

# The Character Empowerment through Pancasila - the State Ideology, and English Courses for Indonesian Students

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**Abstract** – The learning of Pancasila and English courses not only teach the written theory of textbooks but also how to set a real example according to everyday life. This research was conducted in Elementary School Teacher Education (PGSD), Forestry, Agrotechnology, Health Analysis, and Pharmacy Departments of University of Muhammadiyah Palangkaraya. The subjects of the research were the freshmen students of PGSD, Forestry, Agrotechnology, Health Analysis, and Pharmacy Departments in the odd semester of academic year 2017/2018, the data source of 146 students and lecturers of Pancasila and English courses. This study used a qualitative approach and case study. The results showed that the students of PGSD, Forestry, Agrotechnology, Health Analysis, and Pharmacy Departments of Muhammadiyah University of Palangkaraya were confident to apply the values of Pancasila and students were less confident in developing English communication skills. Student's personality is increasingly confident after following the Pancasila course and they also believe that they can develop their characters. They are still uncertain of their ability to use English after following the English course, but they are sure that they can develop their characters.

**Keywords** – Learning, Character, Pancasila, English.

## I. INTRODUCTION

The learning of Pancasila and English courses requires the creativity of a lecturer so that learning is not monotonous and boring. During this time, many students argue that the need for lecturers to teach not only to explain and do the question and answer session but also to change the style of teaching. The creativity of lecturers in Pancasila and English learning will help students understand and interpret the meaning of Pancasila correctly and improve the ability to speak English, so as to improve the character of students.

Viewed from the field or subject of science, learning means learning how to learn and how to think in accordance with certain scientific principles [1]. Viewed from the field or subject of skills, learning means learning to do or learning how to do. Viewed from the field or subjects that are socio-cultural, learning means learning to get along or learning how to live together [2].

Based on the result of unstructured observation and interviews with freshmen students of PGSD, Forestry and Agrotechnology, Health Analysis, and Pharmaceutical Departments, it can be concluded that they were less able to adapt to lectures at universities because the characters taught to them during high school were still teachers who became the focus of learning, so it all depends on the teacher. Teachers transfer knowledge to learners only in the form of cognitive, but less in affective and psychomotor.

This can be seen from the initial implementation of the lecture that they are less concerned when invited to pray, unconfident to speak in front of people, not familiar with fellow classmates, less caring about friends, not dressing well, and their English score on the report card does not reflect their real ability to communicate, write, and understand.

## II. LITERATURE REVIEW

### A. Empowerment

The Etymologically, empowerment comes from the word “power” that gets prefixed into “empower” words meaning to have power. Power means power, empowered to have power. The word “empower” when given the suffix -ment into “empowerment” means to make something empowered or to have the power of the less powerful [3].

Reference [4] argues that many members of society today are no longer reflecting their strong commitment to contextualizing the values of Pancasila as a national ideology in the life of society in Indonesia. The lack of commitment to make Pancasila as a worldview of society, nation and state is suspected not only happen in the wider community. Among the political elite and the leaders in the government were alleged to have suffered a setback in this commitment [5]. As the value of virtue and social value together, Pancasila needs to be actualized, implemented and socialized to its citizens for the existence and survival of national life in Indonesia [6].

This is due to changes in the national education system according to Law no. 20 of 2003 on National Education System which no longer uses Pancasila Education as a character education of the nation. The vision of Pancasila Education as an instrument for character education of the nation that is merged with Civics Education loaded with its conceptual content making the Pancasila Education becomes weak [5]. In fact, Pancasila in terms of its function has two main functions, namely (1) Pancasila function as the basis of state and (2) Pancasila function as the nation's life view [7].

Reference [8] put forward the problem that it does not mean if Pancasila Education has been given to students and they passed the course, then the ideological awareness and commitment of social life, nation, and state among the students must have increased significantly according to Pancasila values. At the same point, it does not mean if students followed English course then they understand and have basic competence [5].

The first verse of Pancasila, belief in the one and only God, means the behavior of belief and piety towards God Almighty and this gave birth to a religious Indonesian who

can develop a tolerance attitude that embodies the harmony of life. The second verse, people who implement Pancasila should have the personality and behavior that reflects the values of humanity with the characteristics of human personality constraint as well as individual beings and social beings. The third verse, the personality trait and the ontological behavior of one, is conscious of the fact that the Indonesian society and nation are plural but have the function of becoming a united and solid society and nation. The fourth verse, the form of human behavior as an individual shows their identity. The fifth verse, developing noble deeds that reflect the attitude and atmosphere of kinship and mutual cooperation by respecting the rights of others, like to work hard, and fair to others [7].

