

## The Impact of Pancasila and Citizenship Education (PPKn) on the Character Education of Students at SMK PGRI 1 Cimahi

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### Abstract

#### Purpose:

This research is motivated by the low level of character education among students who recognize the importance of character education; therefore, the subject of Pancasila and Civics Education (PPKn), which is one of the subjects that includes lessons in understanding, living, and practicing values in life, is used as a reference for cultivating the values of character education in students, particularly in their love for their country. This study aimed to determine the impact of Pancasila and Citizenship Education (PPKn) on character education at SMK PGRI 1 Cimahi. Citizen knowledge, civic character, civic abilities, and patriotism character are examined by the researcher. The research method employed is a quantitative research method, and random sampling is the sampling technique. His investigation yielded a mean result of 51.7123, while the mean character education score for students was 41.9726. This study concludes that Pancasila and civic education (PPKn) have an impact on the character education of students at SMK PGRI 1 Cimahi.

#### Methodology:

This study employs a questionnaire methodology, wherein a set of questions is formulated and distributed to participants with the aim of eliciting their responses to these inquiries.

#### Findings:

The collection of variable measurements was conducted with a Likert scale through the suspension method. The participants in this study consisted of students enrolled in the eleventh grade at SMK PGRI 1 Cimahi.

#### Implication:

The sampling method is conducted using probability sampling, specifically employing a probability sample design. This approach ensures that sampling is grounded in the principle that all units within the population have an equal chance of being selected

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## INTRODUCTION

Numerous occurrences are taking place within this country, among which is the observable trend of diminishing ethical principles in the lives of our younger generation. The Indonesian country is confronted with many significant national issues and crises. A multitude of issues sometimes capture the focus of the entire youth population of the nation. If left unattended and unanticipated, these difficulties and crises can precipitate a transformation in the national character, shifting it from a positive to a hostile trajectory. The issue of declining values warrants more attention from several stakeholders, including governmental bodies, parents, and the broader community. One consequence of modernity is the rapid influx of other cultures, which has the potential to significantly alter the personality, character, and identity of a nation's generation if left unchecked.

Education is a crucial component in numerous endeavors to address and mitigate the issue of national character. Education is a deliberate endeavor to maximize pupils' potential development. The deliberate endeavor in question is inherently intertwined with students' surrounding environment since students exist inextricably inside their environment and behave following the cultural norms. Education that deviates from these principles may lead to a decline in pupils' moral development and a loss of their own identity. In such instances, individuals may

experience a lack of self-awareness regarding their inner character, leading to a sense of unfamiliarity with their immediate environment. A combination of internal and external forces shapes the formation of pupils' character. Internal aspects are shaped by the psychological well-being of the kid and the familial context, while the peer relationships of pupils influence external elements. These two aspects exert a significant influence on the formation of pupils' character. According to Citra (2012), the disposition exhibited by students might influence their cognitive and emotional state when engaging in various activities in their daily lives.

Education is widely seen as a conscientious endeavor due to its role in cultivating a new generation that contributes to the advancement of a nation. Education, as a proactive measure, aims to enhance the overall development of the younger generation in order to mitigate and alleviate the underlying factors contributing to cultural and national character issues. The immediate effects of education are well acknowledged, although its enduring and substantial influence is also acknowledged. It aligns with the primary objective of education as stipulated in the National Education System Law, which is the cultivation of national education culture and character, as well as the promotion of national culture and character education. The legislation known as the Law of the Republic of Indonesia Number 20 of 2003, also referred to as UU Sisdiknas, delineates the functions and goals of the national education system, which serve as guiding principles for advancing educational endeavors in Indonesia. According to Article 3 of the National Education System Law, it is stipulated that.

