



DEVELOPING THE PROFESSIONALISM OF PANCASILA AND CITIZENSHIP EDUCATION TEACHERS THROUGH REFLECTIVE ACTION

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Abstract

This article examines the professional development of Pancasila and Citizenship Education teachers through reflective action. Where Pancasila and Citizenship Education teachers play a crucial role in the process of forming national character and identity through effective and professional teaching. The aim of this research is to understand the benefits of reflective action in improving teacher competence and the factors that influence its effectiveness. The research method used is the literature review method to analyze previous research and identify relevant findings. The research results show that reflective actions help teachers develop teaching skills, understanding of material, and effective learning strategies. Factors such as teacher motivation, institutional support, quality of teaching experience, analytical skills, and organizational culture influence the effectiveness of reflective action. To face challenges in teaching, reflective training, collaboration between teachers, and government support are needed to create a conducive educational environment. The conclusion is that reflective action is an important aspect in improving the quality of Pancasila and citizenship education in Indonesia.

Keywords : Teacher Professionalism Development, Civics, Reflective Action

Introduction

Pancasila and Citizenship education are subjects that have an important role in shaping the character and identity of the Indonesian nation. Pancasila and Citizenship Education Teachers play a crucial role in the process of forming national character and identity through effective and professional teaching. Teachers who teach this subject have a big responsibility to equip students with a deep understanding of national values, citizenship norms, and the rich cultural diversity in Indonesia (Larasati, 2018). However, there are challenges in developing teacher professionalism in teaching this subject. Some teachers may face difficulties in implementing reflective actions in their teaching process, thereby hindering their professional development. Such as lack of professional qualifications, lack of understanding of subject matter, and lack of teaching skills (Risdiyana, 2021). Apart from that, there are also obstacles related to limited resources and support from schools or other educational institutions in improving the quality of teaching on Pancasila and citizenship subjects. To overcome this challenge, research is needed that examines the professional development of Pancasila and Citizenship Education teachers through reflective action. Reflective action is a process in which teachers analyze and evaluate their experiences in teaching, which are then used to improve the quality of their teaching (Saadah et al, 2022). Reflective actions can help teachers to identify areas for improvement, develop more effective teaching strategies, and improve the quality of their teaching. The aim of this research is to examine how reflective action can be used by Pancasila and Citizenship Education teachers to develop their professionalism. This research also aims to identify factors that influence the effectiveness of reflective action in teacher professional development. The importance of reflective action in teacher professional development is highlighted in this context. Reflective action is not just a self-evaluation process, but is also a critical step for identifying strengths and weaknesses in teaching practice, as well

as formulating more effective improvement strategies (Arasyiah, 2020). Thus, research and development in this field is very important to improve the quality of Pancasila and citizenship education in Indonesia.

Research Methodology

The method used in this research is the literature review method. The Literature Review method is a systematic and structured approach to collecting, evaluating, and synthesizing relevant scientific evidence from previous research in a particular field. This method begins by formulating a clear and well-defined research question. Next, a comprehensive and well-documented literature search was carried out through various sources such as scientific journals, conferences, books and technical reports. This Literature Review is carried out by identifying, reviewing, evaluating and interpreting all available research. With this method, researchers review and identify journals in a structured manner, in each process following predetermined steps (Purba, 2021). The articles found were then filtered based on predetermined inclusion and exclusion criteria. Relevant information is extracted from selected articles, then the data is analyzed and synthesized to find patterns, trends and conclusions that emerge from the investigated literature. The Literature Review method provides a comprehensive overview of existing research, enables evidence-based decision making, and identifies future research directions.

Result & Discussion

Some research results from researchers regarding the professional development of Pancasila and citizenship education teachers through reflective action are as follows:

Table 1. Review Documents

No	Writer	Title	Results
1.	Khilma Azis and Wakhidatus Saadah (2022)	Developing the Professionalism of Pancasila and Citizenship Education Teachers Through Reflective Action	This research shows that reflective actions must be carried out continuously by teachers to develop their professional competence. The benefits of this reflective action include knowledge of problems when planning, implementing, assessing, guiding, and educating, as well as performing additional tasks. These reflective actions also help teachers to improve their skills over time.
2.	Hani Risdiany (2021)	Developing Teacher Professionalism in Realizing Quality Education in Indonesia	This research emphasizes the importance of the government in developing teacher professionalism through increasing qualifications and educational level requirements. Professional teachers must have pedagogical, personal, social and professional competencies. The government is also trying to advance teacher professionalism through certification programs and developing the quality of prospective teachers
3.	M. Yunus (2016)	Teacher Professionalism in Improving the Quality of Education	This research shows that teacher professionalism is very important in improving the quality of education. Professional teachers have good attitudes and behavior in society, which reflects their positive image as educators
4	Yusutria (2017)	Teacher Professionalism in Improving the Quality of Human Resources	This research emphasizes the importance of teacher professionalism in improving the quality of human resources. Professional teachers have a broad and deep understanding of human nature and society, which is the basis of the teacher's mentality and work model

