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The Implementation of CONVIA Model to Increase the Understanding of Four Pillar Nation-State

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Abstract: This study aims to determine the Contextual Value Inclusion Approach (CONVIA) implementation in the Pancasila Education learning to improve understanding and actualization of the values of the four pillars of the nation and state. This research is classroom action research. Data were obtained from 60 students who took Pancasila education courses at the Teaching and Education Faculty of Universitas Slamet Riyadi, Surakarta, Central Java, Indonesia. Data is collected by giving a questionnaire. The data collected were analyzed with descriptive techniques and comparative critical. The study results show that the implementation of Pancasila education using the CONVIA model can improve real understanding and actualization of the values of the four pillars in the life of the nation and state.

Keywords: Contextual Value Inculcation Approach, education learning, four pillar nation-state, Pancasila actualization.

实施康维雅模型以增进对四个支柱国家的了解

摘要: 这项研究旨在确定潘卡西拉教育学习中的情境价值包含方法 (康维雅) 实施, 以增进对国家和州四大支柱价值的理解和实现。这项研究是课堂行动研究。数据来自 60 名在印度尼西亚中爪哇省苏拉卡尔塔的斯拉米特·利雅迪大学教学与教育学院修读潘卡西拉教育课程的学生。通过问卷调查收集数据。使用描述性技术和比较关键性分析收集的数据。研究结果表明, 使用康维雅模型实施潘卡西拉教育可以增进对国家和国家生活中四个支柱价值的真正理解和实现。

关键词: 情境价值灌输法, 教育学习, 四大支柱民族国家, 潘卡西拉实现。

1. Introduction

The State of Indonesia is a unitary state that has a national identity, which is used to distinguish it from other countries. Another term for Unitary State is *Eenheidstaat*. The unitary state places the central government as the highest authority, while the administrative areas under it only exercise power elected by the central government.

Each country has a different form of government. The form of a state can be distinguished into two, namely the unitary state and the state of the union (federal). Indonesia consists of many islands, tribes, customs, and beliefs. The national identity includes Pancasila, the Constitution of the Unitary State of the Republic of Indonesia, the Unity in Diversity, and the Unitary State of the Republic of Indonesia [1] [2]. The

existence of a unifying principle in differences makes Pancasila stronger and worthy as an ideology for the Indonesian state that is typical of its diversity. The ideal concept of unity by conditioning every citizen to coexist and “*gotong-royong*” without eliminating the identity of ethnic groups, customs, races, or religions. In addition to being the national identity, Pancasila is also the basis and ideology of the Indonesian state.

As the basis of the state, Pancasila has a very fundamental function. Pancasila is the formulation and guidelines of national and state life for all Indonesian people. The five main ideologies of the constituents of Pancasila are the One True Godhead, just and civilized humanity, the unity of Indonesia, the people led by wisdom in deliberation/ representation, and social justice for all Indonesian people. These are listed in the fourth paragraph of the Preamble of the 1945

Constitution. The values contained in Pancasila are fundamental values that serve as guidelines for the rules and principles of the prevailing legal norms in Indonesia. Pancasila became the character of Indonesian society. A comprehensive understanding of Pancasila, the 1945 Constitution, the Republic of Indonesia, and *Bhinneka Tunggal Ika* should be a strong bulwark for society and young people in particular against various foreign influences and cultures that do not follow Indonesian cultural values. Currently, Indonesia is seeking and formulating the foundation of a national education system that can build the unique character of the Indonesian nation as the identity of a civilized, dignified, and modern society [3].

The four pillars of nationality are solid so that the people of Indonesia feel safe, comfortable, peaceful, and prosperous. The Four Pillars of National and State Life are a collection of noble values that must be understood by all people and become a guide in the life of the state to realize the nation and state to realize a nation and a country that is fair, prosperous, and dignified [4]. Pancasila has a source of knowledge and concepts of nationalism that should be used as guidelines in Indonesian social life [5]. A high sense of citizenship is influenced by higher values of Pancasila, [6] and Pancasila education can instill the values of four pillars in state and state life among students [7].