*National Education functions to develop and shape national character and civilization that are beneficial in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". The National Education Goals are a formulation regarding the quality of Indonesian people that each educational unit must develop. Therefore, formulating National Education goals is the basis for developing cultural education and national character (Omeri, 2015).*

Based on the explanation above, the National Education System Law delineates that national education aims to cultivate an exemplary cohort of young individuals who comprehensively comprehend their rights and responsibilities and actively contribute to the forthcoming nation-building endeavors. Consequently, education is anticipated to facilitate realizing students' latent capabilities and talents. The attainment of quality education necessitates a harmonious equilibrium between students' character and educational standards. The absence of commendable student character poses a significant obstacle to realizing quality education.

In addition, endeavors have been undertaken to mitigate the issue of national character by implementing character education for every student. The rise of character education as a new topic of discussion within the context of national education is not an unexpected occurrence. Education is a structured and systematic process that necessitates adherence to established norms and procedures by all students. All students bear equal responsibility in the learning process. Education plays a pivotal role in fostering the intellectual growth of the next generation, serving as a fundamental cornerstone for the progress of a nation. The intellectual development process can significantly influence future students' personalities or characteristics. The comprehensive development of optimal character education necessitates the collective efforts of several stakeholders, including the family, community, school, and government. As previously elucidated, these groups must be actively involved to ensure the thorough implementation of character education initiatives. According to Sardiman (2008), it is also revealed that:

*National character building is not only the responsibility of the schooling world but also the responsibility of civic sites outside of schooling. It confirms that Civics, in which there is character education, is not only a subject in schools but also Citizenship Education in the community (community civic education).*

Research on character education is not new, as Henrican Purba's research, this research entitled Civics Education Learning in Instilling National Character Values in Students of SMA Negeri 1 Sukoharjo, Pringsewu Regency, Lampung Province, concluded that, from his presentation about instilling national character, friendship and communicative. So, it can be concluded as follows:

1. Character-based Civics learning needs to be implemented in an integrated manner with the curriculum.

2. Culturing friendly and communicative character values is integrated with teaching and learning activities.
3. Instilling character values is not only the responsibility of the Civics Teacher but must involve all teachers or stakeholders.
4. Character values are cultivated by exemplary habituation, structure, and programming (Purba, 2016).

Based on the research above, it is evident that the cultivation of character values in students necessitates the modification of the curriculum as well as the teaching and learning methodologies employed within educational institutions. It is imperative to recognize that the responsibility of instilling character in students extends beyond the purview of the civics instructor, as other educators must also actively contribute to the development of student's character. In addition to this, it is necessary to strategically plan and systematically implement the cultivation of character values in order to achieve favorable outcomes.

Including Pancasila and Citizenship Education (PPKn) as a mandatory topic for all students is imperative due to its significant role in instilling character values within their educational experiences. The subject of civics in educational institutions is centered on the cultivation of students' character and their comprehension and ability to exercise their rights and responsibilities, thereby fostering the development of Indonesian citizens who possess intelligence, competence, moral values, a strong sense of national identity, and a deep affection for their country. This objective follows the principles outlined in Pancasila and the 1945 Constitution. The elucidation of this concept is explicitly outlined in the educational objectives of the civics curriculum, as expounded upon (Darmadi, 2010).

Promoting ethical values that are anticipated to manifest in daily life, specifically conduct that emanates devotion and reverence towards the divine entity in a community comprising diverse religious factions, conduct that is equitable and embodies civilized humanity, conduct that fosters national cohesion in a society characterized by divergent interests, conduct that upholds the welfare of the populace by prioritizing collective interests over individual and group interests, thereby facilitating the resolution of divergent thoughts, income disparities, or conflicting interests through deliberation and consensus, as well as conduct that supports endeavors to establish social equity for all citizens of Indonesia (Puspa, 2014).

Based on the aims above, civics education entails acquiring knowledge and skills imbued with ethical and moral values (Nugraha & Nugrahaeni, 2023). Pancasila and Citizenship Education (PPKn) within the educational setting serve as a means for cultivating character to nurture students who embody the desired qualities and expectations of the Indonesian nation. Specifically, this entails fostering students who possess character traits that align with the cultural values of Indonesia, as rooted in Pancasila.

