

The Role Of Ppkn Learning In Improving Morality As A Prevention Alternative Student's Delivery In Sma Negeri 1 Bangun Ancient Year Of Study 2020/2021

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Abstract

This study aims to determine the role of Civics learning in improving morality as an alternative to delinquency prevention for class XI students of SMA Negeri 1 Bangun Purba, Deli Serdang Regency, North Sumatra Province. The method used in this research is descriptive quantitative method. This research consists of two variables. Data collection techniques used are the distribution of questionnaires (questionnaires) and documentation. Total population, namely all students of class XI totaling 178 students. The sample taken in this study were 27 students, namely 15% of the total population using random sampling technique. The data analysis technique using Correlation Test, Determination Test and Hypothesis Testing. The results of this study indicate that there is an influence on the role of Civics in improving morality as an alternative to preventing student delinquency, which has a very good effect. From the results of calculations using product moment correlation, r_{count} is 0.6917 while r_{table} at $n-2 = 27-2 = 25$ at an error rate of 5% is 0.3809, thus the price of $r_{count} > r_{table}$ is $0.6917 > 0.3809$ so that the correlation coefficient variable X and variable Y are significant and classified as strong. Based on the hypothesis test, it is obtained that $t_{count} > t_{table}$, then $t_{count} = 4.76 > 2.0595$ at a significant level of 5% so that the alternative hypothesis states that there is an Influence of the Role of Civics Learning in Improving Morality as an alternative to preventing student delinquency in SMA Negeri 1 Bangun Purba in the 2020 Academic Year/ 2021 is acceptable.

Keywords: Civics Learning, Morality, Juvenile Delinquency, Students.

I. INTRODUCTION

The development of Citizenship Education (PKn) subjects in Indonesia has a long history of preparing productive members of society in line with their rights and obligations. Civics has also undergone many name changes and educational programs starting from its first appearance in 1957 with the name civics (citizenship) then, in 1959, civics lessons were introduced with "Civics of New Indonesian Humans" and Seven Basic Materials of Indoctrination (TUBAPI) as source books, In 1962, the term civics was replaced with Citizenship, in 1968, Citizenship was replaced with State Citizenship Education. In 1975, Citizenship Education was replaced with PMP (Pancasila Moral Education), in 1978 the material for the Guidance for Understanding and Practicing Pancasila was very dominant or abbreviated as P-4 in PMP. In 1984 it was still under the name PMP, in 1994 it was replaced with the name PPKn. In 1999 the P-4 material was removed. The period of change was changed to Citizenship Education (PKn), after that in 2013 it returned to PPKn (Raharjo, 2020:79).

The development of the Civics curriculum in Indonesia is developing dynamically, basically it is carried out based on the needs and visions of the government that influence the policy process of the education curriculum in Indonesia (Wibowo & Wahono, 2017). National Education has the functions as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, namely (Sakir, 2016; Noor, 2018; Hasudungan et al., 2022): Develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming at developing the potential of

students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible. According to Japar (2019: 93) Citizenship Education is a lesson that focuses on the formation of citizens who understand and can exercise their rights and obligations to become Indonesian people who are careful, skilled, and have good personalities initiated by Pancasila and the 1945 Constitution. From this definition Civics has an important role to form intelligent character and good personality in becoming a citizen.

While the function of Civics is to make citizens with character, moral, intelligent, and skilled, who are loyal to the Indonesian nation and state, by reflecting themselves in a thinking situation, acting in line with the mandate of Pancasila and the 1945 Constitution. Civics learning is very important given to students because Indonesia still has a low interest in morals and character, especially in the school environment so that unwanted things do not happen, such as violence, murder, rape, brawls between students and so on. However, all of the above gradually began to be resolved because PPKn teachers and Pancasila and Citizenship Education subjects were able to set good examples (Azhar, 2018:38-39).

According to Setyono (2011: 66) Moral is defined as the teachings of good and bad deeds and behavior, morals, obligations, and so on. In morality, all actions that are considered good and need to be done, and actions that are considered bad and need to be avoided. Moral relates to the ability to distinguish between good and wrong actions. Thus, morality is a control in behaving. Morality is manners, everything related to etiquette or manners. Morality can come from traditional or customary sources, religion or an ideology or a combination of several sources (Setyono, 2011:67).

