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THE IMPLEMENTATION OF MOTIVATIONAL- BASED CONTEXTUAL MODEL TO INCREASE THE ACTUALIZATION OF PANCASILA VALUES

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ABSTRACT

This research is a classroom action research. The subjects on this study were students and teachers of Vocational High School of Karanganyar district, Central Java, Indonesia. The data collection techniques used were observation, documentation, questionnaires and tests. The data analysis techniques employed descriptive, critical and comparative techniques. The results shows that: the implementation of motivational-based contextual model in the learning of civic education could run well in accordance with the learning design; the implementation of motivational-based contextual model can improve the quality of civic education learning process; the motivational-based contextual model can improve the actualization of Pancasila values.

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INTRODUCTION

Pancasila as the basis of the state and the view of life of the Indonesian nation results on the fact that every aspect of state administration and all attitudes and behavior of the Indonesian nation in the life of society, nation and state must be based on the values of Pancasila. This means that the values of Pancasila should be further elaborated into the norms of state and moral norms that must be understood and actualized by every citizen of Indonesia. If the values of Pancasila are not actualized in the life of society, nation and state, it will have negative impact in the life of society, nation and state. The fact shows that the level of actualization of Pancasila values of Vocational High School students in Karanganyar district is still low. It can be seen that there are still many students' behavior that deviate from Pancasila values. Deviation against the principle of Belief in God Almighty, for example, can be reflected from many situations showing that there are still many students who do not obey the God Almighty. Nowadays many students wear open clothes which do not totally cover their nakedness, drinking, using drugs, having free sex, and some even ending their lives by suicide.

Deviations against equitable and cultured humanity values are committed by students in the forms of fighting and torture, playboys among students who play with women at will, and rape by students. Deviations of the principles of unity of Indonesia can be noticed from the decline of nationalism, for example, applying a westernized life style, giving priority to foreign products, singing the Indonesian national anthem not seriously, respecting the red and white flag not with appropriate attitude. In addition, there are many clashes among students only because being provoked by unaccountable issues. Next deviation also happens related to the fourth principle namely democracy led by the wisdom in deliberations. These divergences include disrespecting and disobeying the mutual decisions, disrespecting other people's opinions, and prioritizing personal or group selfishness. The deviation of the last principle namely social justice for all Indonesian people also occurred. The deviations can be seen from the students' behaviors which just demand the rights and neglect the duties, being wasteful and implementing extravagant lifestyle, being lazy to learn and do not like to work hard. The low actualization of Pancasila values is caused by several factors. Among them are: (1) environmental factors of students either at home, at school, or in society; (2) teaching model, strategies, and methods used by Civic Education teachers in Civic

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Education learning. In order to overcome the problem of low actualization of Pancasila values mentioned above, it is a crucial need to offer a motivational-based contextual model in learning of Civic Education in Vocational High School. The motivational-based contextual model is assumed to be able to increase the actualization of Pancasila values. This assumption is based on several reasons as follows: (1) contextual model is one of the models whose implementation will relate the subject matter with the real life of the students. This necessarily requires students to be active, creative in participating in discussions, demonstrations, seeking and discovering material according to what is needed, what is appropriate to the circumstances and conditions of the person and the environment, so that learning will be of interest to the students; (2) through contextual-model, learning becomes more meaningful and real. This is because students are required to be able to capture the relationship between the learning experience at school and real life.

This will be important because by linking the material found in the real life, the material learned will be embedded in the students' memory, so it will not be easily forgotten; (3) through contextual model, learning is getting more productive and able to cultivate the reinforcement of student concepts. This is because contextual learning refers to a constructivism paradigm, in which students are required to discover their own knowledge. Through constructivism paradigm students are expected to learn through experience rather than memorization; (4) motivation is important in the learning process. The process of learning the teacher is able to design the learning that can generate and pay attention to students' motivation, then the result will be better. Especially if the design of learning materials is tailored to the needs of students, associated with students' environments, able to foster self-confidence in students and provide benefits or satisfaction, then the result of actualization of Pancasila values will increase.

MATERIALS AND METHODS

This research is a classroom action research. The subjects in this study were students and teachers of Vocational High Schools in Karanganyar district, Central Java, Indonesia. This research procedure consists of two cycles. Each cycle includes planning, action, observation, and reflection. The data in this research is the actualization of Pancasila values in Vocational High School students of Karanganyar district and data on the implementation of motivational-based contextual model in Civic Education learning. The data were obtained from Vocational High School students of Karanganyar district and the interaction between teachers and students. The data collection techniques were observation, documentation, questionnaires and tests. The data analysis techniques employed descriptive, critical, and comparative techniques.

