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CONNECTION LEARNING EDUCATION PANCASILA AND CITIZENSHIP WITH ATTITUDE TOLERANCE LEARNERS

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Abstract

This research aims to analyze the relationship between Pancasila education learning and Citizenship with attitude tolerance participant educate. Method which used study this is a method correlation with approach quantitative. Population in this study is the total number of students is 40 students. This research using a quantitative approach. In found the answer above question study method which used in this study is method correlation with type associative. This study including on type study associative because formulation problem on study nature ask connection between two variable. Data collection techniques for this research using questionnaires and documentation analyzed using product moment correlation. Based on research results, PPKn learning has a relationship in realizing attitudes student tolerance. The results of data analysis show that there is a relationship of 25%. This data was obtained because of learning objectives, material content, methods, media, and evaluation learning PPKn own load competence attitude tolerance Which must owned participant educate. This research can be used as a basis for developing students' attitudes of tolerance through PPKN learning.

Keywords : Learning education, attitude tolerance

Introduction

Indonesia is an archipelagic country that is so vast that it has diversity among them ethnic group, religion, language, culture, custom customs and etc. Indonesia own thousand ethnic group and type language which spread in all over region country unity of the Republic of Indonesia. This diversity makes Indonesia rich and rich aspect material nor immaterial so that need management with which good for maximizing the potency. Plurality which there is in Indonesia in side other can become boomerang for nation Indonesia alone if not managed with good. In line with matter that, based on decree of the people's consultative assembly - republic of Indonesia (MPR-RI) number V of the year 2000 about stabilization unity and unity national, on points third mention that "conflict social culture has happen because pluralism ethnic group, culture, and religion which no managed well and fairly by the government and society". MPR-RI Decree shows that existing pluralism can threaten national unity and country Indonesia if no interpreted and accompanied attitude tolerance in life social. That matter it also needs to be accompanied by awareness efforts regarding pluralism as business realize public which tolerant by government and public. Tolerance is a form of cognitive social capital, an attitude of willingness accept and value difference in environment surroundings. Burn (2015, matter. 123) say that "tolerance in context social culture and religion means attitude and deed which prohibits discrimination against different groups or classes within a country public". The existence of tolerance in society is a guarantee for every individual all kinds of activities freely and responsibly without violating values and norm in public. Tolerance No only characteristics connection social between inhabitant country (Mummendey & Wenzel, 1999; Van Doorn, 2014), but also community characteristics or regime in a way whole. Understanding latest about tolerance originate from theory democracy liberal (Gibson, 2006: 22). Tolerance is closely linked to democratic norms – such as citizens' rights countries to be treated equally under the same circumstances; majority rule and protection right minority - and with regime which compiled these norms (Van

Doorn, 2014). According to Maftuh Basyuni, religious tolerance is a human attitude or behavior that obeys the rules, where individuals are able to appreciate and respect the behavior of other people. The theory developed by Maftuh Basyuni is experienced in character education. He has developed a theory of tolerance based on character education. Many of the practicalities in character education are explained in research published at Semarang State University. He considers that tolerance is an attitude that allows and respects different positions, views and opinions. He said that tolerance must be accustomed to from an early age, and the process of instilling the character value of tolerance is carried out through direct habituation, providing scholarships, development and paying for schools. Maftuh Basyuni also considers that tolerance is a character value that needs to be cultivated from an early age. He considers that tolerance must be taught through direct education, scholarships, development and school payments. He also considers that tolerance is an attitude or characteristic of being tolerant in the form of respecting and allowing a different opinion, opinion or view. He said that tolerance must be accustomed to from an early age, and the process of instilling the character value of tolerance is carried out through direct habituation, providing scholarships, development and paying for schools. Maftuh Basyuni also considers that tolerance is an attitude that allows and respects different positions, views and opinions. He said that tolerance must be accustomed to from an early age, and the process of instilling the character value of tolerance is carried out through direct habituation, providing scholarships, development and paying for schools. In practical terms, Lickona (2005) defines tolerance as a value should be taught in school.