The importance of Pancasila and Civic Education (PPKn) as essential components of national character formation in students necessitates the identification of various factors that contribute to the effective delivery of PPKn subjects. These factors significantly impact the achievement of educational objectives within the learning process. Educators must acknowledge the significance of successful learning to provide students with a transformative educational experience (Samsuddin, 2023a). This process entails shifting from ignorance to knowledge acquisition and transitioning from inability to capability. Additionally, it serves as a platform for instilling national values and character development rooted in the principles of Pancasila through the implementation of character education.

Based on initial observations conducted by researchers in the field who possess a comprehensive understanding of the significance of character education, it is evident that Pancasila and Civic Education (PPKn) is a state social education subject that holds the potential to imbue students with character values in their daily lives. However, the quality of PPKn subjects in the field is still susceptible as it has yet to achieve the required aim satisfactorily. This phenomenon can be attributed to the challenges encountered by students in comprehending complex content within the domain of PPKn (Pendidikan Pancasila dan Kewarganegaraan) topics. The researchers also conducted brief interviews with the SMK PGRI 1 Cimahi teachers in conjunction with field observations. These interviews revealed that the subject of PPKn significantly impacts students' character education due to its relevance to their everyday experiences. In addition to this, the instructor imparts knowledge through direct practical instruction, enabling each student to apply the learned concepts in their everyday lives effectively. Nevertheless, a persistent issue persists since many students have yet to successfully integrate character education into their personal life both within and outside the confines of the educational institution. The data collected from

SMK PGRI 1 Cimahi reveals a notable presence of pupils who violate school regulations and lack positive character traits.

## METHODS

The present study employed the questionnaire method to gather primary data. The independent factors examined in this study encompass Pancasila education and citizenship. The variable under investigation is the student's character, the dependent variable in this study. In order to assess the questionnaire's validity, the Pearson formula was employed, while the reliability was evaluated using the Product Moment method. This study employs a Likert scale, a commonly used measurement tool for assessing the perception of individuals or social phenomena.

The participants of this study consisted of students enrolled in the eleventh grade at SMK PGRI 1 Cimahi. The sampling procedure uses the probability sampling method, specifically the probability sample design. This approach ensures that the sampling process is grounded on the principle that all units within the population possess an equal chance of being selected for inclusion in the sample. The dataset utilized in this research comprises a total of 73 students. The collected questions will be processed and analyzed using IBM SPSS 22 for Windows software. The validity and reliability of the data were assessed. In addition, researchers will employ factor analysis to formulate problems, supported by using valid and reliable data as proof.

## RESULTS AND DISCUSSION

**Validity Test.** The implementation of this research trial was carried out on class XI students majoring in marketing (PM), Department of Office Administration (AP), Accounting (AK), and Software Engineering majors (RPL) SMK PGRI 1 Cimahi, as many as 30 students where the correspondent is outside the object to be studied. The results of the validity test are as follows:

**Table 1.** Pancasila Education and Citizenship Validity Test

No Item	R Count - r Table	Description
1	0,793 > 0,361	Valid
2	0,670 > 0,361	Valid
3	0,627 > 0,361	Valid
4	0,586 > 0,361	Valid
5	0,800 > 0,361	Valid
6	0,685 > 0,361	Valid
7	0,566 > 0,361	Valid
8	0,447 > 0,361	Valid
9	0,489 > 0,361	Valid
10	0,789 > 0,361	Valid
11	0,425 > 0,361	Valid
12	0,727 > 0,361	Valid
13	0,711 > 0,361	Valid

Source: SPSS data processing

From the table above, the items used to measure the Pancasila and Citizenship educational variables are all valid because they are corrected item-total correlation is more significant than 0.361, so it can be concluded that the measurement of Pancasila and Citizenship education variables as a tool that can be used in this study.

