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**| RESEARCH ARTICLE**

**Teaching and Learning Process of Pancasila and Citizenship Education Subjects: A Case of SMKN 5 Mataram, Indonesia**

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**| ABSTRACT**

The objectives of the paper are: (1) To identify the lesson plan of Pancasila and Citizenship Education Inclusion Classs in SMKN 5 Mataram, (2) To know the teaching-learning process, (3) To identify the evaluation, and (4) To highlight the difficulties faced and solutions suggested by the teacher in the teaching-learning process of Pancasila and Citizenship Education inclusion class in SMKN 5 Mataram .The research method is qualitative with the research subject Pancasila and Citizenship Education teacher level X, XI. Research informants are the headmaster, curriculum vice headmaster, student level XI, and level XII. Collected method techniques are observation, interview, document, and focus discussion group. After that, the data analysis was done by reduction, display, and conclusion with data validation. The study showed seven main results: (1) The lesson plan of Pancasila and Citizenship Education uses a scientific approach, cooperative learning model, problems-based learning, (2) The teaching-learning process Pancasila and Citizenship Education teacher level X uses challenging questions, explanation, group discussion, browsing literacy, and class communication. The teacher level XI uses video observation, group discussion, problems identification, problems analysis, data collecting, rationing, conclusions, and presentation to the class, (3) Evaluation teaching-learning process tests 50 %, rating skills 30 %, and product of project 20 %, and (4) The difficulties faced and solution by the teacher are: (1) Some of the student lazy by persuasive to manage the time, (2) Less of learning readiness by motivation given, (3) Monopoly clever student by spread opportunities, (4) Difficulty to HOTS question by introduction clue, (5) Abnormal student minder and bullying her/his classmate by remembering to tolerance and self-confident, (6) the abnormal student difficulties faced on oral explanation by speech to text, and (7) Literacy culture is low by observation book record to develop reading motivation. The conclusion based on the lesson plan teacher document is the teaching-learning process of Pancasila and Citizenship Education has applied innovative learning process by a scientific approach, problem-based learning, L4C (Literacy, Critical thinking, Collaborative, Creative, Communication), High Order Thinking Skills by challenging question as well as revolution industry and 21 centuries required.

**| KEYWORDS**

Teaching-Learning Process, Inclusion Class

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**1. Introduction**

**A. Background**

Individuals who study in the school system can be classified into 2 class groups. They are normal students and students with special needs. On the other hand, three types of classes group individual students into study groups: (1) Classes whose members are other individual normal students. Inclusion classes are those that (2) include individual students with special needs, (3) individual students with special needs, and individual students without special needs.

According to Ni'matuzahroh and Yuni Nurhamidah (2016: v), because people with special needs have the same rights as others, including the right to an education, their existence cannot be isolated from society. A technique for achieving universal education that responds to the many actual needs of children and society, notably those of children with special needs, is the presence of inclusive education. The results of an interview with the Deputy Principal for Curriculum Affairs, who is also in charge of the Inclusion Class at SMKN 5 Mataram, and the Inclusive Class Pancasila and Pancasila and Civics Education Education Teacher on Monday, 7 February 2021, obtained information that there were two Inclusion Classes, namely the Graphic Design Department and the Music Department.

The Civic Study Program, Teacher Training, and Education Faculty, Mataram University is an Education Personnel Institution whose function is to produce Pancasila and Pancasila and Civics Education Education Teachers for SMP/MTs and SMA/MA/SMK levels only to carry out teaching assignments in Normal Classes and does not provide provisions in the form of knowledge about teaching Classes Special Needs, and Inclusion Class. On the other hand, students are also not given knowledge about Inclusive Education. Meanwhile, the Pancasila and Pancasila and Civics Education Education Study Program at the Faculty of Teaching and Education, University of Mataram, has a vision: To produce prospective Pancasila and Pancasila and Civics Education Education teachers and researchers who are competent and competitive through research-based education and learning. It means that alums of the Pancasila and Pancasila and Civics Education Education Study Program, Faculty of Teacher Training and Education, University of Mataram must be ready and competent to carry out teaching assignments in the Normal Student Class, the Special Needs Student Class, and the Inclusion Class, namely a class consisting of a combination of normal students and students with special needs. Adequate research results must support this readiness. Furthermore, the vision of the Pancasila and Pancasila and Civics Education Education Study Program at the Teaching and Education Faculty of Mataram University is translated into the following missions:

- 1 Prepare resources for education personnel who are competent in organizing Pancasila and Pancasila and Civics Education Education education and learning
- 2 Develop a functional system of academic regulations and educational institutions in the implementation of Pancasila and Pancasila and Civics Education Education education and learning
- 3 Organizing innovative and creative Pancasila and Pancasila and Civics Education Education education and learning to form competent and competitive graduates
- 4 Creating a conducive and competitive academic climate to support the implementation of Pancasila and Pancasila and Civics Education Education education and learning
- 5 Optimally functioning the resources that have to support the implementation and process of Pancasila and Pancasila and Civics Education Education education and learning
- 6 Carry out Pancasila and Pancasila and Civics Education Education education and learning based on local wisdom and excellence
- 7 Carry out quality research and community service in the field of Pancasila and Pancasila and Civics Education Education and be published nationally and internationally.

According to the mission mentioned above, it is crucial to research inclusive classes, which include both lecturers and student participation, especially to prepare to teach staff for civic education who are competent, competitive, innovative, and creative based on local wisdom and excellence supported by research findings. In inclusive classroom education, ways are more realistic and comprehensive and confront students with special needs in real-life situations with various normal people in a social environment. Ni'matuzahroh and Yuni Nurhamida (2016: v - vi) said that from different research results, implementing the Inclusion Class has many benefits that are felt not only by students with special needs but also by normal students. Benefits for students with special needs can increase their self-image and self-confidence and improve social skills because they often interact with normal peers. In addition, students with special needs will have appropriate behavior in class and equal academic achievement, sometimes higher. Through the Inclusion Class, normal students benefit from a growing awareness of human differences and that students with special needs have much in common with them.

Pancasila and Pancasila and Civics Education Education as a subject play a crucial role in ensuring that all citizens know of their legal entitlement to high-quality education for both typical students and students with disabilities. A government initiative known as the Inclusion Class was launched at SMKN 5 Mataram to allow every regular student and student with special needs to receive an education together. It is crucial to use SMKN 5 Mataram as a research setting because it is the only school that offers inclusion classes.

The aspirations to provide education for everyone (Education for All) will be abandoned if there isn't a serious effort to make them a reality by developing qualified, professional human resources for education personnel, adequate facilities, and infrastructure, as well as the strong resolve to realize opportunities for students with special needs to learn alongside typical students in one class within the framework of the Inclusive Class. With the inclusion class's availability, students with special needs can attend education

properly because there are no special schools close to where students and their parents live. Students with special needs should not be far from their parents.

Pancasila and Civics Education subjects are subjects that students must take and are closely related to character building as good Indonesian citizens based on Pancasila and the 1945 Constitution in a Unitary State of the Republic of Indonesia with the principle of Unity in Diversity.

Based on the background described above, a capacity building research is proposed with the title Inclusive Class Pancasila and Pancasila and Civics Education Education Learning at SMKN 5 Mataram.

### **B. Statement of Problem**

In this study, the problem was formulated as follows; how is the Inclusive Class PPKn learning at SMKN 5 Mataram?