5	Poppy Sandi Pertiwi, Eddy Lion, Sakman (2022)	Mastery of PPKn Teacher Pedagogical Competencies Between Certified Educators and Not Yet Certified Educators at SMK Negeri 2 Palangka Raya	This research shows that PPKn teachers who have received educator certification have better mastery of pedagogical competencies compared to teachers who have not received certification. This includes a deeper understanding of Civics material, teaching skills, and approaches to teaching. This research also emphasizes the importance of educator certification in increasing the professionalism of PPKn teachers
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Developing the Professionalism of Pancasila and Citizenship Education Teachers Through Reflective Action

Developing the professionalism of Pancasila and citizenship education teachers through reflective action is a very important effort in improving the quality of learning in Indonesia. In this context, reflective action becomes a process that allows teachers to continuously evaluate and improve their teaching practices. Several studies have revealed the benefits of reflective action in developing teacher professional competence. One of the studies conducted by Saadah et al shows that reflective actions must be carried out continuously by teachers to develop their professional competence. The benefits of this reflective action include knowledge of problems when planning, implementing, assessing, guiding, and educating, as well as performing additional tasks. Reflective actions also help teachers to improve their skills over time (Saadah et al, 2022). In addition, research conducted by Hani Risdiany (2021) emphasizes the importance of the government in developing teacher professionalism through increasing qualifications and educational level requirements. Professional teachers must have pedagogical, personal, social and professional competencies. The government is also trying to advance teacher professionalism through certification programs and developing the quality of prospective teachers (Risdiany, 2021). In the context of professional development of Pancasila and citizenship education teachers, reflective action can be implemented in several important stages. First, teachers need to self-reflect on their teaching practices, including lesson planning, implementation of teaching strategies, assessment of learning outcomes, guidance to students, and application of Pancasila and citizenship values in everyday life (Yunus, 2019). Next, teachers need to identify strengths and weaknesses in their teaching practices through a reflective process. This can be done by considering student responses, learning evaluation results, and the impact of the teaching strategies implemented. By recognizing areas that need improvement, teachers can develop improvement strategies that are more effective and appropriate to student needs.

Additionally, reflective actions also enable teachers to improve their skills over time. By continuing to consider teaching experiences and taking lessons from every failure or mistake, teachers can develop a more flexible, creative and innovative mindset in facing challenges in teaching Pancasila and citizenship. The benefits of this reflective action are also related to increasing teacher professionalism in understanding social and humanitarian issues relevant to Pancasila and citizenship material. Professional teachers have a broad and deep understanding of human nature and society, which is the basis of the teacher's mentality and work model (Yusutria, 2021). Furthermore, mastery of pedagogical competencies is also an important focus in developing the professionalism of PPKn teachers (Pertiwi, et al. 2022). Civics teachers who have received educator certification have better mastery of pedagogical competencies compared to teachers who have not received certification. This includes a deeper understanding of Civics material, teaching skills, and approaches to teaching. Thus, reflective action becomes a strong foundation in developing the professionalism of Pancasila and citizenship education teachers. Through a continuous and structured reflection process, teachers can improve pedagogical competence, understand social and humanitarian problems, and develop teaching strategies that are innovative and in line with the demands of the times. These are all important steps in improving the quality of Pancasila and citizenship education in Indonesia, as well as forming a young generation who is intelligent, has noble character and loves the country.

Benefits of Teacher Reflective Action in Developing Professional Competence

The benefits of teachers' reflective actions in developing professional competence are very important in the context of teaching Pancasila and citizenship. The following is a discussion of these benefits:

1. Increased Knowledge and Understanding

Reflective actions help teachers to increase their knowledge and understanding of problems that arise in the teaching process. Reflective actions enable teachers to understand problems when planning, implementing, assessing, guiding, and educating, as well as performing additional tasks. By reflecting on teaching

experiences, teachers can identify areas that require deeper understanding and develop strategies to improve that understanding (Saadah et al, 2022).

2. Improved Teaching Skills

Through reflective action, teachers can develop their teaching skills gradually. This includes a better understanding of the subject matter, effective teaching skills, and an approach that suits students' needs. In their research, Poppy Sandi Pertiwi, Eddy Lion, and Sakman showed that PPKn teachers who have received educator certification have better mastery of pedagogical competencies compared to teachers who have not received certification. This confirms that reflective action can help teachers to develop better teaching skills (Pertiwi et al, 2022).

3. Improvement of Learning Strategies

By reflecting on teaching practices, teachers can identify weaknesses in the learning strategies they use. This allows them to develop learning strategies that are more effective and appropriate to student needs. Reflective actions help teachers to improve their skills over time (Saadah et al, 2022).