According to Lickona, tolerance is a form of attitude reflection respect. Tolerance is a attitude which own equality and objective for they which have different thoughts, races and beliefs, ultimately tolerance is a sign from wrong one meaning life civilized which make world equivalent from various form difference. The definition given by Lickona above is the reason why tolerance important taught until on stage application in life participant educate, Because matter the as a sign of the meaning of civilized life. The large number of pluralities in Indonesia is one of them is a religious aspect, tolerance is an important concern because it indicates that Indonesia has including as nation and country civilized or not. Build tolerance people Religion in Indonesia certainly has various challenges to make it happen. Moreover, with the various cases that exist, it seems as if the government is closing its eyes and is slow to take action take decision for respond attitude intolerance religious which the more widespread in Indonesia (Muharram, 2020). The implementation of education in Indonesia is regulated through Law number 20 2003 concerning the Indonesian National Education System in article 4 paragraph (1) explains "Education is carried out democratically and fairly and is not discriminatory uphold human rights, religious values, cultural values, and national pluralism." Based on this explanation, it can be understood that the implementation of education in Indonesia uphold tall values Which load Spirit unity And unity in on pluralism owned by the Indonesian people. Apart from that, national development from various field should refers on objective country in meaning welfare state refers on Pancasila and also the 1945 Constitution includes the education sector in the process of determining policy as well as in knowledge transfer process (Lestari & Arpanudin, 2020), including education multiculturalism as an effort to prevent acts of intolerance (Chotimah, et.all., 2018) Education is a state matter because education is very important for happiness, prosperity, and freedom people, as well as show that country that there is in middle inhabitant country (Aulia & Arpanudin, 2019). Matter the make Education Pancasila and Citizenship (PPKn) as wrong core educational programs at both primary and higher education levels which have tasks for develop and increase quality dignity man and life nation indonesia is able to answer challenges towards realizing national ideals. Besides that exists provision that PPKn as eye lesson Which must in various level ie Article 37 of Law number 20 of 2003 indicates that PPKn has position important in support achieving goals National Education Indonesia. The aim of Citizenship Education (PKN) according to experts is to form citizens who think critically, act democratically, understand and are able to carry out their rights and obligations, and have character based on Pancasila and the 1945 Constitution of the Republic of Indonesia. PKN also aims to make citizens good ones, who have civics intelligence, namely intelligence in citizenship intellectually, socially and emotionally as well as spiritual citizenship intelligence. PPKn aim give birth to participation which quality and responsible answer from citizens in political and community life at both local and national levels. Matter the confirmed by Wibowo & Wahono (2017, matter. 204) Which say that, "PPKn in Indonesia own meaning philosophical in prepare inhabitant country which civilized And wise".

The relationship between learning Pancasila and citizenship education and students' attitudes of tolerance is close. Pancasila and citizenship education can play an important role in fostering tolerance in children, which is a competency that students must have. The results of the research show that in the Pancasila and citizenship education learning variables, students are quite capable of following and acquiring the values of tolerance in the form of respect, accepting opinions, giving good and correct opinions. The role of learning Pancasila education and civics in strengthening students' attitudes of tolerance is as a forum for forming character and attitudes that are able