Pancasila education aims to develop the human character of Pancasila in every thought, attitude, and action. Understanding and awareness of the values of national insight should be a common concern and responsibility, therefore it is necessary to re-understand the four main pillars of nationality for the younger generation in the life of the nation and state. Thus, Pancasila education needs to be instilled in the minds of every nation's children, presented in public spaces, and practiced in the life of society, nation, and state. Every Indonesian citizen must have the belief that these four pillars are the moral principles of Indonesia that guide the achievement of the life of an independent, united, sovereign, just and prosperous nation. Otherwise, concerns about the emergence of problems caused by the low internalization of the values of the four pillars will continue.

Sustainable development means integrating, alternating, and reconciling interrelated systems, namely ecological and socio-cultural systems [8]. Understanding the same perspective has an orientation to strengthen and maintain unity and improve the welfare and resilience of the nation. But in reality, it shows that students' understanding and actualization of the values of the four pillars in state life is still low. Indonesian society still faces challenges to the understanding and actualization of the values of the four pillars in the life of the nation and state.

Regarding the challenges faced in the country's life, the rapid currents of globalization that demand

openness and freedom of democracy, and free competition are the main causes of national values decline. This can be seen from the decrease in tolerance of fellow citizens, the depletion of nationalism, and the diminishing spirit of state defense among the community. Therefore, the revitalization and actualization of the four pillars of nationality's values become important to change the attitude, morals, and ethics of all components of the nation to prioritize the interests of the nation and state in daily life.

The Indonesian Constitution, commonly referred to as the 1945 Constitution, is unity with Pancasila, namely as a translation of the fundamental values of Pancasila as a basis [9]. In its application, the national values must also touch the political elite, bureaucrats, TNI, and POLRI, educational institutions, diplomats, and all other elements of society. Thus, Pancasila education becomes a mandatory part of the curriculum that must be pursued in the elementary, secondary, and higher education levels in the natural education curriculum in Indonesia to strengthen the national identity of national and state life [10]. The low internalization of the four pillars of values that lead to national and state issues can jeopardize the unity and integrity of national terrorism [11]. The best value of Pancasila investment is through education [12]. In the research conducted by the researchers, the focus is on the education of Pancasila, which is carried out at the tertiary level. Pancasila education is one of the general subjects that must be taken by students in universities. Pancasila education is necessary to understand and actualize the values of the four pillars of public life. Many factors cause the understanding of the values of national and state life to be weak [11]. Among other things, law enforcement is less than optimal [13]. A lack of a sense of justice, capitalism, and liberalism has emerged in state practices, corrupt officials, unstable economic situations, and a lack of exemplary leadership. On the other hand, higher education as a place to prepare human resources and superior character in the learning process is still used less in innovative lecture learning models. A learning model is a framework that provides a systematic overview to carry out learning to help students learn about certain goals to be achieved. This means that the learning model is an overview, but still has a special purpose. Learning models can also be interpreted as a plan or pattern that can even be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or other learning environments. The function of the learning model is as a guideline for the curriculum designer and the teachers for carrying out the learning. Model selection is strongly influenced by the nature of the material to be taught, the objectives (competencies) to be achieved in the learning, as well as the level of ability of the learners.

Innovative learning models are needed to improve the understanding and actualization of the values of the four pillars in national and state life among students in the learning process. [14, 15] argue that one of the factors that influence the effectiveness of education is the learning model used. Innovative learning can have a positive and effective impact, and help students improve their cognitive learning. Besides, to achieve quality education, the learning process must be strengthened by developing competencies that are in line with the main objectives of education and applying the curriculum that has been developed [16]. Following the opinion [17], quality education is an education that can develop one's thinking, skills, knowledge, and attitudes through an approach and learning model to facilitate understanding. [18] also stated that the most important goal in education is to improve students' understanding and develop knowledge and enable students to meet their learning needs in the future.

One of the most important factors in education is the increasing quality of education in educating the nation's children, related to teachers' quality and professionalism in teaching. Teachers have a position and role as a mobilizer in education (learning process) that strongly influences student success. Learning is an educational activity. Learning activities are said to be of educational value because they are directed to achieve certain goals formulated before the learning is carried out, hoping that the subject matter delivered can be mastered and understood by students.