**Test the Validity of the Student's Character Education (Love the Motherland) Variable.** The following table results of the calculation test the validity of the variable Character Education (Love the Motherland) of students, which consists of 12 items as follows:

**Table 2.** The Student's Character Education (Love the Motherland) Validity Test

No Item	R Count - r Table	Description
14	0,446 > 0,361	Valid
15	0,547 > 0,361	Valid
16	0,621 > 0,361	Valid
17	0,717 > 0,361	Valid
18	0,640 > 0,361	Valid
19	0,657 > 0,361	Valid
20	0,699 > 0,361	Valid
21	0,849 > 0,361	Valid
22	0,786 > 0,361	Valid
23	0,442 > 0,361	Valid
24	0,833 > 0,361	Valid
25	0,520 > 0,361	Valid

Source: SPSS data processing

From the table above, the items used to measure the student character education variable (Love the Motherland) are all valid because the corrected item-total correlation is more significant than 0.361, so it can be concluded that students measuring instrument student character education (Love the Motherland) can be used in research.

**Reliability Test.** The results of the reliability test analysis with a total of 60 correspondents using Cronbach's Alpha obtained the following results:

**Table 3.** Cronbach's Alpha Reliability Test

Cronbach's Alpha	N of Items
.905	25

Source: SPSS data processing

Furthermore, the reliability test results of valid statements are 0.905, so it can be decided that the statement instrument is suitable as a test for further research instruments to be distributed to respondents.

**Normality Test.** The data normality test aims to test whether or not the sample used has a normal distribution. Testing the normality of the researcher's data using the Kolmogorov-Smirnov Test of Normality with the SPSS (Statistical Product and Service Solution) program. The following are the results of the data normality test:

**Table 4.** Normality Test One-Sample Kolmogorov-Smirnov

		Unstandardized Residual
N		73
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	3.65811369
Most Extreme Differences	Absolute	.077
	Positive	.068
	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200 <sup>c, d</sup>

Source: SPSS data processing

According to Table 4. processing results for the Data Normality Test using the Kolmogorov-Smirnov, the normality result is greater than the significant value of 0.05, as indicated by the result of 0.200 > 0.05.

**Hypothesis Test.** The t-test determines whether the independent variables (Pancasila and Citizenship Education) significantly affect the dependent variable (Character Education) in the resulting regression model. To determine whether the independent variable affects the dependent variable, compare t-count to t-table. The SPSS for Windows version 22 application is used for this test.

**Table 5.** t Test Results

		Coefficients			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	T
1	(Constant)	10.744	3.292		3.264
	Pancasila and Citizenship Education (PPKn)	.604	.063	.750	9.569
					.002
					.000

a. Dependent Variable: Character building  
Source: SPSS data processing

Based on the t-test analysis, it is known that the t-count of Pancasila and civics education is 9.569 > with t-table 1.667 or in the SPSS calculation with sig 0.000 0.05, so it can be concluded that there is a related meaning and significant influence between the independent variables (Pancasila education and citizenship) and the dependent variable (Pancasila education).

**Product Moment Correlation Test (PPM) by Pearson.** The Pearson Product Moment (PPM) formula-based data are used in the correlation test conducted with SPSS (Statistical Product and Service). The following Table 6 is created using the test results:

**Table 6.** Pearson Product Moment (PPM) Correlation Test Results

		Pancasila and Citizenship Education (PPKn)	Character building
Pancasila and Citizenship Education (PPKn)	Pearson Correlation	1	.750**
	Sig. (2-tailed)		.000
	N	73	73
Character building	Pearson Correlation	.750**	1
	Sig. (2-tailed)	.000	
	N	73	73

\*\* Correlation is significant at the 0.01 level (2-tailed).  
Source: SPSS data processing

If the results are significant at the 0.05 level or higher, the data is said to have a substantial correlation with decision-making. According to the table above results, a significance level of 0.000 0.05 is indicated. These findings support the notion that the two variables under investigation significantly correlate.

