

The Development of Value-Based Democratic Education Textbook at Pancasila and Civic Education Study Program FKIP UNSRI

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Abstract— This study was aimed at developing a valid and practical value-based democratic education textbook at Pancasila and Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, Sriwijaya University. Through this development, it was hoped that the previously-developed materials would be able to create more valuable teaching and learning process for the students involved. The subjects of this study were students of the third semester of the PPKn Study Program, who were currently taking a Democratic education course. Research and Development were used as the models of this research refers to the R & D Cycle Borg and Gall and was harmonized with the objectives of the study. In the development process, after finishing the book arrangement, at the same time, the researcher conducted validation to the linguist and one to one test. Then, the product was revised based on the expert judgment and conducted the small group and field test. The results showed that this value-based democratic education textbook was valid and practical to use.

Keywords: *democratic education textbook, value-based*

I. INTRODUCTION

Learning is a process to achieve certain learning goals. The learning objectives will be achieved optimally if the supporting components have been well prepared. The main components of the learning process are the materials, methods, media, and evaluation. Besides, the four main components of the course also influenced by other supporting components. Of the four major components mentioned above, the preparation of teaching materials is the focus of this study. Existing learning materials must be packaged/modified properly by an educator. The existing matter must be adapted to the circumstances of learners, and learning objectives have been determined in advance. Good learning materials are not only able to convey cognitive information that enriches the students but also fosters the formation of the affective and psychomotor. This is also applied in the course of democratic education. Those educational materials are expected to yield values (especially

democracy) that are capable of forming students' affective and psychomotor skills. Democratic education textbooks will be developed not only to load material enriching the students' knowledge but also to integrate the values of democracy, especially values for the purpose of democratic education course can be optimally achieved.

Before discussing about the value of democracy, first, we can see the concept of education itself, as contained in the Act of the [1], it is stated that: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills which are needed by them, society, nation, and state."

Furthermore, in line with that understanding of education, in the Act of [1], it is also stated that: "National education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and accountable."

The description of the meaning, purpose, and function of the [1] clearly emphasizes that the Indonesian national education is very attentive to achieving the three aspects of ability, namely cognitive, affective, and psychomotor. Values that are part of the affective and psychomotor aspects are also highly-preferred achievements in national education. Specifically, democratic values are mentioned as one of the values that must be achieved in education in Indonesia. It certainly becomes a challenge for educators to make sure the students show their democratic values.

In addition, [2] states, "According to the Association for Supervision and Curriculum Development (ASCD) (2018), the four essential elements of democratic education are freedom,

discussion, involvement, and equality. Foundationally, these four aspects create classrooms where students develop as active, participatory democratic individuals through experiences that are integral to learning in Deweyan educational philosophy.”

Furthermore, [3], “According to the logic of democratic learning, people should learn democracy’s meaning by experiencing a new democratic order, while new incentives and civic-education efforts may also influence their understanding. Put simply, citizens’ democratic understanding should be the sum of their individual experiences. Besides the two expert’s opinion, the value of the principles which must be implemented in a democracy is also put forward by Henry B. Mayo, namely solving disputes peacefully and institutionally, ensuring the peaceful change in a changing society, holding a succession regularly, limiting the use of violence, recognizing diversity, ensuring justice. Based on this, it can be understood that the essence of democracy is the freedom of education, discussion, engagement, and equality. The basic point of the fourth point is how the student can develop into individuals who are active and participatory based on their learning experience.

Democratic education in Higher Education is considered by many experts as the most appropriate media for transforming the values of democracy. Learning from the experience of some western countries that have been advanced in democracy, the concern for the future of their democracy is realized through the integration program of democratic education in civic education subjects in formal education like schools and colleges. The democratic education course really is one of the subjects which are rich with values in it. However, the source of learning of this case sometimes still focuses on the concept and theory, not on the value raise of democracy. Based on those reasons, this research was expected to produce a valid and practical valued-based textbook of democratic education.

II. RESEARCH METHODS

The research of developing a value-based textbook on a democratic education course was conducted in Pancasila and Civic Education (PPKn) of Faculty of Teacher Training and Education (FKIP), Sriwijaya University (Unsri). The subjects of the research were the students of the third semester PPKn FKIP Unsri– students of the 2018 class, both in Indralaya and Palembang. This study was a research and development study referring to the R & D Cycle Borg and Gall and was aligned with the established objective of the research, which was to develop and produce products/textbook of democratic education then followed by validity and effectiveness testing. [4] describes the general cycles of research and development to produce a product, which are as follows:

- Research and collection of information, including a literature review, classroom observations, and report preparation.
- The next is planning, including defining skill, determination of the order, and feasibility test of a small scale.
- Develop an initial product, including teaching materials, handbooks, and evaluation.

- Then, friendlies initial product development through interviews, observation, questionnaires, and collecting data.
- Then, the revision of the initial products based on suggestions and findings from the initial model field testing to yield primary products.
- The main field tests, namely conducting field trials of the model that has been revised.
- Revise the main product, which is revising as suggested by major field test results to yield operational products.
- Then, operational field trials, which are testing back
- , revision of the final product as suggested by the results of the operational field test.
- Dissemination and implementation.