The introduction of English in children is closely related to the ability to use two languages or bilingualism. The definition of bilingual is able or common to use the language well and concerned with two languages [9]. Bilingualism is the ability to use two languages. This ability is not only able to speak and write, but also the ability to understand what other people communicate orally and in writing [10].

### III. RESEARCH METHODS

The research was conducted in PGSD, Forestry, Agrotechnology, Health Analysis, and Pharmacy Departments of University of Muhammadiyah Palangkaraya. The subjects of the research were the freshmen students of PGSD, Forestry, Agrotechnology, Health Analysis, and Pharmacy Departments in the odd semester of academic year 2017/2018, the data source of 146 students and lecturers of Pancasila and English courses. Reference [11] and [12] suggested that this case study was used because the subjects studied were narrow and limited. A case study is a research in which researchers thoroughly investigate a program, event, activity, process, or group of time-limited individuals and events [13].

The researchers go into the field, studying a process or discovery that occurs naturally, taking notes, analyzing, interpreting and reporting and drawing conclusions from the process. Data collection using questionnaires that have been validated by lecturers in accordance with their fields and unstructured interviews to find out the initial data about the character of students. Answers to the questionnaire showed students' confidence in the outcome of the course to empower their characters. Answers to the questionnaire consisted of five answers, 1 = not confident at all, 2 = not confident, 3 = neutral, 4 = confident, and 5 = very confident.

Data analysis consisting of three simultaneous activity flows: data reduction, data presentation, and conclusion/verification. To improve the ability of researchers in assessing the accuracy of research results and convince readers about the accuracy of research conducted, it must use a variety of strategies in performing validation [13]. Therefore, this study used three strategies in performing validation. Reference [14] stated that there are three kinds of triangulation namely (1) triangulation technique, by checking the data to the same source with different technique, (2) source triangulation, by checking

data that has been obtained through several sources, and (3) time triangulation, by means of data collected by interview techniques in the morning when the interviewees are still fresh, will provide more valid data.

### IV. RESULTS AND DISCUSSION

Results of questionnaires from students of PGSD Department "Group A", "Group B", and "Group C" are given in Fig. 1, Fig. 2, and Fig. 3. There are 26 students participating in "Group A", 25 students in "Group B", and 21 students in "Group C".

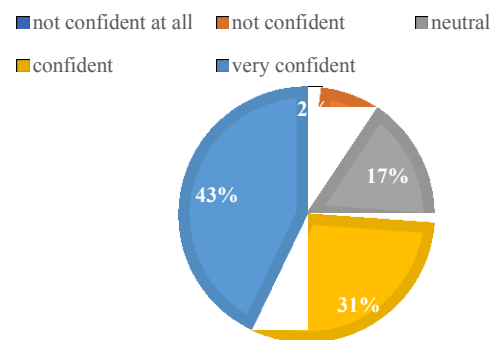


Fig. 1. Results of questionnaires from students of PGSD Department "Group A"

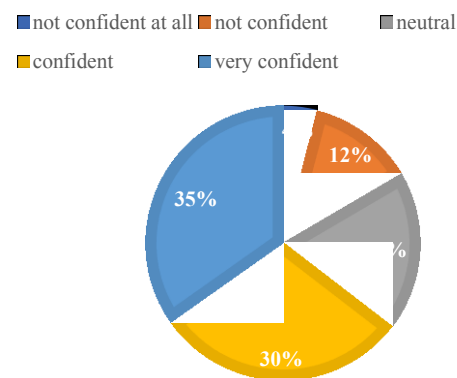


Fig. 2. Results of questionnaires from students of PGSD Department "Group B"

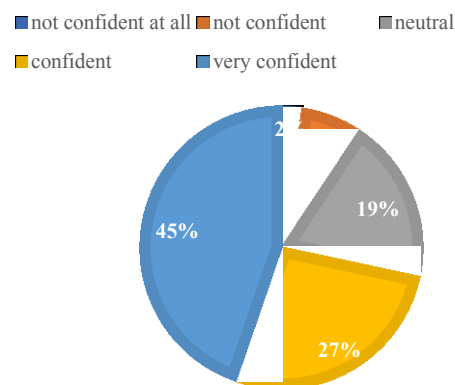


Fig. 3. Results of questionnaires from students of PGSD Department "Group C"