### **C. Research Objectives**

This research was conducted to know the following:

1. The lesson plan of Pancasila and Pancasila and Civics Education Education in the Inclusive Class Pancasila and Pancasila and Civics Education Education SMKN 5 Mataram
2. Implementation of Pancasila and Pancasila and Civics Education Education Learning in Inclusive Class at SMKN 5 Mataram
3. Evaluation of Pancasila and Pancasila and Civics Education Education Learning in Inclusive Class at SMKN 5 Mataram
4. Difficulties and Solutions for Pancasila and Pancasila and Civics Education Education Learning in Inclusive Class at SMKN 5 Mataram

## **2. Methodology**

This study used a qualitative approach with a descriptive research type. The research subjects were Inclusive of Class X and XI Pancasila and Pancasila and Civics Education Education teachers at SMKN 5 Mataram. The research informants comprised of the Head of School, Deputy Head of Curriculum Affairs, and class X, XI students representatives. Data collection techniques used observation, interviews, documents, and focus group discussions (Ningi, 2022). Furthermore, the data were analyzed by data reduction, data display, and drawing conclusions after the data was validated.

## **3. Discussion**

Pancasila and Civics Education can take place in courses with regular students, classes with students who have special needs, and classes that include both regular students and those with special needs. For students in regular student classrooms, classes for students with special needs, and students in inclusive classes, it should also start with the Pancasila and Pancasila and Civics Education Education Learning Implementation Plan. Since questions, assignments, language use, and involvement of students with special needs are all related to their ability to participate in the learning process; it is crucial to get the Civic Education teacher's attention. It follows Tyler's learning theory in Lapono et al. (2010; 1 – 29) which suggests to teachers (1) Providing opportunities for students to express ideas in their language, (2) Providing opportunities for students to think about their experiences so that they become more creative and imaginative, (3) provide opportunities for students to try new ideas, (4) provide learning experiences related to the ideas they already have, (5) encourage students to think about changing their ideas, and (6) ) Creating a conducive learning environment.

It is clear from the Pancasila and Civics Education Learning Implementation Plan document for inclusive class SMKN 5 Mataram that both grades X and XI have implemented top-notch Pancasila and Pancasila and Civics Education learning principles, innovative learning, using a scientific approach under the demands of the Industrial Revolution 4.0 and the 21st century. The implementation of Pancasila and Pancasila and Civics Education Education education must also keep up with the demands of the twenty-first century and the fourth industrial revolution, which calls for a learning implementation strategy that considers problem-based learning, cooperative learning, innovative learning, and questions that require high-order thinking skills (HOTS).

### **3.1 Implementation of Pancasila and Pancasila and Civics Education Education Learning in Inclusive Class at SMKN 5 Mataram**

The implementation of Pancasila and Civics Education learning in the inclusive class of SMKN 5 Mataram includes a quality learning process. It can be seen from the learning scenarios implemented. The core activity begins with literacy through reading discourses and starting questions. On the other hand, the teacher has carried out optimal learning interactions by providing opportunities for interaction between teachers and students, students and students, and between teachers, students, and learning aids and learning

media (Joarder et al., 2022). It follows the principle of implementing student-centered learning, where the teacher acts as a facilitator and tutor, accommodating students with special needs. The learning process also activates students by reading discourses and asking triggering questions.

The 5 M (assess problems, gather data, reason through evidence, draw conclusions, and communicate the outcomes of conversations with group presentations) has been used in the Pancasila and Pancasila and Civics Education Education learning in the inclusive class of SMKN 5 Mataram. Additionally, it incorporates the L4C (literacy, critical thinking, collaborative, communication, and creativity) framework and gives students chances to practice effective information and communication technology use. Pancasila and Pancasila and Civics Education Education instructors provide typical and special needs students with excellent service in the inclusion class. On the other hand, Pancasila and Pancasila and Civics Education Education teachers explicitly assist kids with special needs by utilizing sign language, nonverbal, understandable symbols, and language with short phrases. It implies that Pancasila and Pancasila and Civics Education Education teachers have granted all students the same rights to receive instruction of the same quality.