Ten steps have been modified [5] into three stages, as shown in the figure below:

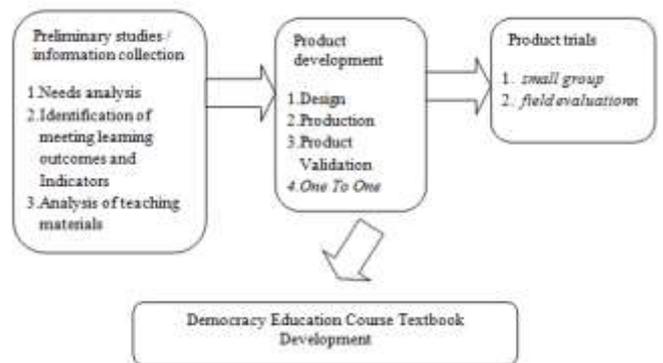


Fig. 1. Procedures for developing a value-based textbook [5].

Based on some thoughts on the development of research, the process of textbook development based on the values of democratic education courses as described as follows:

- Preliminary studies. This stage was initiated by observation on the analysis of the need to seek information about things needed by students in order to facilitate the learning process of democratic education. At this stage, researchers made observations about any book that has been used as a reference in the learning process of a democratic education course. Furthermore, things still needed to help the learning process were also asked.
- Initial product development. At this stage, first, the research team conducted a comparison between Semester Learning Plan (Rencana Pembelajaran Semester, RPS) and Learning Unit (Satuan Acara Pembelajaran, SAP) on democratic education courses from several universities that would later be developed into RPS and SAP which are value-based. Then the research team developed the materials by first collecting materials from various referential sources and made a comparison of them that have been used over the years. After that, the development of existing materials into

value-based materials contained in the textbook was conducted.

- **Expert Validation.** At this stage, researchers asked the experts for help to validate product textbooks developed. In this case, researchers asked the linguists to examine the structure and grammar. Linguists filled out a questionnaire and provided suggestions on the format that in advance had been prepared by researchers. Next, the researchers made improvements based on feedback given by the experts. Along with product validation to linguists, researchers also conducted one to one stage. At this stage, the researcher formed small groups of Indralaya students into 5-6 people to give their opinion about the textbooks prepared. The suggestions from validators and students at one to one stage were used as input for the product's improvement before being tested.
- **Trials.** At this phase, the product was tested twice at two stages, namely small group, and field test. The test phase involved a small group of some students from the Palembang class, which must follow the democratic education course. Recently, after getting the input stage of a small group conducted a pilot phase-field test involving the entire class of students who follow courses Indralaya democratic education.

The data collection techniques used were questionnaires, observations, and documentation. The questionnaire was used when conducting expert validation and collecting data from the students to give their assessment on the democratic education textbook both in terms of content and the integration of democratic value. Furthermore, for the observation, researchers set up some assessment of student attitudes to be observed during the small group and field tests. As for the data collected through the test, researchers gave the product to the students in the field test in an attempt to determine the level of effectiveness of the textbook.

The next stage was the analysis of the data that has been collected. The results of the questionnaire were analyzed by using a Likert scale, with four categories, namely strongly agree (score 4), agree (score 3), disagree (score 2), strongly disagree (score 1). Data obtained from the questionnaire were then analyzed by percentage, according to Arikunto (2006), namely $P = F / N \times 100\%$. Percentage yielded from data was then converted using the modified criteria of Sugiyono (2012) in order to determine whether this textbook was practical to use or not. Those categories are as follows: the average of 81-100 (Very Good), 61-80 (Good) 41-60 (good enough), 21-40 (less good), ≤ 20 (not good).

III. RESULTS AND DISCUSSION

Have been doing some research through several stages and got the data through some techniques mentioned previously, the results obtained in this study could be grouped into three, namely the results of the preliminary study stage, product development, and product testing.

A. Study Phase / Initial Observation

At this stage, there were some things done; the researchers tried to elicit information from students attending the lectures of democratic education course regarding their initial understanding of the matters contained in it. This was done as a democratic education course was not something new for the students since they previously had received materials on democracy both at school and at university, namely the Civic Education (Pendidikan Kewarganegaraan, PKn) course. On the first day of this stage, the researcher found that the students still faced difficulties in conveying both the values contained in democratic education and real example of the implementation of democratic value in daily life.

Next, preliminary studies continued on next week. In this case, the researchers found that students had difficulty in finding intact materials/learning resources of democratic education, which had all the materials in accordance with the syllabus. Material about democracy was only discussed in one part of several books related to citizenship, Pancasila, government, and others. It then made most of the students use the internet in finding the material source of democratic education. Based on the results of the preliminary study, the researcher was aware that the development of value-based textbook on democratic education course was essential to complete the learning resources for the students to understand the term democracy not only theoretically but also integrated—that they were able to integrate every democratic value of each material to each other.