As a teaching staff, PKN teachers play a role in providing information in the form of new knowledge about National Insight and Love of the Country, explaining the impact that will be caused if one does not instill a home of ideals early on [19]. Teachers have various ways in their ability to implement effective teaching practices [20]. Teachers conduct extensive classroom action research to be used as a framework for developing quality educational development [21]. Teachers must have basic knowledge and experience in learning, which will help them share and learn quickly [22]. The most common activities are to engage students directly in the planning, processing, and distribution and provide examples of excellent ethics and exemplary actions and words [23]. The application and role of value become the most dominant strategy teachers use to process learning outcomes [24]. Teachers should have procedural about practical routines, where teachers organize student participation and guide them through more interesting lessons [25].

According to [26], in education, collaborative learning has enormous potential with the development of skills to produce a more effective learning process. For fostering public understanding and awareness in state life, the improvement of learning programs in the long term can be made with various approaches in education [27]. Transformation in education, especially

in the learning process, is not quite right and successful. In its implementation, there are still many shortcomings in the process of understanding students. This requires academics to develop learning models to improve student understanding and develop the potential that exists in students [28]. The development of learning models can provide new solutions to improve students' understanding. When students interact with a variety of learning models, they can easily understand and analyze a theory. This shows that learning models' development is highly recommended and can support student learning [29]. The Contextual Value Inclusion Approach (CONVIA) model combines contextual approach and inclusion value approach. The CONVIA model will bring students closer to the reality of social, national, and state life with an approach to moral values. Through this model, the learning process will be exciting, the material is easy to understand, and students can easily actualize the values learned in the life of the character, state, and state. Civic education prepares young people to make the right and sensible decisions and educates citizens of culturally diverse democracies in a world of mutual need [30]. An innovative and ideal learning model can show social interaction between students and other students actively in the learning process [31]. Inadequate systems affect outcomes, making it impossible to achieve learning goals [32]. One of the models that can improve the understanding and actualization of the values of the four pillars in the life of state is the CONVIA model.

This study aims to discover the implementation of CONVIA in the learning of Pancasila Education to improve the understanding and actualization of the values of the four pillars of state and state life. This research needs to be done because students are the next generation and future leaders of the nation. Students must be able to understand the values of Pancasila, the 1945 Constitution, the unitary state of the Republic of Indonesia, and unity in diversity. The four national identities are referred to as the four pillars of the state and state life. The four pillars are expected to strengthen the unity and integrity of Indonesian society. The introduction of the values of the four pillars is carried out through the mass media with the aim of citizens, children, and parents being able to find out [33].

This research needs to be done because students are the next generation and future leaders of the nation. The implementation of CONVIA is expected to improve the understanding and actualization of the values of the four pillars in the life of state. Through this research, there is a standardization of the Pancasila Education learning model that considers Pancasila education to be very important in the life of society, nation and state. Therefore, learning models for Pancasila Education need to be implemented by lecturers in the process of Pancasila learning.

2. Methodology

The form of this research is classroom action research. This research is an innovation carried out by various sectors of people, including educators, researchers, school administrators, and teachers. This method as a strategy to develop the teaching of the profession becomes stronger because classroom action research is rational, and the process facilitates the development of learning. This research was conducted at the Teaching and Education Faculty of Universitas Slamet Riyadi, Surakarta, Central Java, Indonesia. Data was obtained from 60 students who took Pancasila education courses. The data collection techniques used tests and questionnaires. This study has two cycles, where each cycle consists of four stages, namely planning, implementing, observing, and reflecting. Data assessment is divided into two stages; firstly, the questionnaire about understanding the value of the four pillars, which gives respondents the range of values 1–4, and secondly, giving questions to respondents about the actualization of the four pillars with the range of values 40–160. The collected data was analyzed using descriptive, comparative, and critical techniques.

3. Results and Discussion

The values of the four pillars in national and state life include Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika. Data on understanding the values and actualization of the four pillars in national and state life can be seen in Table 1.