FINDINGS

The findings of qualitative research show that the implementation of motivational-based contextual model in Civic Education learning can run well according to the research design. The quality of the learning process after using the model is better than the learning process before using the motivational-based contextual model. During the process, the students' concentration increases, the students' activeness increases, the students feel happy, and the class becomes alive.

This means there is an increase in the quality of the learning process. The process of learning Civic Education subject by using the motivational-based contextual model can improve the quality of learning process qualitatively. The improvement of the quality of Civic Education learning can be shown through the increase of students' participation in following the lesson, the students are more focused in following the learning process, the students are happy and interested in learning Civic Education and students are motivated to follow the learning of Civic Education. On the other hand, the quantitative results of cognitive in the form of subject assessment score and affective results on the actualization of Pancasila values also increased. Student activity increases because the contextual model is a learning model whose learning concept emphasizes on students' activity or student-centered learning (Hosnan, 2014). In the learning process, teachers are required to encourage and create an active classroom atmosphere. Contextual models also make Civic Education learning interesting and not boring. This is because the contextual model in its implementation requires teachers to link the material learned with the students' environment (Nurhadi, 2003). The material that the teacher transfers to the students will be less meaningful if the material does not match what students see and experience every day. Therefore, students will feel happy and interested if the material is learned based on their life experiences. Besides, the contextual model is a learning model whose philosophical foundation is constructivism.

Constructivism is a learning philosophy that emphasizes that learning is not just memorizing, but students have to construct their own mind knowledge. Knowledge cannot be separated into separate facts but reflects applicable skills. Constructivism is rooted in the pragmatism philosophy that was initiated by John Dewey in the early 20th century. The philosophy emphasizes the development of student interests and experiences. Students will learn better if the environment is created naturally. Learning will be more meaningful if students experience what is learned rather than just knowing it. Targeted learning on material mastery only proves to be successful only in short-term "remember" competencies, but fails to equip students solving problems in long-term life (Johnson, 2006). The implementation of motivational-based contextual model in learning Civic Education can create an interesting learning for students and can increase the student's learning motivation. This is because motivation is important in the learning process. If in the learning process, teachers are able to design learning which generate more attention to students' motivation, then the result of the learning process will be better. Moreover, if the design of learning materials is tailored to the needs of students, associated with the student environments, able to grow self-confidence and provide students with benefits and satisfaction, then the results will be even better (Keller, 2010). In doing something, an individual is influenced by several factors, such as motivation factor. Motivation is the process of giving spirit, direction and persistence of behavior. This means that motivational behavior is a behavior that is full of energy, directed, and long-lasting. This is in line with the opinion of Ellen (2007) which states that motivation is a force that causes individuals to act in a certain way. Strong motivation comes from within a person. Uno (2007) states internal motivation has a strong energy in realizing one's success in achieving goals. The efforts in implementing Pancasila values need to be continued. The success of the actualization of Pancasila values in a person is very dependent on one's motivation in making it happen.

Therefore, motivation must remain embedded in a person. Besides, the values of Pancasila must be believed so that someone can wholly actualize them in his life (Daroeso and Suyahmo, 1989). The actualization of Pancasila values can be implemented subjectively and objectively (Notonagoro, 1975). Subjectively, the actualization of Pancasila is a personal actualization; while objectively, actualization of Pancasila values is the implementation in the form of realization in every aspect of state administration in the field of legislative, executive and judicative (Kaelan 1993). Pancasila is the foundation of the State and the nation's view of life, therefore Pancasila and Civic Education (PPKn) must be implemented in good Civic Education learning. Good learning process, indeed, can improve the actualization of Pancasila values. Actualization of Pancasila values needs to be continuously done through values education. Lickona (1992) states value education will produce character. There are three components of character, namely moral knowing, moral feeling, and moral action. This is in line with Hill's (1991) opinion that values as a reference of life behavior have three stages: the stage of values thinking, values affective, and values action. Therefore the values of Pancasila must be actualized through the transformation stage, the value transaction stage, and the value trans-internalization stage (Muhaimin, 2002).

Conclusion

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 The implementation of motivational-based contextual model in the learning of Civic Education in Vocational High School of Karanganyar district can run well in accordance with the design of learning. The implementation of motivational-based contextual model in Civic Education learning can improve cognitive and affective outcomes where students' achievement increased and actualization of Pancasila values of students also improved. The Civic Education teachers in Vocational High School are expected to understand and master the motivational-based contextual model and are able to implement it in Civic Education learning at school.

The teaching and learning Civic Education carried out by teachers is expected to not only emphasize the cognitive aspect, but must balance between the cognitive and affective aspects.

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