

The Role of Teachers' Pancasila and Civic Education as Motivator in Political Education

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ABSTRACT

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The aim of this study was to explore the role of teachers' Pancasila and Civic Education (PPKn) as motivator in political education. The research was conducted at State of Senior High School 1 (SMAN 1) and State of Senior of High School 10 (SMAN 10) at Padang City. This research had employed a qualitative research with comparative studies. The data were analyzed using data analysis techniques, data presentation, and concluding. The validity of the data was tested by source triangulation. The result showed that the role of Teachers' Pancasila and Civic Education not only educating the character of the nation's generation but emphasize the role of Teachers' Pancasila and Civic Education as motivators in political education. Where the teacher as a motivator plays a role to give encouragement, enthusiasm, and intelligence to students in understanding political education.

Keywords: *Pancasila and Civic Education, PPKn, Political Education.*

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INTRODUCTION

Education plays as the central spear in the constitution, because it brings the nation's generation to become on honesty, intelligent, intellectual, independent, independent of other countries, and responsible attitude. The active learning process in obtaining information, skills, attitudes and integrated knowledge will occur through a learning process of students (Sönmez, 2017; Noorhidawati et al., 2015; Bartman & De Bruijn, 2011; Hendra, 2019; Rovai et al., 2009). Students should be conditioned to be in a search form rather than a reactive form (Maria & Asep, 2015). Education also potentially develop the nation's character and civilization ability to become dignified, an enlightens life of the nation, and also develop it to become a democratic and a responsible resident (Sari & Prasetyo, 2018; Becuwe et al., 2016; Kim, 2015; Staeheli & Hammett, 2013). It was realization in the existence of political education in the school. Because education and politics were seem like two sides of a coin that

cannot be separated from one another because they are influenced by each other (Persson, 2015; Mahgfiroh, 2017). Based on Rahman (2018) political education is a part of political socialization that specifically form the political values, which shows how it should play a role in the political system itself. This Civic education as an attempt to change the process of political socialization of the community so that they understand and appreciate the form of values contained in an ideal political system (Persson, 2015). In addition, political education plays an important role in building the character, and responsibility of the democratic resident so they can achieve an onward nation civilization (Rahman, 2018). Through political education, the younger generation could behave in political behavior, so that they understand more about political knowledge, awareness, attitude, political efficacy, and political participation, as well as the ability to make political decisions rationally, not only for themselves but also for the community, especially the younger generation. Civic education was closely related to Pancasila and Civic Education subjects. Because in substance the material taught in the Pancasila and Civic Education very accommodates political education. As the opinion expressed by (Oktaviani, 2018) political education as a mission of Pancasila and Civic Education subjects in providing knowledge, attitudes, and skills. So that they can live as good residents who understand the levels of political literacy, and political awareness, and the ability to participate politically (political participation). At the mass media, we often watch the cases related to the lack of understanding of the nation's generation of politics.

The importance of political education was as a means to prepare political cadres. Thus they can become a critical force to fight the wrong, unjust, and unreasonable conditions (Utami, 2018). Therefore the students in Senior High School or vocational school should be given a proper understanding of political education. Further, Sutiyono & Suharno (2018) stated that Pancasila and Civics Education is should as like as political education, democratic education, and moral education within the scope of schooling. It shows that a teacher plays an active and fair role in instilling a Pancasila and Civics education. According to Nureva (2019) educator or teacher is one of the important components in the learning process. The success of a teacher is inseparable from the role of the teacher itself so that students will not only get the grade as the results, but also the lesson that can be applied in the life of the family, school, community, and nation. The knowledge gained in Pancasila and Civic Education subjects related to political education gets an ideal result. Political education, Pancasila and Civic education for young people of the nation specifically for students is a process of fostering, planting and inheriting national and state values that are

implemented and applied to learning in schools (Susiloningtyas, Handayani, Amalia, & Nadhira, 2017). Therefore, political education has a significant role in the aim of the intellectual life of the nation (Iyep, 2013). In learning Civic Education, students should be directly involved in the learning process, primarily material that can be linked to the recent information or the actual. So the students can easily understand and absorb the material taught by the teacher. In fact, the teacher often explains the material with an old way of explanation by using an assignment method. When in fact, this Pancasila and Civic Education lesson encourages students to be an active, critical, and innovative role in dealing with the latest and smartest issues in sorting out which news are facts and hoaxes. Then the role of the Pancasila and Civic Education teacher is needed; one of the most important roles is as a motivator.