to respect differences, respect opinions and create peace. Citizenship education can have a close relationship with fostering attitudes of tolerance among students, which makes it very important in developing strong attitudes of tolerance. Therefore, the role of learning Pancasila and citizenship education in strengthening students' attitudes of tolerance is very important. Teachers have a responsibility to set a good example and support the development of tolerance in students. Apart from that, the role of teachers in shaping the character and attitudes of students is very important, and teachers have the responsibility to provide good examples and support the development of tolerance in students. Government give guidelines implementation education which structured and tiered through curriculum. Refer on eight mercy (18) character which want to realized by the Ministry of National Education, the character of tolerance is one of them. So there must be a subject curriculum that contains tolerance in it. Pancasila and Citizenship Education (PPKn) subjects in the internal content standards Regulation Minister Education and Culture number 21 year 2016, want participant educate own attitude tolerance in frame Bhinneka Single Ika. It means eye lesson Education Pancasila and Citizenship (PPKn) own role in educate character tolerance participant educate. Pancasila and Citizenship Education (PPKn) as a vehicle for forming the character of citizens' tolerance. Apart from being a vehicle for forming national character, competence citizenship in Education Pancasila and Citizenship (PPKn) making Pancasila and Citizenship Education (PPKn) have an internal vehicle function develop citizen intelligence (civic knowledge) and citizen skills (civic skills). Matter the can seen from load material Education Pancasila and Citizenship (PPKn) which contains Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Single Ika, and Country Unity Republic Indonesia (NKRI). Participation inhabitant country will arise along with their knowledge of their rights and obligations, resulting in intellectual skills and participatory skills as part from civic skills will owned by citizen. In this case, schools have an important role in fostering an attitude of tolerance. Of course, cultivating this attitude in implementing PPKn learning has challenge which different on every school, matter the because every school own background the background to plurality varies among students. Different levels of plurality the make implementation learning PPKn in every school different in in order to foster an attitude of tolerance. These challenges arise in line with the different backgrounds in an environment study (school). This Catholic-based school has a diversity of aspect religion participant his education. On level biggest that is adherent religion catholic that is a number 20 students out of 40 students. This means that only 50% of the number of students, the rest they are religious Christianity, Islam, Buddhism, and Confucianism. This research attempts to review how things actually are in the micro environment Study there is attitude tolerance which arise from learning PPKn. Hypothesis study This that is "there is connection which significant between learning Education Pancasila And Citizenship (PPKn) with a tolerant attitude of students. This research aims to analyze about connection learning PPKn with attitude tolerance learners.

Research Methodology

This research using a quantitative approach. In found the answer above question study method which used in this study is method correlation with type associative. This study including on type study associative because formulation problem on study nature ask connection between two variable. By detailed this study including associative symmetric relationships. The variables in this research are the independent variables (X) and dependent variable (Y). What is meant by the independent variable (X) here is "PPKn Learning" or influencing variables, while (Y) the dependent variable in this research is "Attitude Tolerance" or variable which influenced. The data source for this research uses primary data with data collection techniques questionnaire or questionnaire. Questionnaire the own alternative answer with scale graded And distributed to the entire population of 40 respondents/students or all participants students for the 2019/2020 academic year. The questionnaire has previously been tested for validity (Table 1) and reliability (Table 2). The intended validity test uses product moment correlation with level significance 5% and test reliability which intended use test Alpha Cronbach.

Result & Discussion

Respondent in this study amount 40 participant educate. Based on observation and results of interviews with temporary substitute teachers for Pancasila Education subjects and Citizenship (PPKn) say that background behind participant educate, in meaning many kinds of Good religion, race, nor culture. Paul Nice (7/11/2019), Teacher Education Citizenship say description mini about pluralism in Indonesia. Results analysis data variable free (X) obtained score highest as big as 93 and score Lowest of 60 from a maximum score of 100. The mean (average) of the data is 80.125, the mode (value which often appears) the data is 87, and the median (middle value) of the data is 79, as well as with Standard Deviation (SD) as big as 7,169. Temporary That on data findings variable bound (Y) obtained score highest as big as 75 and score Lowest as big as 59 from score maximum 75. Mean (average) of the data is 69.4, mode (value that often appears) of the data is 75, and the median (middle value) of the data is 70, with a

Standard Deviation (SD) of 4,656. The normality test as a parametric prerequisite test uses the Kolmogorov Smirnov test by utilizing the residual value. The resulting output is 0.126 ($0.126 > 0.05$), so based on method taking decision data the said distributed normal. Test Homogeneity use analysis test homogeneity analysis of Variance (ANOVA). Outputs from test homogeneity this study on table ANOVA show that mark significance of 0.079 ($0.079 > 0.05$), then the data from this study has a significant variance the same (homogeneous). The output from the linearity test leads to the ANOVA table where the values are used is mark on part significance Devotion from Linearity. Results Darai test linearity study this that is with mark significance 0.340 ($0.340 > 0.05$), so second variables study this have a relationship which nature linear. analysis recession lenier simple intended for look for connection one variables free to one variables bound. outputs from test regression linear simple the, leading in ANOVA where the value used is the significance value of the results of the linear regression test simple study This that is with mark significance 0.001 ($0.001 < 0.05$), so second variable study This own there is connection linear between Learning PPKn with Attitude Tolerance. Test regression linear simple No only produce decision that data the canis said to be linearly related or not, but this test also produces values coefficient correlation. outputs which generated in test the produce coefficient correlation or symbolized with R as big as 0.500. Mark the can in interpret Enough. R Square or coefficient of determination (KD) which shows how good the regression model formed by interaction of independent variables and dependent variables. The KD value obtained is 25% which is possible interpreted that the independent variable (X) has a contribution effect of 25% on dependent variable (Y) and the other 75% is influenced by other factors outside the independent variable (X). Based on results analysis the can is known that Learning Education Pancasila and Citizenship (PPKn) (X) with variable Attitude Tolerance (Y) own correlation/relationship which nature linear. Coefficient correlation second variable the interpreted as a sufficient category with a value of 0.500. Contribution of variable X to variable Y by 25%.