It adheres to the viewpoint expressed by Stubbs in Nu'matuzahroh and Yuni Nurhamidah in 2002, which claims that inclusive classes are a tactic for achieving universal education. The fundamental rule is not to discriminate regardless of the differences between students, including those with special needs and typical students. All students have the right to learn.

### **3.2 Evaluation of Inclusive Class Pancasila and Pancasila and Civics Education Education Learning at SMKN 5 Mataram**

According to the 2013 Pancasila and Civics Education Curriculum, learning evaluations must measure knowledge and skill components as well as knowledge, religion, and social attitudes and behaviors. The Pancasila and Pancasila and Civics Education Education instructor accomplished it for the inclusion class at SMKN 5 Mataram. The knowledge component is assessed with an oral and/or written test, each of which carries a 50% weight. Observation forms with an attitude assessment, attendance records, and dialogues with a 30% weighting are employed for social and religious issues. In contrast, the skills component is given a 20% weight in the execution of talks and presentations and is used in project product assessment and observation sheets. The weights for typical students and students with special needs should not be equal, and the weights need to be revised because kids with special needs have greater skill potential. A vocational school, as its name suggests, should place more emphasis on developing students' skills. For instance, the knowledge element is given a 40% weight, the religious and social aspects are given a 20% weight each, and the skill-related factors are given a 40% weight. Learning motivation and self-confidence can rise with the acknowledgment of weights that respect potential skills, especially in children with exceptional needs. Besides that, the availability of remedial learning services will provide greater opportunities for Children with Special Needs to be able to achieve the Minimum Completeness Criteria set by the Pancasila and Pancasila and Civics Education Education Inclusive Class Teacher at SMKN 5 Mataram

### **3.3 Difficulties and Methods of Solving Inclusive Class PPKn Learning at SMKN Mataram**

The difficulties faced by Pancasila and Civics Education teachers in the inclusive class of SMKN 5 Mataram are, of course, more complicated than teaching in classes where students are normal students. Pancasila and Pancasila and Civics Education Education learning at SMKN 5 Mataram is included in the Inclusion Model in the opinion of Hallhan and Kaufman (2006), which emphasizes the basic things that must get the teacher's attention so that it can take place properly. Some of these things include: (1) Not labeling children with special needs as something dangerous, (2) Changing views and hearts to accept differences, reorientations related to assessment, learning methods, and class management, including environmental adjustments, (3) Models inclusion does not require a redefinition of the teacher's role and reallocation of human resources, (4) Providing professional assistance and training for teachers, parents, to share experiences, and (5) Flexible learning curriculum and evaluation.

The biggest challenges for Inclusive Class Pancasila and Civics Education Teachers at SMKN, 5 Mataram include: (1) Equating the quality of processes, results, and learning products of normal students with special needs, (2) Managing classes so that there is a harmonious interaction between normal students and students with Children with Needs Special, and between Teachers, Students with Special Needs, and with Learning Resources, (4) Utilization of Learning Media and Learning Aids as well as a touch of Communication Information Technology for Inclusive Classes. In principle, Pancasila and Civics Education teachers in the Inclusive Class of SMKN 5 Mataram do not experience significant difficulties in serving normal students. However, to help students with Special Needs, several of them are experienced: (1) Language in communication must use sign language, symbols, and sentences must be simple, (2) Learning Aids and Learning Media and Speak To Texts are very necessary for children with disabilities. Deaf, (3) Extra attention to students with special needs to maintain their self-confidence and motivation to learn, (4) Making normal students aware of respecting, protecting, and looking after children with special needs so that the learning climate remains conducive, and (5) The teacher must identify possible obstacles in the learning process related to children with special needs according to their disabilities. Thus the Inclusive Class Pancasila and Civics Education Teachers at SMKN 5 Mataram are required to be able to communicate and interact with students of Children with Special Needs according to variations in their disabilities.

