

THE OPPORTUNITIES OF PANCASILA AND CIVIC EDUCATION (PPKn) AS AN INSTRUMENT TO BUILD OF STUDENTS' ENVIRONMENTAL CARING CHARACTER

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Abstract

This literature study aims to analyze the opportunity of PPKn as an instrument of development of students' caring character. Caring for the environment is a very influential factor in maintaining the balance and environmental sustainability. The implication is that when humans have a strong concern for the environment then people will feel the great benefits in carrying out activities of life. Conversely, when humans have no concern for the environment, natural disasters will occur as a result of environmental imbalances. Thus, building a care-minded environment is a preventive effort so that environmental damage can be anticipated. Among the preventive efforts are through PPKn. PPKn as one of the subjects developed at the level of schooling has great opportunities and responsibilities in building students' caring character. It can be known from the nature of PPKn as character education. The government has set the policy direction of strengthening character education is to develop the character of students, one of which is the character of environmental care.

Keywords: PPKn, Environmental Caring Character

1. INTRODUCTION

Your paper will be part of the conference proceedings therefore we ask that authors follow the guidelines explained in this example and in the file «FormatContentsForAuthors.pdf» also on the zip file, in order to Environment as a place of life activity of human life is an important part for the fulfillment of the life of human life itself, both the needs of clothing, food, and boards. Once the urgency of environmental functions for humans causes environmental conditions will affect the lives of humans and other living creatures. Good or bad environmental conditions will affect the sustainability of human life. When the quality of the environment and all its supporting components are sustained and balanced, humans will feel the great benefits of the condition. Conversely, when environmental conditions are not maintained, quality and balance are disrupted, then humans will feel the bad effects of the condition.

Therefore, it is absolutely necessary for a good quality environment to support human life. Environments with a quality carrying capacity can only be realized if the users of these environmental benefits have a strong awareness to always maintain and preserve the environment. Without the consciousness of each individual sustainability and environmental balance will not be realized. Various efforts have been made to preserve the environment, such as establishing regulations on the use of the environment, imposing sanctions on the perpetrators of environmental destruction, rewarding parties or areas with good environmental quality, to preventive efforts through education.

Education as a planned effort to empower the people, because education is a learning process that helps learners who not knowing to knowing, learners who

previously unskilled become skilled (Sulkipani, 2014). In relation to the environment, through education, learners can know and utilize the environment wisely through a set of activities in the education.

PPKn as part of the curriculum of education both at the level of primary and secondary education that focuses on the formation of the identity of learners to be good and intelligent citizens based on Pancasila and the 1945 Constitution. Applicative, through PPKn expected the realization of learners who are responsible for the rights and obligations as an Indonesian citizen. This includes the right and the obligation to utilize the environment wisely and maintain the quality of the environment through environmental conservation efforts. PPKn is a vehicle for values education and morals/characters have great opportunities for the realization of learners who have environmental awareness.

2 METHOD

The study on the possibility of PPKn in building the students' environmental caring character uses qualitative approach with descriptive method through in-depth study of various literatures supporting the Pancasila and citizenship education in relation to the students' caring character. The critical review in depth by using the descriptive method is done with the aim of getting ideas as a reinforcement that PPKn has a great influence and opportunity on the development of students' environmental caring character, which is described in a detailed and systematic description of the topic discussed.

3 RESULTS AND DISCUSSION

PPKn is a part of the curriculum developed in elementary education units (SD/ MI and SMP/ MTs) and medium (SMA/ MA/ SMK). In the education unit of junior high school / MTs PPKn implemented based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 58 of 2014 on Curriculum 2013 Junior High School / Madrasah Tsanawiyah (Mendikbud, 2014). Article 5 paragraph (6) stipulates that the general subjects of group A referred to in paragraph (1) of the huru f a shall consist of: (a) Religious and Charitable Education , (b) Education of Pancasila and Citizenship, (c) Bahasa Indonesia, (d) Mathematics, (e) Natural Science, (f) Social Sciences, and (g) English.

Based on the PPKn Guidebook of SM / MTs Year 2013 (Mendiknas, 2010) it is known that PPKn is a refinement subject of Civic subject known in Curriculum 2006. The purpose of civic education according to PP No. 32 year 2013 Elucidation Article 77 J Paragraph (1) affirms that civic education is intended to form learners into citizens who have a sense of nationality and love of the country in the context of Pancasila values and morals, constitutional awareness of the 1945 Constitution of the Republic of Indonesia, and the spirit of *Bhinneka Tunggal Ika*, and the commitment of the Unitary State of the Republic of Indonesia. In general, the objectives of PPKn subjects in primary and secondary education are to develop the potential of learners in all dimensions of citizenship, namely: (1) civic attitudes including civic confidence, civic commitment, and civic responsibility ; (2) civic knowledge; (3) skills including proficiency citizenship and civic participation (civic competence and civic responsibility).