Based on the reality in the field shows that the role of Pancasila and Civic Education teachers as motivators in political education is not in accordance with what should be implemented. According to Sugiasih (2015), a motivator is a motivation that gives enthusiasm and direction, one's persistence. With the motivation provided, students will be encouraged to be even more enthusiastic in the process of learning, specifically in political education. This opinion is also supported by Manizar (2015), In the world of education, motivation has always been a dominant factor in determining the achievement of learning goals. In a learning process, motivation is one of the crucial instruments for the success of student success. Meanwhile Oktaviani (2018) said that A motive is set predisposes the individual of certain activities and for seeking certain goals. Thus, the behavior or actions exhibited by someone in an effort to achieve certain goals are very dependent on their motivation. This research was conducted at State of Senior High School 1 and State of Senior High School 10 Padang City. Based on the level carried out in the process of political education, more students are being passive than being active. In Civic education for students can be instilled the values of an ideal political system in a country. According to Utami (2018), political education in Indonesia can be stated as a series of systematic and international educative efforts to strengthen political awareness and state awareness in supporting the preservation of Pancasila and the 1945 Constitution as life philosophy and constitutional foundation. It also made efforts to reform the Indonesian nation to uphold a political system that is democratic, healthy and dynamic.

Some relevant research in this study conducted by Keke (2008) discussed students' interest and motivation improve learning outcomes. Learning outcomes obtained by students, by encouraging through motivation and giving a compliment. The difference is in learning outcome. It is obtained by the

motivation and encouragement of the teacher. The current research is not emphasize on learning outcomes at the Pancasila and Civic Education, but political education encourages active, participation and critical students so that students are smart in political participation. Further, [Manizar \(2015\)](#) reported about the role of teachers as Motivators in schools. This research specializes in of teachers' Pancasila and Civic Education in providing students to participate subjects with discussions related to political education material, thus the students encouraged with reasonable praise. While, current research created a classroom atmosphere by providing students with discussions on the latest topics in political education. [Maria & Asep \(2015\)](#) discussed an analysis study of the role of teachers as motivators in learning Pancasila and Civic Education in Junior High Schools. Researching learning with encouragement and motivation in political education becomes an ideal motivator. The difference is the role of teachers' Pancasila and Civic Education has an influence in increasing students in political understanding with motivation and encouragement. Other previous study reported that the role of the teachers' Pancasila and Civic Education plays an important role in generating interest and motivation for students in the learning process ([Faulina, 2017](#)). While current research discussed teachers' Pancasila and Civic Education are not only play a role in encouraging and motivating, but also enact the students' a god intelligent, participating and critical in new situation. In addition, the teachers' as a motivator have a large role in Pancasila and Civic Education subject. [Oktaviani \(2018\)](#) explained the role of teachers' Pancasila and Civic Education in developing Political, Legal and Moral Education in classroom learning. It discusses the role of teachers' Pancasila and Civic Education in providing understanding to students by looking at current conditions and internalizing values with the aim of developing political, legal and moral education. teachers' Pancasila and Civic Education has a role besides being a facilitator but also directing students by providing understanding related to political education. Because political education contained in the direction of the golden generation who understand the state of government and citizenship.

This previous research is different from current studies; this research emphasizes the role of teachers as motivators in political education in schools. Teachers' Pancasila and Civic that can be used as a forum for students to obtain political knowledge in accordance with the existing political system in Indonesia. Further, Pancasila and Civic Education are also as the subjects based on character values and as political education this is a compulsory subject. Based on the explanation above, this study aims explore the role of teachers' Pancasila and Civic Education as motivators in political education at schools.

And tried to be the students actively and critically in sorting related news or information of political developments.