Based on the above study, the moral problem is a problem that currently demands a lot of attention, especially from educators, scholars, community leaders and parents. The complaints of parents who are confused about their children who are difficult to obey, stubborn and naughty are heard incessantly. Many teachers are also confused about their students, who cannot receive education and do not want to learn, but want to go to class, want to pass exams and want to impose their will on teachers. Newspapers always carry worrying news, about the symptoms of moral decline which are growing rapidly in recent times. Efforts to overcome this moral decline have been carried out by many religious, educational, social and government agencies.

Citizenship Education in Indonesia is very important in realizing a quality national personality and Citizenship Education can be expected to prepare students to become people who have responsibilities that are not easily shaken and remain to uphold the Unitary State of the Republic of Indonesia (Nurmalisa et al., 2020; Zulfikar & Dewi, 2021). But in reality this condition is still far from the intended goals, as can be seen from the decline in the morals and character of the nation's children. Moral problems and the character of the nation's children are very basic problems in this country. The quality of ethics and morals is getting lower from a small condition to a large condition resulting in the delay of the development of the Indonesian nation for a long time. For example, there are still many students involved in brawls, often skipping classes during class hours, dressing impolitely or talking to their friends during the learning process in the school environment.

Therefore, with civic education as a subject that plays an important role in improving morality as an alternative to preventing student delinquency, it will shape the character or character of students to become better individuals. Based on the description above, the researcher is interested in making a study entitled: "The Role of Civics Learning in Improving Morality as an Alternative for Preventing Student Delinquency at SMA Negeri 1 Bangun Purba in the 2020/2021 Academic Year".

II. METHODS

The research that the author does is a descriptive type of research with a quantitative approach. According to Sugiyono (2013:147), descriptive method is a method used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or

generalizations. The research location in this study was carried out at SMA Negeri 1 Bangun Purba, Jalan Perintis Kemerdekaan, Bangun Purba District, Deli Serdang Regency, North Sumatra Province, Indonesia. In this study, the population was all students of class XI at SMA Negeri 1 Bangun Purba for the academic year 2020/2021, totaling 178 students, the details are in the table as follows:

Table 1. Total Research Population

No.	Class	Male	Female	Total
1.	XI IPA 1	16	19	35
2.	XI IPA 2	15	20	35
3.	XI IPA 3	15	21	36
4.	XI IPS 1	13	24	37
5.	XI IPS 2	14	21	35
Total		73	105	178

The sample in this study was 15% of the total 178 students, namely 27 students at random (random sampling). So the sample in this study was 27 students of class XI at SMA Negeri 1 Bangun Purba. There are two research variables in this study, namely:

1. Independent Variables (Independent Variables) According to Sugiyono (2013:59), independent variables are often called independent variables. The independent variable is "The variable that affects or is the cause of the change or occurrence of the determined variable (dependent). The independent variable in this study is PPKn learning (X).
2. Bound Variables (Dependent Variables) Dependent variables or the existence of variables according to Sugiyono (2013: 59) are variables that are influenced or become the result of independent variables. The research variable in this study is student morale (Y).

III. RESULTS AND DISCUSSION

SMA Negeri 1 Bangun Purba was established in 1985 and is located at Jalan Perintis Kemerdekaan Bangun Purba, Bangun Purba District, Deli Serdang Regency, North Sumatra Province. Has a land area of 21,328 M² surrounded by oil palm plantations and also the houses of residents. This strategic location is close to students' homes so it doesn't take a long time when students want to go to school. The school environment is clean and tidy, every school member is prohibited from littering, so the school looks beautiful every day. As for the discussion of the results of research conducted by the authors are as follows:

Discussion of research results on the role of Civics learning (Variable X)

Based on the results of observations or observations at SMA Negeri 1 Bangun Purba in class XI, the Civics learning process uses the cooperative learning method. According to Slavin (2008:146) Cooperative learning is learning where students learn in groups. In this learning, students are grouped, each group consists of 4 or 5 students. Group members must be heterogeneous in terms of cognitive, gender, ethnicity, and religion. Learn and work collaboratively, with a heterogeneous group structure.