■ not confident at all ■ not confident ■ neutral  
■ confident ■ very confident

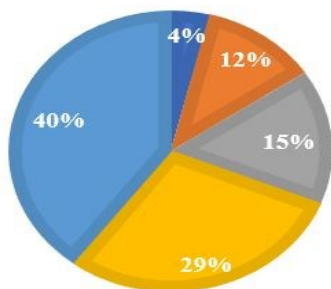


Fig. 4. Results of questionnaires from students of Forestry and Agrotechnology Department

PGSD department is a department under the Faculty of Teacher Training and Education. The results of the questionnaire stated that although it consisted of three classrooms that were coded as Group A, Group B, and Group C. The answers generated through the number criteria by percentage can be explained that they succeeded in increasing the character according to the five verses of Pancasila. Although in terms of cognitive communication abilities, writing, and understanding English, their abilities are very poor, they agree that the Pancasila and English courses are able to develop character.

Result of the questionnaire from students of Forestry and Agrotechnology Department is given in Fig. 4. There are 18 students from the department participating in this research.

Forestry and Agrotechnology Department is a department under the Faculty of Agriculture and Forestry. The results of the questionnaire stated that through the numerical criteria, it can be explained in detail that the character enhancement can be done through the learning of Pancasila and English courses. The students still lack in the ability to write and understand English, but the lesson of Pancasila and English are equally able to influence the development of students' characters.

Result of the questionnaire from students of Health Analyst Department is given in Fig. 5. There are 23 students from this department participating in this research. Result of the questionnaire from students of Pharmacy Department is given in Fig. 6. There are 33 students from this department participating in this research.

Health Analyst and Pharmacy Departments are the departments under the Faculty of Health Sciences. Judging from the input start of the new student selection time, it can be illustrated that the students from the Health Analyst and Pharmacy Department are indeed the result of a tight selection that can be explained in each of the questions items answered ensuring they have the basic capital of character that can be guided for the better through Pancasila and English courses. Students of both departments can interpret the values contained in the precepts of Pancasila.

■ not confident at all ■ not confident ■ neutral  
■ confident ■ very confident

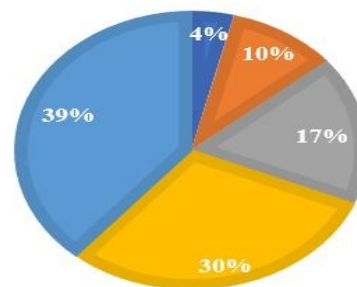


Fig. 5. Results of questionnaires from students of Health Analyst Department

■ not confident at all ■ not confident ■ neutral  
■ confident ■ very confident

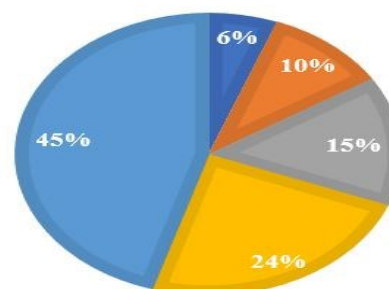


Fig. 6. Results of questionnaires from students of Pharmacy Department

Overall, the results of research starting from the first verse, Belief in the One and Only God, the students are confident and very confident to be able to disseminate the belief behavior towards God Almighty and gave birth to a religious Indonesian man who can develop a tolerance attitude so as to realize the harmony of life. The second verse, Just and Civilized Humanity, students are confident and deeply confident of having personality and behavior that reflect high humanitarian values with the characteristics of human personality as human beings and social beings. The third verse, Indonesian Unity, personality traits and ontological behavior about one, students are confident and very confident aware of the fact that the people and nation of Indonesia are plural but have the function to become a united and solid society and nation. The fourth verse, citizens are directed by the wisdom of wisdom in the deliberations of representative, the students are confident and deeply confident that the form of human behavior as an individual shows their identity. The fifth precept, Social Justice for All Indonesians, students are confident and deeply confident of developing noble deeds that reflect the attitude and atmosphere of family and mutual cooperation by respecting the rights of others, like to work hard, and be fair to others.

The introduction of English in children is closely related to the ability to use two languages or bilingualism. Students are not confident at all and not confident of using English well. This ability is not only able to speak and write, but also the ability to understand what other people communicate orally and in writing.

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