This research is very essential to be conducted. Because it is as an effort to prepare the role of teachers' Pancasila and Civic Education as motivators and political cadres who has the function well in the midst of political struggles, as well as to get a political solution. Thus, it would be able to provide a complete understanding of the meaning of preserving national values that are rooted in the quality of Indonesia. By providing knowledge related to Pancasila and Civic Education, students are expected to understand and be enthusiastic in learning political education. The teacher explains not only trains, gives lectures, but also designs subject materials, evaluates students' achievement, and motivates the students. Therefore the role of the teacher as a motivator is very important to increase student motivation, especially learning political education that is passive and active in dealing with hoax issues.

RESEARCH METHODOLOGY

The type of this research is qualitative research using comparative studies. This research tried to analyze the description of a situation or sample as it is in comparison to the place of conducting research (Suter, Smith, & Denman, 2019; Bray, Adamson, & Mason, 2007). Moleong (2008) stated that qualitative research was a research procedure that produces comparative descriptive data in the form of written or oral words from people or observed behavior.

In collecting data, the researchers used observation, interview, and study documentation techniques to obtain data related to the role of Teachers' Pancasila and Civic Education as motivators in political education at State of Senior High School 1 and State of Senior High School 10. Observation technique was carried out to find the facts that occur in the field. It analyzed the role of the teacher as a motivator to play a role in the learning process of Pancasila and Civic Education in political education with observation sheets that have been prepared previously. This technique was done by digging information related to the research object.

Interviews were conducted to find out the role of Pancasila and Civic Education teachers as motivators in political education in schools. The informants in this study Headmaster, Vice-Principal, Teachers, and Students at State of Senior High School 1 and State of Senior High School 10 Padang City. This technique involved observing teacher's Pancasila and Civic Education in the teaching process in class and interviewing students regarding the learning process of teachers' Pancasila and Civic Education as motivators, assisted by distributing questionnaires to students to obtain accurate sources.

Documentation was conducted to obtain documentation related to the research conducted. Documentation includes photos of school, interview photos, and research related documents. To analyze the data, the researcher is guided by the technical analysis of the data presented by Miles and Huberman, which consists of three activities; those are data reduction, data presentation, and making a conclusion (Sugiyono, 2005). The technical process of data analysis was presented by Miles and Huberman as follows:

Figure 1.

Analyzing the Role Teachers' Pancasila and Civic Education (PPKn) as Motivators in Political Education in Schools