After analysis precondition parametric fulfilled, testing hypothesis this study using Pearson product moment correlation analysis. The results of data analysis show that there is connection between second variable that is between Education Pancasila and Citizenship (PPKn) (X) with attitude tolerance (Y). Matter the based on method calculation correlation product moments Which where obtained coefficient correlation or rcount as big as 0.500. Results rcount the in compare with rtable on level significance 5% And respondents as much 40 Eat found results rtable as big as 0.312. Based on comparison the show that $r_{table} > r_{count}$ so that can said both variables the own correlation. Connection mark character tolerance with eye lesson Education Pancasila And Citizenship (PPKn) itself is not only a principle or basis for its implementation, but also as a content standard that must be met by students according to the regulations Minister of Education and Culture number 21 of 2016 which requires students have an attitude of tolerance within the framework of Bhinneka Tunggal Ika. Thus tolerance is not only as material Which learned to participant educate as inhabitant country for increase civic knowledge (knowledge of citizens) only, but also in more aspects far, that is for grow civic disposition (attitude or character inhabitant country) to participant educate so that can reach objective from Education Pancasila and citizenship (ppkn) that alone must carry out its functions to the maximum. Isep (2013, p. 14) in his research find that, Education Pancasila and Citizenship (PPKn) as education multicultural which confess difference individual honor equality degrees man, work the same one the same other, prioritize interest group more than individual for objective national harmony. Civics subjects must be dynamic and able to attract students' attention so that they can grow motivation study student. Wrong one method which must taken that is teacher must can helps students develop understanding of both material and skills intellectual and deep participatory activity study in the school environment. In civics learning in the classroom, civics teachers teach the moral dimension of citizenship quite prominent (Althof & Berkowitz, 2006), (Sanger & Osguthorpe, 2013). For example, teachers is a moral person himself who becomes a role model for students through their interactions with students (Willemse et al., 2015), and through what they emphasize when they teaching valuable specific knowledge and skills (Torney-Purta & Barber, 2004), (Willemse et al., 2015). With thereby, so required various approach strategy, method, techniques/tactics, as well as learning and learning models require integration of intra, and extra curricular in constellation intact life social, nationality, and patriotic Indonesia. Professionalism teacher at least part depends on values, trust, knowledge and skills personal and professional which teacher possible no fully realize (Husu & Tirri, 2007), (Kennedy et al., 2009), (Patterson et al., 2012). Thus, often time teacher do activity learning in a way no planned without competence which adequate (Thornberg, 2008), (Willemse et al., 2015). So, to achieve the goals of learning the required learning strategy is one of the elements that can create conditions environment learn for student.

Conclusion

Based on the results of the discussion, there is a significant relationship between learning Pancasila and Citizenship Education (PPKn) with an attitude of tolerance. Associated with results test correlation obtained

coefficient correlation or r score as big as rcount as big as 0.500 Which wherescore the more big from rtable on level significance 5% with N as much 40 that is as big as 0.312. Thus it can be said that there is a correlation or relationship between learning Pancasila and Citizenship Education (PPKn) with an attitude of tolerance. That relationship generated second variable that is positive and significant because significance. Matter the showed practically by students in daily learning activities with respect and accept each other's differences and do not differentiate between friendships. Apart from that, it is because of the existence of Pancasila and Citizenship Education (PPKn). Compulsory subjects and have content standards regarding attitudes of tolerance within the framework Unity in Diversity.

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