The next step, the researchers conducted a comparative analysis on democratic education course syllabi at several universities to make improvements and development of the syllabus, which had been run by the research team and lecturers of democratic education courses at FKIP PPKn Unsri. In this case, the researchers also had difficulties since the study programs at other universities did not have the course on their curriculum. In some universities, the material of democracy is included in the Civic Education (PKn) course only. Fortunately, there were several courses that the naming and content of the syllabus were almost the same as the democratic education course. Researchers attempted to obtain the analysis and comparison, so the draft of the materials prepared was obtained; the analyses were as follows: 1. The concept of democracy, 2. The principles of democracy, 3. The essence of Indonesian democracy, 4. Democracy in Indonesian Governmental System, 5. Dynamics and challenges of democracy in Indonesia, 6. Democracy practice in realizing a multicultural society.

B. Product development

In the product development stage, there were some steps that researchers did, namely designing textbooks, producing textbooks, and testing the textbooks. In the early stages before developing textbooks, researchers compiled beforehand RPS and syllabus based on the material determined from the results of the analysis of several other university syllabi. Then researchers began compiling the material in each chapter by trying to integrate the values and principles of democracy in any material. The integration of democratic values and principles were integrated by giving examples of cases contrary

or in accordance with democratic values. The integration was also done by completing the value of existing material with pictures that make students better understand the meaning of democratic values. After the preparation and development of material done, researchers gave the textbook in the form of a prototype to the linguists to be validated. There were some aspects that the linguists assessed from the matter of grammar and delivery of information that led the students to comprehend democratic values. The assessment was described in several statements, and its results showed that the textbooks compiled were valid, i.e., with a percentage of 81%. There remained a record; however, that should be corrected before the textbooks were tested. Along with the validation by linguists, textbooks were also assessed by some of the students attending lectures of democratic education— five students with a variety of academic levels. The students were asked to give an assessment to fill out a questionnaire that had been prepared. Based on the questionnaire, at the stage of one to one test, it was found that the textbook was fairly practical with a percentage of 78%. On the questionnaire, there were also some inputs given by the students. Suggestions from the linguists and students had been considered by the researcher prior to the field test.

C. Textbook Testing

At this stage, researchers tried to obtain data as materials for the improvement of textbooks prepared. In the implementation phase, the researchers tested the textbook at two stages, small group, and field test. At the small group test, the researchers tested the textbook to students attending the lectures of democratic education in a Palembang class. Researchers chose ten students having varied ability to give the assessment on value-based democratic education textbooks used in the learning process. At the same stage, the researcher also chose one of the materials presented to students, which was the material of the principle of democracy. Students were provided an assessment through a questionnaire. The results from the questionnaire at this stage showed a higher percentage than that at stage one to one, which was 82%, indicating that the textbook was practical to use. Moreover, the practicality was also seen from the percentage of attitudes/responses shown by the students during the learning taken place. The percentage of student activity observation results was 84% showing that the students showed a good response.

Hereinafter, the trial was conducted at the field test by firstly making improvements towards suggestions given by students at the small group stage. In the third phase, the researchers re-tested textbooks to forty-nine students attending lectures of democratic education from Indralata classes. Similar to the previous stage, the students were asked to give judgment on the questionnaire sheet provided. From the results of the questionnaire, the percentage of 87% and the percentage of 89%, for the observation of student activities during the learning process, were obtained. From both the questionnaire and observations results, it was indicated that the textbook used was very practical.

Based on the results of questionnaires and observations described above, it could be understood that through the good education process with proper learning resources, this

democratic education with a value-based textbook would further assist the students in comprehending the material and application of democratic values in the daily life. As mentioned in the Act of National Education System No. 20 of 2003 that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, morals noble, healthy, knowledgeable, skilled, creative, independent, and become a democratic citizen and accountable. The democratic attitude of the students was also seen during the learning process. Students showed a more participatory attitude; they participated actively during the learning process and were able to solve the problems in the classroom either. This was in accordance with the views expressed by Dewey (in Collins et al.), he states, "According to the Association for Supervision and Curriculum Development (ASCD) (2018), the four essential elements of democratic education are freedom, discussion, involvement, and equality." Foundationally, these four aspects create classrooms where students develop as active, participatory democratic individuals through experiences that are integral to learning in Deweyan educational philosophy. Furthermore, it is also in line with Dalton's opinion of democracy in the journal, volume 18 no. 4, he presents, "According to the logic of democratic learning, people should learn democracy's meaning by experiencing a new democratic order, while new incentives and civic-education efforts may also influence their understanding. Put simply, citizens' democratic understanding should be the sum of their individual experiences. The basic point of those fourth points is how the student can develop into individuals who are active and participatory based on their learning experience."

IV. CONCLUSION

Based on the results obtained from several stages, i.e., preliminary studies, product development, and product testing, it can be concluded that the value-based textbook of democratic education was determined valid by linguists. Then it was also practical after being used in one to one, small group, and field tests. The practicality of this democratic education textbook was also reflected in the increase of students' active participation level during the learning process. Therefore, this value-based textbook of education democracy can be used as teaching materials relevant to democratic education courses.

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