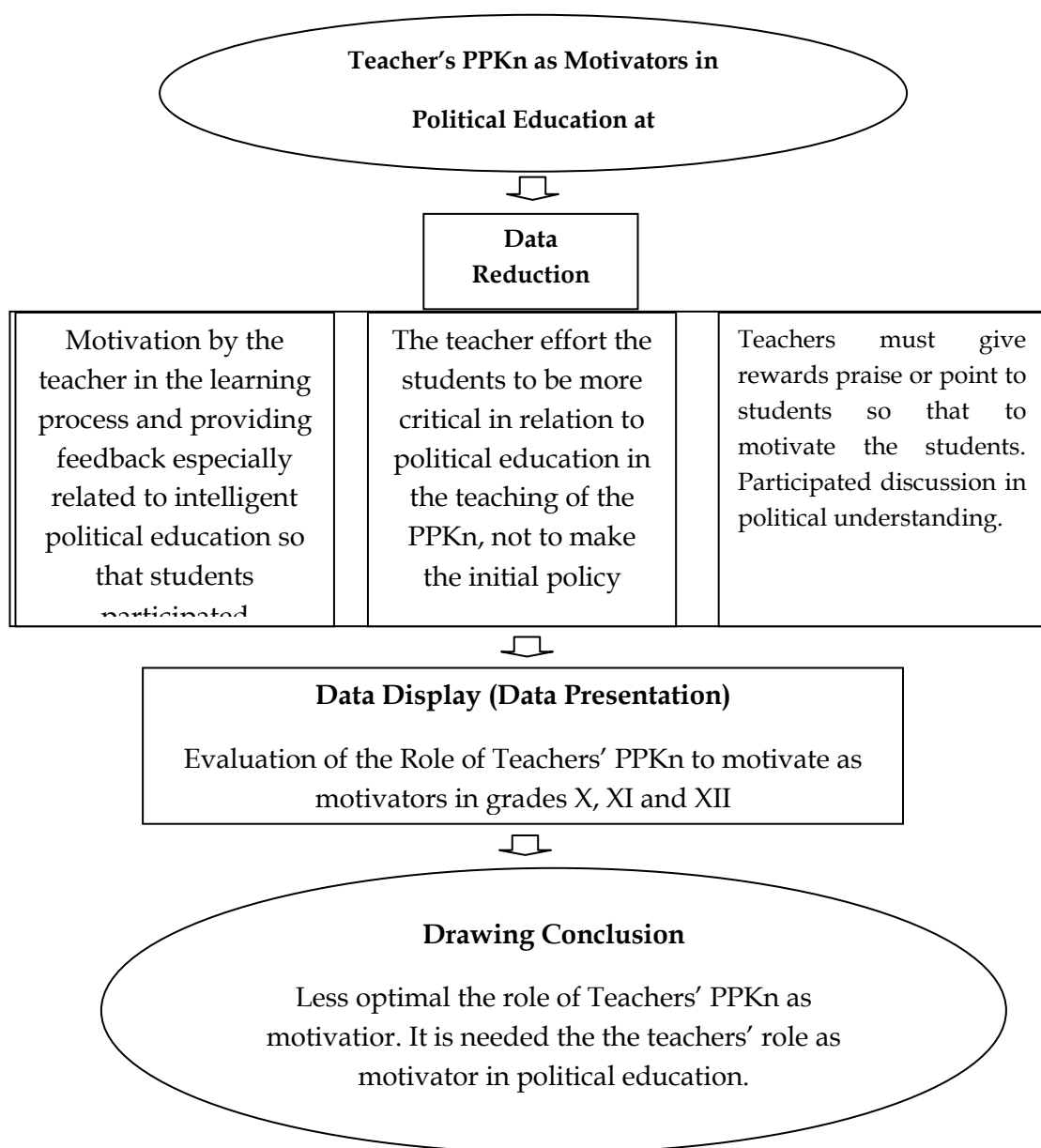


Figure 1. The Data Analysis Techniques by analyzing data and collecting data obtained from the field. After that, researchers making the data reduction, by selecting the data that is needed in accordance with the objectives of the study either by distributing questionnaires, interviews, and documentation. Analyzing data conducted by researchers by telling the results of research based on data obtained in the field. The validity of the data is tested by triggering the source, by checking the data or information which is obtained through the different sources such as comparing observations with interviews or comparing observations with existing ones ([Bachri, 2010](#)).

RESULTS AND DISCUSSION

The research was conducted at State of Senior High School 1 (SMAN 1) and State of Senior High School 10 (SMAN 10) at Padang City. The research takes the data by doing the observation, questionnaires, interviews, and direct documentation. Researchers conducted research into several classes at SMAN 1 and SMAN 10 Padang City. In the process of learning the Pancasila and Civic Education subjects, after almost one hour of learning, a teacher spends his time delivering the subject matter to his students.

The Role of Teachers' PPKn (Pancasila and Civic Education) as Facilitators and Motivators in Political Education

Learning strategy was a plan of action (series of activities), including the use of methods and utilization of various resources. It is learning activity that must be done by the teacher and students, thus learning objectives can be achieved effectively and efficiently. Learning strategy was a set of learning materials and procedures that are used together to obtain and cause learning outcomes in students. This strategy was a method that make easier for teachers to teach students, especially PPKn as political education in schools. Political education through political education the younger generation behaves and behaves politically, so that they have political knowledge, awareness, attitude, political efficacy, and political participation, as well as the ability to make political decisions rationally, not only for themselves but also for the community, especially generations young. Political education was closely related to PPKn subjects. Because in substance the material taught in the PPKn was very accommodates in political education. According to [Oktaviani \(2018\)](#), political education as a mission of PPKn subjects provides knowledge, attitudes and skills to student. Thus, they were able to live as citizens who have a level of political literacy, political awareness, and political participation. Political education in PPKn was conducted by teachers' PPKn. Hence, political

education was realized properly in accordance with Law Number 14 of 2015 about the obligation of teachers and lecturers. The teacher was a profession that was not easy because it was as a role of model, educator, teacher, motivator, and facilitator in the learning process. So that it can educate the next generation of the nation. According to [Nureva \(2019\)](#), education and teacher was one important component in the learning process. The success of a teacher is inseparable from the role of the teacher so that students get results not only grades, but results that can be applied in the life of the family, school, community, and nation. It was a business process carried out by someone to change a new behavior overall, as a result of his own practice in interaction with the environment. The knowledge that gained in PPKn related to political education gets an ideal result.