Table 1 Understand and actualize the values of the four pillars in the life of the nation and state

No	Parameter	Average Value	
		Value before	Value after
1	Understanding values	2.3	3.3
2	Actualization of values	85.6	154.6

Based on these data, the average value of real understanding of the four pillars' values in national and state life before the CONVIA model was applied was 2.3, and the average value after the CONVIA model was used at 3.3. The actualization score of the four pillars' values in national and state life before the CONVIA model was applied was 85.6 and after the CONVIA model was applied at 154.6. This shows that the cognitive understanding and actualization of the four pillars' values in the life of the nation and state using the CONVIA model and Pancasila learning are increasing. Pancasila was proposed by the founders of the nation to build its character and culture, under the assumption that a homogeneous ideology would create stability and strengthen cohesion in Indonesian society [34]. The existence of a unifying principle in differences makes Pancasila stronger and more worthy as an ideology for a state as diverse of Indonesia. The

ideal concept of unity is to condition every citizen to coexist and *gotong-royong* without eliminating the identity of ethnic groups, customs, races, or religions. Pancasila, as the basis of Indonesian state philosophy, is a universal value system that can be applied in any context today, tomorrow, or in the more distant future. That means that Pancasila, with its deep philosophical base, can answer every problem that arises in society.

Increased cognitive understanding and actualization of the values of the four pillars in national and state life among students through the CONVIA model can be realized through several factors. Firstly, lecturers can associate the material they teach with real problems in society. This requires students to be creative with discussion demonstrations, searching for and finding content according to what is needed and what fits their personal and environmental conditions, making lectures more interesting [35]–[37]. Through the CONVIA model, lectures become valuable and understandable. Students are required to grasp the relationship between their learning and real life. The material learned will not be easily forgotten because it is firmly embedded in students' memories through connections to previous knowledge. Lectures can also become more productive and encourage the reinforcement of learning concepts, as the CONVIA model is situated in the constructivism paradigm, in which students are required to build their own knowledge. Through this paradigm, students can learn through experience rather than memorization.

The CONVIA model can be used to understand and actualize the values of the four pillars in state life: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Unity in Diversity. Pancasila is the basic foundation that can be used as a shield against corruption [38]. Each pillar has a different level, function, and context. In this case, Pancasila remains a fundamental national and state value. The practice of the values of the four pillars is expected to strengthen the spirit of nationalism and patriotism in the next generation and increase love among citizens and the desire to build up the country.

The CONVIA model is a way to instill and explore the moral values of students. It can also (a) foster and shape values and morals, (b) express the contents of the material delivered, (c) assess the quality of moral values (both in students and in real life). Pancasila as the basis and ideology of the Indonesian state, a set of values that can become a way of life for the state of Indonesia. The foundation of the state and the practice of state life must be based on the values contained in Pancasila. The consensus of the country's founders was born of a national understanding formed from the common destiny, joy, and history and the common mind to create a united, sovereign, just, and prosperous nation in a unitary state. Pancasila as an ideology is rooted in the spiritual, moral, and cultural wealth of Indonesian society and comes from the nation's view

of life [39]. Pancasila is a formulation or guideline of national and state life for all Indonesian people and the philosophy of the state in carrying out the routines of the state to achieve national ideals. Its main problem is a reflection of democratic values and can be used as a model in educating people about democracy [40]. Pancasila existed before Indonesia became independent. However, the implementation of its values has experienced many obstacles since independence was achieved. Various national and state issues that occur in Indonesia today are caused by neglect in implementing the Four Pillars in daily life. Pancasila as a universal value relevant to today's generation. The values listed in Pancasila are the fundamental values of social life. The fundamental value of social life is an individual behavior or action that is considered good by most people. In people's lives, there is an agreement on various rules that must be adhered to if social order is to be maintained. The rule agreement is what is referred to as social value, an abstract concept in human beings about what is considered right or wrong. Social skills are an essential aspect of the realization of students' activities and values [41].

4. Conclusion

The implementation of the CONVIA model in Pancasila education means that students are actively involved in the lecture process. The results of the study show it can improve understanding and actualization of the values of the four pillars in the life of the nation. The primary limitation of this research lies in the number of research subjects studied—namely, only two classes, with a total of 60 students. In addition, the research time was only one semester. The key implication of this study is that lecturers in Pancasila education need to fully understand the Contextual Value Inculcation Approach (CONVIA) model as an innovative learning model that can improve the understanding and actualization of the values of the four pillars in the life of the nation.

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