Specifically the purpose of the PPKn contains all of the dimensions so that learners are able to: (1) present characters that reflect the comprehension, understanding and

practice of Pancasila values and morals in a personal and social way; (2) having a constitutional commitment supported by a positive attitude and a complete understanding of the 1945 Constitution of the State of the Republic of Indonesia; (3) critical thinking, rational, and creative and has the spirit of nationalism and love of country inspired by the values of Pancasila, the Constitution of the Republic of Indonesia Year 1945, the spirit of unity in diversity, and a commitment to the Unitary Republic of Indonesia, and (4) to participate actively, intelligently and responsibly as members of society, budding nation and citizen according to their dignity as the creatures of God Almighty who live together in various social-cultural order .

Referring to the conception and purpose of the PPKn can be seen that PPKn is a vehicle of value education in order to build the character of learners who have a sense of nationality and love of the land based on Pancasila and the 1945 Constitution . It is in accordance with the position and function and PPKn as described in the PPKn SMP/ MTs Year 2013 Subject Handbook which are: (1) PPKn is a unique values, moral / character, and Indonesian citizenship education ; and (2) PPKn as a vehicle for values education, moral / character of Pancasila and psychosocial capacity development of Indonesian citizenship is very coherent (integrated and integrated) with commitment to the development of dignified national character and civilization and the embodiment of democratic and responsible citizens as set forth in Article 3 of UU No.20 Year 2003.

Thus it is clear that PPKn is a vehicle for values, moral / character education. This means that PPKn has a strategic role in building the character of learners through the understanding of materials and learning activities, both on cognitive, affective, and psychomotor aspects. In relation to character education, there are character values defined in character education as described in the Book of Fish Culture and Character Development of the Nation, School Guidance [4] , namely (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) 12) Appreciate Achievement, (13) Friendly / Communicative, (14)Love Peace, (15) Love Reading, (16) Care for the Environment , (17) Social Care, and (18) Responsibility.

One of the 18 character values is the value of environmental care. Caring for the environment is interpreted as a tamper and an action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the already existing natural damage. Building a caring character of the environment means building awareness of learners about the importance of maintaining environmental sustainability and health. Awareness building is done through the change of mindset toward goodness and wisdom. Changes in mindset is a preventive effort in order to preserve the environment. Effective means of building awareness and changing the paradigm of thinking toward goodness and self-wisdom is through education. Education is said to be a planned and systematic effort that can lead to behavioral change from not knowing to know. Through this education is expected learners have knowledge about the environment and awareness to preserve the environment.

Implementation of education in the context of character education is the responsibility of all subjects at the level of educational unit. As previously described, PPKn is a vehicle for value education, moral/ character. In general, the scope of PPKn curriculum/ core substance in accordance with the 2013 curriculum are: (1) Pancasila, as the basis of the state, ideology , and the nation's way of life; (2) of the 1945 Constitution as a written constitution which becomes the constitutional basis of social life, nation, and

state; (3) The Unitary State of the Republic of Indonesia, as the final agreement of the form of the State of the Republic of Indonesia ; and (4) Bhinneka Tunggal Ika, as a form of philosophy of unity that underlies and color the diversity of life in society, nation and state (Mendiknas, 2010).

According to the scope of PPKn it can be seen that the curriculum of PPKn is composed of materials that have basic substance namely the basic value of the Indonesian nation Pancasila, and the 1945 Constitution, NKRI, and the commitment of Bhinneka Tunggal Ika. The scope contains the basic values that can build awareness of the rights and obligations of learners. Thus, the balance between the physical and social environments is a dynamic condition that can be realized through PPKn. In this context, the physical environment in question is the natural environment in which people live their lives. Balance and environmental sustainability will only be realized if citizens have awareness of rights and obligations. The right to utilize natural resources, and the obligation to preserve natural resources within a single ecosystem.

4 CONCLUSIONS

PPKn has strategic role and opportunity as value education, morality/ character in order to build student's caring character. It can be identified from the purpose and scope, as well as the function and position of the PPKn itself as a character education character. Then, PPKn as a subject that focuses on the development of the character of learners who have rights awareness and obligations. Through PPKn, learners can participate in accordance with their rights and obligations as good citizens to preserve and balance the environment based on Pancasila and the 1945 Constitution.

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