The teacher as a facilitator also plays a role in establishing facilities related to services in facilitating students in learning activities, including the teacher must understand various types of media and learning resources ([Rahman](#). Vice-Curriculum of State Senior High School 1 (SMAN 1) Padang, 2019, September 26). Based on interviews Vice-Curriculum SMAN 1 Padang can be seen that the teaching process was student-oriented which is not only considered as an object of learning by the teacher's abilities. Even students were placed as subjects who study according to their talents, interests and abilities. The students were not only learning objects but also as student centered subjects.

The students as learning objects must master the material that provided by the teacher, whereas as subject students after mastering all material are developed in accordance with the talents, interests, and abilities possessed by students. In order to give optimally in learning process, the teacher conveys information according to the student's understanding. Teachers' PPKn delivered the information according to the subject matter with varied methods. So that students did not feel monotonous and bored. Besides, teachers' PPKn as a place to direct students related to political education. The teachers' PPKn as a directed to do varied and interesting learning activities. Therefore, the teacher teaches on students' centered oriented on students. The students can choose the topic of material in learning. Thus, the teachers play a role as a source of teaching into the role of a facilitator" ([Yuniati](#). Teachers' Pancasila and Civic Education at State Senior High School 1 Padang, 2019, August 20). She revealed that the teachers' PPKN must fully motivate the students through motivation and learning collaboration. Because this subjects were political education that directs students to participate that students' must smart understanding politics related to Indonesia in particular. Moreover, our students were more critical

than their teachers, so the teachers were more careful in controlling and explaining to students.

From interview above, the teacher as a facilitator provide a service to facilitate the students, especially in political in order to the learning process were not bored and saturated. It closely relevant with Arif Rahman who reported that the current generation was more critical and active. Thus, the teachers' PPKn must provide understanding to the students carefully to make students not wrong and easy influenced by certain elements. In addition, teachers were a role as a facilitator; the teacher must also use the media to find, to provide information and learning resources. The teacher needs to understand various types of media, understanding media that was suitable for use, media design skills, or organizing various types of media.

"Our teachers' PPKn often provide with interesting material in learning and invited to discuss about the democracy and general election. In addition, teachers' PPKn encouraged us to take part in extra-curricular activities that were mandatory, only scouts, and there was no compulsion to follow them" (Suryani, I. Teachers' Pancasila and Civic Education at State Senior High School 10 (SMAN 10) Padang, 2019, August 27). Based on interview above, the role of teachers' PPKn as facilitators and motivators in political education at SMAN 10 Padang was different from each teacher. It was supported by Ms. Friyati, as teachers' PPKn who said that: "The subject of PPKn was a political education in schools passively rather than actively. Political education has an important role in schools, so the students were understood, smart and active in the learning process. So, it needs motivation for the students in giving material related to Constitution, the dynamics of democracy" (Friyati. Teachers' Pancasila and Civic Education at State Senior High School 10 Padang, 2019, August 18).

Based on the data interview, the role of teachers' PPKn as a facilitator and motivator in political education in schools was very necessary. The learning method that was changed, which was originally only in the form of lectures, might be able to encourage students to interact and use existing facilities in the form of books, newspapers, magazines, internet, TV media, and the surrounding community. It aims to encourage students to have a sense of curiosity and express in their ideas and foster interest in learning. Political education was not limited to one's recognition of the role individuals in their participation of government, political parties and bureaucracy. Political education was very essential for the young generation. PPKn was a subject related to political education. Because in substance the material taught in PPKn was very accommodates political education. Students want balanced and integrated learning outcomes between intellectual abilities (cognitive), attitudes

(effective), and skills (psychomotor). Further, Teachers' PPKn were more effort in optimizing her role because the location of a student's success lies in the teacher's role.