4. Increased Interaction with Students

Reflective actions can also improve teacher interactions with students. Through the reflection process, teachers can consider student responses to the teaching methods used and make necessary adjustments to increase student engagement in learning. Thus, reflective actions not only help teachers to develop professional competence, but also increase the effectiveness of interactions with students.

5. Improving the Quality of Education

The main benefit of teachers' reflective actions is an improvement in the overall quality of education. With teachers who have better professional competence, the quality of learning will also increase. The importance of the government in developing teacher professionalism through increasing qualifications and educational level requirements (Risdiyany, 2021)

Thus, teachers' reflective actions in developing professional competence not only provide benefits for the teachers themselves, but also for students, educational institutions, and the education system as a whole. Through a continuous and structured reflection process, teachers can continue to improve the quality of teaching and have a positive impact on the development of education in Indonesia.

Factors that influence the effectiveness of reflective action in teacher professional development

Factors that influence the effectiveness of reflective action in teacher professional development include various aspects that need to be considered. The following is a complete discussion of these factors:

1. Teacher Awareness and Motivation

The main factor influencing the effectiveness of reflective action is teachers' awareness and motivation to reflect on their teaching practices. Teachers who have awareness of the importance of reflection and high motivation to continue to improve their professional competence tend to be more effective in implementing reflective actions. Reflective actions must be carried out continuously by teachers to develop their professional competence (Saadah et al, 2022).

2. Institutional Support and Resource Availability

Support from educational institutions, such as schools or other educational institutions, as well as the availability of adequate resources also influence the effectiveness of reflective action. Teachers who receive adequate support and facilities to reflect on their teaching practices tend to be more effective in developing professional competence. This can include time provided for reflection, reflective training or guidance, as well as access to relevant literature and information sources (Larasati, 2018).

3. Quality of Teaching Experience

The quality of teaching experience is also a factor that influences the effectiveness of reflective action. Teachers who have diverse and in-depth teaching experience tend to have richer and more complex reflection material (Hartini, 2019). They can consider the various situations and challenges they face in teaching, so they can develop more effective improvement strategies.

4. Analysis and Evaluation Ability

Teachers' ability to analyze and evaluate their teaching practices also greatly influences the effectiveness of reflective action. Teachers who have good analytical skills can identify problems in more depth and formulate more appropriate improvement strategies. Systematic and critical evaluation of learning outcomes also helps teachers to improve their professional competence.

5. Collaborative Learning and Constructive Feedback

Collaborative learning and constructive feedback from fellow teachers, supervisors, or educational experts are also factors that influence the effectiveness of reflective action. Collaboration between teachers allows the exchange of valuable ideas and experiences, thereby providing new perspectives and solutions to problems faced in teaching practice. Constructive feedback also provides positive encouragement for teachers to continue improving their professional competence.

6. Organizational Culture and Culture

Organizational culture and culture that supports teacher reflection and professional development also has a significant role. Organizations that encourage and facilitate reflective action as an integral part of teaching practice tend to have teachers who are more effective in developing their professional competencies.

7. Openness to Change and Innovation

Teachers who are open to change and innovation are also more effective in implementing reflective actions. They are ready to test new strategies, improve existing teaching practices, and continue to learn from their experiences. This openness allows them to continue to develop and improve the overall quality of teaching.

By paying attention to the factors above, teachers can increase the effectiveness of their reflective actions in developing professional competence. Support from various parties, including educational institutions, collaboration between teachers, good analytical skills, and openness to innovation, are key in maximizing the benefits of reflective action as an important part of teacher professional development.

Conclusion

In the context of developing the professionalism of Pancasila and citizenship education teachers through reflective action, it can be concluded that reflective action is a very effective strategy in improving the quality of teaching and professional competence of teachers. By continuously reflecting on their teaching practices, teachers can identify strengths and weaknesses in their teaching, formulate more effective improvement strategies, and continue to develop teaching skills that suit the demands of the times and student needs. Several factors that influence the effectiveness of reflective action in teacher professional development include teacher awareness and motivation, institutional support and availability of resources, quality of teaching experience, analytical and evaluation skills, collaborative learning and constructive feedback, organizational culture and culture, as well as openness to change and innovation. By paying attention to these factors, teachers can increase the effectiveness of their reflective actions and optimize their benefits in their professional development. As a suggestion, there needs to be efforts from various parties, including the government, educational institutions, and the educational community, to provide greater support for reflective action practices as an important part of teacher professional development. Reflective training and guidance, collaboration between teachers, and creating a work environment that is conducive to reflection and innovation can be concrete steps in increasing the effectiveness of reflective actions and improving the quality of Pancasila and citizenship education in Indonesia. Thus, developing the professionalism of Pancasila and citizenship education teachers through reflective action not only provides benefits for the teachers themselves, but also for students, educational institutions and the education system as a whole. Consistency in implementing reflective actions and awareness of the importance of continuous professional development are the keys to achieving quality educational goals that are relevant to the demands of the times.

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