On the other hand, the teacher must be creative to reduce the use of teacher explanations and reduce writing on the blackboard. One of the teacher's creativity is to make textbooks that can reduce the teacher's explanation, and students with special needs are not too dependent on the teacher's existence.

Based on the data obtained from the Focus Group Discussion, the things that need attention for Civic Education teachers who teach in inclusive classes are as follows:

- a. The types of inclusion among students are different and varied. Therefore they need handlers according to each child with special needs
- b. Teachers need to master sign language in communicating and written culture in guiding the speech impaired
- c. Regarding the Deaf, Teachers need Learning Aids and Learning Media as well as Speech To Texts
- d. Sentences are used in such a way that children with special needs can easily understand them
- e. Giving extra attention to children with special needs to maintain self-confidence, motivation to learn, and avoid bullying, so that learning objectives are achieved
- f. Remind normal students to respect, protect, and look after children with special needs so that the conduciveness of the learning climate is maintained, maintained, and can continue to be improved
- g. It is necessary to provide more optimal opportunities for children with special needs to increase their confidence that they have potential that must be developed
- h. Bearing in mind that students with special needs have the same rights as normal students to receive quality education for the sake of Education For All.
- i. Every teacher must realize that when explaining "lips and mouth," it is very much the focus of observation of students with special needs, especially students who are speech impaired and need to master "Speech Texts."
- j. The teacher, before the learning process, must have identified possible obstacles in the learning process related to children with special needs.

Thus, it can be understood that Civic Education teachers who teach in Inclusive Classes are very much needed to read literature related to Children with Special Needs and skills in using sign language to improve teacher-student interaction quality.

#### **4. Closing**

##### **A. Conclusion**

Based on the results of interviews, observations, documents, and focus groups discussion, the following conclusions can be drawn:

- 1 According to the 2013 Pancasila and Civics Education Curriculum, the Pancasila and Civics Education Learning Implementation Plan for the inclusion class of SMKN 5 Mataram is created using a scientific approach, discovery learning techniques, cooperative learning models, problem-based learning models, and multi-teaching techniques.
- 2 Pancasila and Civics Education education has been implemented in the inclusive class at SMKN 5 Mataram using the 5M core activity stage, according to 2. (Assessing, Collecting, Reasoning, Concluding, Conveying). Additionally, L4C has been incorporated (Literacy, Critical Thinking, Collaborative, Communication, Creative). Teachers use HOTS (Higher Order Thinking Skills) through analysis, synthesis, and assessment questions with trigger questions as required by the Industrial Revolution 4.0.
- 3 Assessment of Pancasila and Civics Education teachers' learning in the inclusion class at SMKN 5 Mataram with regard to knowledge using written and oral examinations (50% weight), attitudes using an attitude scale (30% weight), and skills using product and presentation observation rubrics (20% weight).
- 4 The difficulties faced by Civic Education teachers in the inclusive class of SMKN 5 Mataram, especially in serving Children with Special Needs, vary and must be done individually. Teachers must master sign language and symbols that children understand, and the language used must be as simple as possible. The use of Learning Aids and Learning Media is a must to reduce the teacher's verbal explanations and writing on the blackboard, which makes it easier for students to learn.

##### **B. Suggestion**

Based on the results of the research, several suggestions are presented as follows:

1. Learning Implementation Plans should be made specifically for Pancasila and Civics Education learning in inclusive classes that are different from classes where all students are normal
2. It is necessary to design equal learning and other alternative learning for students who are children with special needs

3. Evaluation of Children with Special Needs must be distinguished from normal students. In addition, the weight for the skills aspects of children with special needs should be 35% - 40% because their potential is more related to skills.
4. Procurement of textbooks for each subject consisting of:
5. Overview of the Main Discussion, (2) Learning Objectives, (3) Competency Achievement Indicators, (4) Detailed Description of Learning Materials in simple language that is easy to understand, (5) Summary, and (6) Exercises, Assignments, Problems, (7) Reference List.

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