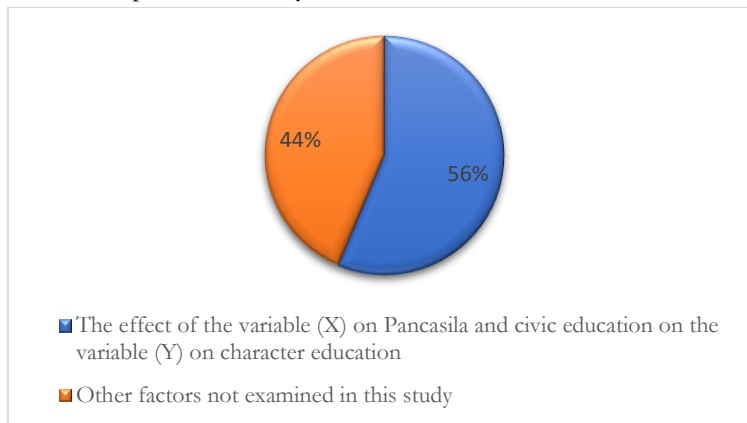
**Test for R Square Determination Coefficient (R2).** The test (R square) determines how well the independent variable explains the dependent variable. The following are the findings of utilizing SPSS (Statistical Product and Service Solution) Version 22 to test the coefficient of determination (R square).

**Table 7.** Test results for the coefficient of determination (R2)

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.750 <sup>a</sup>	.563	.557	3.68378

a. Predictors: (Constant), Pancasila and Citizenship Education (PPKn)  
Source: SPSS data processing

Table 7 above displays the correlation's strength (R), equal to 0.750. Based on these data, the coefficient of determination (R Square) is 0.563, indicating that 56.3% of the dependent variable (Character Education) is influenced by the independent variable (Pancasila and Citizenship Education). At the same time, other variables are also influenced outside the scope of this study.



Source: SPSS data processing

**Figure 1.** Pie Chart Diagram of the Effect of Variable X on Y

According to the pie chart graphic above, it can be shown that Pancasila and Citizenship Education (PPKn) influenced 56.3% of the test scores and that other factors influenced the remaining 43.7%.

## CONCLUSION

The following conclusion may be drawn from the data analysis and data testing that has been done:

1. Education is the process of acquiring knowledge, skills, values, and attitudes through various formal and the integration of character education into the educational curriculum can be achieved by implementing Pancasila and Citizenship Education (PPKn). The implementation of character education within the topics of Pancasila and Citizenship Education (PPKn) necessitates careful consideration. In educational institutions, instructional and educational activities are conducted. Civic education is pivotal in fostering character development, particularly in the present context, necessitating the integration of moral ideas within its instructional and learning methodologies. At PPKn 1 Cimahi Vocational High School, character education is consistently integrated within the civics curriculum, leaving no room for exceptions. This study examines the character values that might be acquired at several stages, namely planning, implementation, and evaluation, during teaching and learning civics activities.
2. Cultivating pupils' character education principles is intricately linked to the Pancasila and Citizenship Education (PPKn) curriculum. The subject of PPKn encompasses a range of components, such as knowledge, skills, and civic character. Consequently, there is a heightened emphasis on fostering the development of character education ideals within PPKn courses to equip each student to apply these values in their everyday lives.
3. The implementation of PPKn courses has a significant influence on the formation and development of students' personalities. PPKn (Pendidikan Pancasila dan Kewarganegaraan) pertains to character education and functions as a framework for cultivating students' character, particularly fostering a cheerful disposition towards their homeland. Furthermore, it is worth noting that children can experience positive growth and actively interact with individuals in several spheres of their existence, including their familial, educational, communal, regional, and international environments. Based on the gathered data, Pancasila and civic education comprehensively impact character formation among students at SMK PGRI 1 Cimahi. Furthermore, character development is also influenced by additional factors such as instinct, customs, heredity, and the surrounding environment. The school environment, familial factors, and the social milieu within the community are other influential factors.

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