Political education and Pancasila and Civic Education for young generation was process of fostering, planting and inheriting national and state values that were implemented and applied to educate in schools. Therefore, political education has very important essential engage in intellectual life of the nation. In learning PPKn students should be directly involved in the learning process especially material that can be linked to news or news and fresh news. So students can easily understand and absorb the material taught by the teacher. In fact the teacher often explains the material with lecture and assignment methods. Whereas PPKn lesson encourages students to play an active, critical and innovative role in dealing with the newest and smartest issues in sorting out the factual and hoax news. Hence, the role of teachers' PPKn was needed; one of the most important roles was as a motivator. [Sugiasih \(2015\)](#) added that motivator was a motivation that gives enthusiasm and direction to students. Through the students' motivation encouraged to be even more enthusiastic in the process of learning specifically political education. This opinion was also supported by [Manizar \(2015\)](#) who reported that education motivation was always dominant factor in determining whether the learning objectives were achieved or not. In a learning process motivation was one of the important instruments for students' success.

Meanwhile, according to Woodwort in [Oktaviani \(2018\)](#) suggested that a motive is a set that can make individuals carry out certain activities to achieve the goal. Thus, the behavior or actions that exhibited by someone in an effort to achieve certain goals were very dependent on the their motivation. It was expressed by Arden (Oktaviani, 2018), "*Motives as internal candlestick arouse sustain, direct and determine the intensity of learning effort, and also define the set satisfying or unsatisfying consequences of the goal.*"

The urgency of this research lies in the absence of research on the role of teachers' PPKn as motivators in political education in schools. As explained by [Sutiyono & Suharno \(2018\)](#) Pancasila education and citizenship as political education, democratic education, and moral education within the scope of schooling. It shows that a teacher plays an active and fair role in instilling a Pancasila and citizenship education. In addition, teachers must be able to provide a complete understanding of the meaning of preserving national values that are rooted in the quality of Indonesia. Teachers play a role in providing services to facilitate students in the learning process activities. The literature that deals with facilitators usually refers to being limited to the role of a person

or group of people in training, discussion, upgrading, etc. The role teachers as facilitator can be in the form of assistance to design an activity by reconstructing certain meanings, forming collaborative, and others (Kisman, Saneba, & Hasdin, 2014). The role of teacher as facilitators in PPKn was related to design, facilitate, offer, and instill the values and practices of PPKn activities that raise awareness, attitudes, and behavior of students who have high personal and social responsibility. That is the teachers must be able to facilitate the students to become individuals who have qualified in personal responsibility and have high social responsibility in avoiding conflicts, maintaining harmony, harmony, intimacy, active social participation, empathy, upholding tolerance and social solidarity

Analysis of Comparison the Role of Teachers' PPKn (Pancasila and Civic Education) as Facilitators and Motivators in Political Education at SMAN 1 and SMAN 10 at Padang City.

The researchers distributed questionnaires on September, 17-18 2019, by looking at the percentage of implementation of teacher PPKn as facilitator and motivator in political education: two comparative study schools (SMAN 1 and SMAN 10 at Padang City) by looking at aspects situation of SL (Always), S (Medium), KD (Sometimes) and TP (Never) researchers obtained the following data:

Tabel 1. Format the Role Implementation Teachers as Facilitators and Motivators at SMAN 1 and SMAN 10 at Padang City