Table 2. Respondents' answers to the Role of Civics Learning (Variable X)

Citizenship knowledge using cooperative learning model										
Statement Items	Strongly agree		Agree		Disagree		Do not agree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%

1. Civics learning using the cooperative learning model helps students understand Pancasila as the basis of the state	7	25,92	20	74,07	-	-	-	-	-	-
2. Civics learning using the cooperative learning model learns about life in society, nation and state	9	33,33	18	66,66	-	-	-	-	-	-
Attitude of citizenship by using cooperative learning model										
3. Civics learning using cooperative learning models increases love for the homeland	16	59,25	11	40,74	-	-	-	-	-	-
4. Civics learning using the cooperative learning model teaches tolerance	14	51,85	13	48,14	-	-	-	-	-	-
5. Civics learning by using cooperative learning model teaches to differentiate about behavior	17	62,96	10	37,03	-	-	-	-	-	-
6. Civics learning using the cooperative learning model teaches students to be responsible	3	11,11	20	74,07	3	11,11	1	3,70	-	-
Citizenship skills using the cooperative learning model										
7. Civics learning by using cooperative learning model helps students solve a problem	6	22,22	20	74,07	1	3,70	-	-	-	-
8. Civics learning by using cooperative learning model helps students to be active and creative	11	40,74	16	59,25	-	-	-	-	-	-

Based on the table above, data is obtained that Civics learning with the meaning of civic skills, the meaning of civic attitudes, and the meaning of civic skills using the cooperative learning model has an effect on students. It is known from the statement items given to students as respondents in this study that:

A. Indicators of citizenship knowledge on statement items:

1. Civics learning using the cooperative learning model helps students understand Pancasila as the basis of the state as many as 7 students choose strongly agree, then as many as 20 students choose agree, and no students choose the option less agree, disagree and strongly disagree.
2. Civics learning using the cooperative learning model learns about life in society, nation and state as many as 9 students choose strongly agree, then 18 students choose agree, and no students choose the option less agree, disagree and strongly disagree.

B. Indicators of citizenship attitudes on statement items:

3. Civics learning using the cooperative learning model increases the love for the homeland as many as 16 students choose strongly agree, then as many as 11 students choose agree, and no students choose the option less agree, disagree and strongly disagree.

4. Civics learning using the cooperative learning model teaches tolerance as many as 14 students choose strongly agree, then as many as 13 students choose agree, and no students choose the option less agree, disagree and strongly disagree.

5. Civics learning using the cooperative learning model teaches to distinguish about behavior as many as 17 students choose strongly agree, then as many as 10 students choose agree, and no students choose the options less agree, disagree and strongly disagree.

6. Civics learning using the cooperative learning model teaches students to be responsible as many as 3 students choose strongly agree, then 20 students choose agree, and 3 students choose the option less agree, 1 student chooses disagree and no student chooses strongly disagree.

B. Indicators of citizenship attitudes on statement items:

7. Civics learning using cooperative learning model helps students solve a problem as many as 6 students choose strongly agree, then as many as 20 students choose agree, and 1 student who chooses the option less agree, and no student chooses to disagree and no student chooses strongly disagree.

8. Civics learning using the cooperative learning model helps active and creative students as many as 11 students choose strongly agree, then 16 students choose agree, and no students choose the option less agree, disagree and strongly disagree.

Discussion of research results improves students' morale (Variable Y)

Based on observations or observations at SMA Negeri 1 Bangun Purba in class XI in improving student morale the teacher gives advice to students regarding the value of manners, discipline values, the value of hard work, and the value of responsibility as well as providing direction to students so that students have a personality with character. as the next generation of young people. The teacher also familiarizes students with discipline to come to school on time, if there are students who are not disciplined, the teacher gives sanctions or punishments to these students.

Table 3. Respondents' answers to Improving Student Morale (Variable Y)

Improving Student Morale Through Courtesy Values										
Statement Items	Strongly agree		Agree		Disagree		Do not agree		Strongly Disagree	
	F	%	F	%	F	%	F	%		
9. Be polite to the teacher	20	74,07	7	25,92	-	-	-	-	-	-
10. Be friendly towards others	18	66,66	9	33,33	-	-	-	-	-	-
Improving Student Morale Through Discipline Values										
11. Complete assignments on time	F		%		F		%		F	
	8	29,62	18	66,66	1	%	F	%		

12. Come to school on time	11	40,74	16	59,25	-	3,70	-	-	-	-
Improving Student Morale Through the Value of Hard Work										
13. Catch up on subject matter left behind	F		%		F		%		F	
	3	11,11	22	81,48	2	%	F	%		
14. Increase study time during exams	2	7,40	25	92,59	-	7,47	-	-	-	-
Improving Student Morale Through Values of Responsibility										
15. Adhere to the picket schedule	F		%		F		%		F	
	13	48,14	14	51,85	-	%	F	%		
16. Keeping Clean	9	33,33	18	66,66	-	-	-	-	-	-
17. Caring about values	7	25,92	19	70,37	-	-	-	-	-	-

Based on the table above, data is obtained that the role of Civics learning has an effect on improving student morality by:

1. Value of courtesy. It is known from the statement of being polite as many as 20 students strongly agree and 7 students agree. In the statement of being friendly to others, 18 students strongly agree and 9 students agree.
2. Discipline value. It is known from the statement of completing assignments on time as many as 8 students strongly agree, as many as 18 students agree, as many as 1 student does not agree. On the statement of coming to school on time as many as 11 students strongly agree, 16 students agree.
3. The value of hard work. It is known from the statement of pursuing subject matter left behind as many as 3 students strongly agree, as many as 22 students agree, as many as 2 students do not agree. In the statement of increasing study time during the test, 2 students strongly agree, then as many as 25 students choose the agree option.
4. Value of responsibility. It is known from the statement of compliance with the picket schedule as many as 13 students strongly agree, as many as 14 students agree. On the statement of maintaining cleanliness as many as 9 students strongly agree, as many as 18 students agree. In the statement of caring about the value of 7 strongly agree, as many as 19 students chose to agree.

From several explanations of the research indicators above, it can be concluded that the role of Civics learning has an effect on improving morality as an alternative to preventing student delinquency. In this case, it has a very good effect on indicators of the meaning of civic knowledge, indicators of courtesy, and indicators of the value of responsibility. However, it has a slightly less effect on the citizenship attitude indicator in statement item six, then the citizenship skills indicator on statement seven, then the indicator increases the discipline value on the eleventh statement item, as well as the indicator of the value of hard work on the thirteenth statement item because there are some respondents who do not agree. and disagree that the role of Civics learning has an effect on improving student morality. The results showed that based on the calculation of the product moment value, the results obtained $r_{count} = 0.6917$. Furthermore, this value is compared with the value of the r_{table} provision for degrees of freedom $(dk) n-2 (27-2)=25$ at a significant level of $5\% = 0.3809$. Thus it can be classified by the level of the correlation coefficient with the level of the relationship "Strong".

Meanwhile, based on hypothesis testing through t -test with a value of $t_{count} = 4.7665$ with a price of $t_{table} = 2.0595$ with a significant level of 5% and states that in practice there is an Influence of the Role of Civics

Learning in Improving Morality as an Alternative for Prevention of Delinquency in State Senior High Schools 1 Bangun Purba for the 2020/2021 Learning Year, but actually it is not only in providing Civics Learning materials that can provide material for students' moral formation. The effect of providing Civics Learning materials in improving students' morale is to make Civics Education a subject that is able to form good habits, in order to always maintain good behavior. It is said that good behavior and morals, it is hoped that students can have a good personality when dealing with other people and with themselves.

IV. CONCLUSION

Based on the research data, it can be concluded that there is an influence of the role of Civics learning in improving morality as an alternative to preventing student delinquency at SMA Negeri 1 Bangun Purba in the 2020/2021 academic year contributing 0.6917. The influence between the X variable (the role of PPKn learning) on the Y variable (increasing students' morality) is quite strong, obtained from the calculation value of the product moment correlation which is included in the interpretation table of the correlation value at the level of a strong relationship according to the Sugiyono coefficient interval. Meanwhile, based on hypothesis testing through t-test, it was obtained with a value of 47.61% which was included in the sufficient/moderate category. While 52.39% is influenced by other factors not examined in this study. In this case, it shows that the alternative hypothesis (H_a) is acceptable which states that there is a significant effect on the role of Civics learning in improving morality as an alternative to preventing student delinquency in the 2020/2021 academic year, and the null hypothesis (H_0) which states that there is no significant effect on the role of student delinquency. Civics learning in improving morality as an alternative to preventing student delinquency in the 2020/2021 academic year was rejected.

V. RECOMMENDATION

Based on the results of the research and the conclusions that have been described, some suggestions are given which may be useful for the study of the development of Civics learning in improving student morale and for the parties involved in this research as follows:

1. Students are expected to need to be aware of the importance of the role of Civics learning in implementing morals, attitudes, responsibilities and behavior based on Pancasila as the basis of the state. Students are also expected to increase their participation in an effort to improve student morale in Civics learning by becoming students who have personality traits.
2. Civics teachers are expected to be able to play a role in fostering student morale by directing students based on moral values so that later students become the next generation of young people with good character and personality. Civics teachers are also expected to further enhance cooperation and coordination with other parties, as well as create a conducive and comfortable school environment for students to learn and develop according to their interests, talents, both academic and non-academic.
3. For Researchers, this research is expected to become information material for researchers to write and conduct further research and to be a provision when later legitimately becoming a Civics teacher in improving student morality.

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