask questions and express opinions . Teachers always involve students in learning activities. For example, asking a question by saying the name of the student concerned .

3) Learning Pancasila values

From the results of interviews, observations and after cross-checking with interviews with other students, namely class VII B student named Ambrosius Sinung Wikunto, he stated that Citizenship Education teachers always instill habits that reflect the practice of Pancasila values in learning activities in the classroom. Faith and devotion to God Almighty by praying before starting lessons, always giving advice not to discriminate in making friends, fostering harmony both within the school environment and outside of school and so on .

The following are the Pancasila values that are reflected in the learning of Citizenship Education subjects in class, namely religious tolerance, equality, patriotism, independence, openness, discipline and justice. These values can be explained as follows:

- a. Religious Tolerance, the embodiment of the First Principle. In Citizenship Education learning activities in the classroom, students respect and cooperate between religious adherents and adherents of different beliefs, so that harmony in life is fostered. Respect each other's freedom to practice worship in accordance with their religion and beliefs. Do not force a religion or belief on other people.
- b. Equality, the embodiment of the Second Principle: Providing equal opportunities without distinction between ethnicity, religion, race, class and gender. Equality of rights and obligations between fellow students in Citizenship Education learning activities in the classroom. Develop an attitude of tolerance, not being arbitrary towards other people.
- c. Patriotism, the embodiment of the Third Principle. Take part in efforts to overcome social, national and state problems, as well as the environment.
- d. Independence, the embodiment of the Third Principle. Participate in efforts to strengthen the nation's independence, including by using domestic products. Independent in Citizenship Education learning activities in class both in doing assignments and when taking tests.
- e. Openness, the embodiment of the Fourth Principle. Developing an open, honest and accepting attitude of difference.
- f. Discipline, the embodiment of the Fourth Principle Developing an obedient attitude in carrying out the rules that apply in classroom learning activities and obeying school rules and regulations.
- g. Justice, the embodiment of the Fifth Principle. Showing a fair attitude in giving other people (fellow friends) opportunities on various occasions. Likes to give help to other people, for example lending study equipment to fellow friends who need it. Develop noble actions that reflect the attitude and atmosphere of family and mutual cooperation in the class.

4) Learning Model

The results of the researcher's observations in class VII B during Citizenship Education learning related to learning models using direct teaching models (lecture, question and answer methods), student involvement models such as discussions, and question card games. Apart from that, the habituation model is carried out regularly, continuously and sustainably to train students to have good habits. For example, praying before and after the lesson starts, saying thank you to the teacher after the lesson is finished. With discussions, the aim is to encourage students to express their opinions in public. Meanwhile, with the question game, each student gets 1 question card which must be answered in front of the class. If you answer incorrectly you will be punished for singing national songs.

Results of interviews, observations and after cross checking. Regarding learning methods, namely teachers use direct teaching models, student involvement, and critical pedagogy which are quite varied, namely varied lecture methods, varied questions and answers, discussions, and problem solving or problem solving.

Apart from that, sometimes cooperative learning systems are used, such as a learning model using a jigsaw [22]-[25].

5) Learning Media

Apart from choosing the right method, teachers are also required to be able to use appropriate media. Media is an intermediary, namely what leads to a goal, so Citizenship Education learning media is a tool that can help learning which plays an important role in achieving educational goals, providing stimulation to students so that high motivation grows, the use of media will be more interesting for participants. Students can see, hear and appreciate, generate orderly and systematic reasoning, foster understanding and development of Pancasila values [26]-[28]. Based on the above, Citizenship Education teachers in carrying out their duties as educators must be able to choose the right learning media in the teaching and learning process. Without efforts like this it will be difficult to create people who are faithful, devout, intelligent, skilled, democratic, love their country, civilized and cultured in Indonesia.

From the results of observations made in the field, it is known that Citizenship Education teachers teach using learning media such as blackboards, LCDs, projector screens, question cards, textbooks, newspapers, and sometimes television. The use of media has been adapted to the material taught in each teaching and learning activity. Teachers have started to take advantage of the available facilities. The use of this media aims to motivate students to be active and creative and interested in participating in learning activities in class. In order for the learning process to run effectively, teachers must use learning media by paying attention to various factors including learning objectives, learning strategies, availability of learning media and so on [29]-[32].

4. CONCLUSION

Based on the research results and discussions that have been described, the author draws the following conclusions: First, learning Pancasila values in Citizenship Education subjects in junior high schools throughout Moyudan District is still not optimal. The process of learning Pancasila values in Citizenship Education subjects in Citizenship Education teacher classes has tried to use various teaching models. In general, the various teaching models used include: direct teaching, which is basically expository teaching. With the direct teaching method, socially accepted values are instilled directly as the foundation/basis for acceptable rules or standards of behavior. Student engagement emphasizes providing opportunities to consider values, reflect and study them, usually the teacher and the curriculum. Critical pedagogy is an approach that relies on a series of strategies that take a critical perspective on social and political values, including several approaches such as class discussions, group discussions, and so on.

Second, in teaching Pancasila values in Citizenship Education subjects in class, in reality we still face various obstacles from teachers, students and the school. Relating to environmental factors, limited learning time, limited learning media, and a classroom climate that is not conducive to learning.

Third, the efforts made by teachers to deal with the obstacles they face, teachers try to approach students and provide an example to all school members. Utilize time as optimally as possible so that learning objectives are achieved. Due to the limitations of media, replace other media so that learning continues to run optimally. Creating a conducive classroom climate and having good interactions with students.

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