Indicator	Grain of Instruments	Teachers	Situation			
			SL	S	KD	TP
			4	3	2	1
Facilitator						
<ul style="list-style-type: none">Teachers need to understand various types of media and learning resourcesTeachers need to have skills in designing a media.Teachers are required to be able to organize	1. The teacher plays a role in providing services to facilitate students in the learning process. 2. The teacher must understand and use media that are easy for students to understand. 3.The teacher is able to organize various types of media as learning resources.	SMA N 1 Padang				
		Yuniati	40%	40%	20%	0%
		Aminah	70%	20%	10%	0%
		SMA N 10 Padang				

various types of media and to utilize various learning resources. ' ▪ Teachers are required to have the ability to communicate and to interact with students	4. The teacher provides adequate facilities to students 5. The teacher gives direction to students regarding places that can be a source for students.	Friayati	10%	10%	20%	60%
		Irma Suryani	10%	20%	70%	0%
		Indra Surya	70%	20%	10%	0%
Motivator						
▪ Clarify the objectives to be achieved. ▪ Generating student interest ▪ Create a pleasant atmosphere for learning ▪ Give reasonable praise for each student's success ▪ Give an assessment ▪ Make comments on the results of student work ▪ Create competition and cooperation.	1. The teacher gives understanding to students 2. The teacher develops student learning interest 3. The teacher must be creative in linking learning material to be taught with the needs of students. 4. The teacher must use various models and strategies that vary with students 5. Teachers and students must collaborate in creating a pleasant atmosphere of learning 6. Give or provide gifts to students who have good grades to be motivated in learning 7. The teacher gives comments that are worth motivation to student learning outcomes 8. The teacher creates positive competition and cooperation in the learning process.	SMA N 1 Padang				
		Yuniati	40%	40%	20%	0%
		Aminah	70%	20%	10%	0%
		SMA N 10 Padang				
		Friayati	10%	10%	20%	60%
		Irma Suryani	10%	20%	70%	0%
		Indra Surya	70%	20%	10%	0%

Description:

SL : Always

S : Medium

KD : Sometimes

TP : Never

Table 1 show that the role of teachers' PPKn as motivators based on achievement indicators motivates each teacher in different percentages. The result of teachers' PPKn at SMAN 1 involved the first, teacher's PPKn Yurniati got 40% (SL), 40% (S), 20% (KD), and 0% (TP). The second was teacher's PPKn, Aminah got 70% (SL), 20% (S), 10% (KD), and 0% (TP). Different from SMAN 10 Kota Padang, the teacher carries out the role as a motivator not so far from teachers at SMAN 1 Kota Padang. Friayati got 10% (SL), 10% (S), 20% (KD), and 60% (TP), secondly Suryani got 10% (SL), 20% (S), 70% (KD), 0% (TP), and thirdly, Indra Surya got 70% (SL), 20% (M), 10% (KD), and 0% (TP). It was comparative analysis conducted by researchers that certainly compares the role of teachers' PPKn as facilitators and motivators in political education at SMAN 1 and SMAN 10 at Padang. Each teacher has a different role how the teacher plays the role. Teachers of SMAN 1 have own way of carrying out the role of facilitators and motivators in political education, thus the students who misunderstand PPKn teachers would have a strategy that was appropriate to increase student interest, although based on research most teachers' PPKn do with the method lectures were only a few teachers who invited students to exchange ideas or open students' horizons. In terms of the 2013 curriculum the teacher was only a fully facilitator and motivator. While the teachers' PPKn SMAN 10 Padang, several teachers implementing in accordance with the 2013 curriculum who inviting students to exchange ideas in accordance with the latest and most recent news regarding PPKN and the political situation in Indonesia. There were also the teachers who provide the direction for criticism for students in the current state of Indonesian government. Thus, it will grow the interest of students motivated in embracing and delivering according to the existing reality.

Therefore, each teachers' PPKn both SMAN 1 and SMAN 10 at Padang have own strategies in fostering the interests, talents and intelligence of students' thinking. Teachers' PPKn must make students more in-depth cognitive aspects related to materials PPKn. Hence, fostering the student psychomotor directed and affective in running every day and foster a sense of direct participation of students in intelligent politics. The researchers do the implementation of the teacher's PPKn as a motivator in political education. In activities, the teachers did not carry out activities that are exactly the same as the learning scenario in the design of learning implementation. The teacher explained more with materials and using lecture method. He did not invite the students to discuss, instead asks to fill in the student worksheets (LKS). Supposedly, the teacher's role as a motivator was more ideal with discussion. The thing that makes students' problem was only conveying in material with

the lecture method. There were some teachers playing a role in accordance with the design of the implementation of learning and the teacher in the learning process did not raise a question for students to explore learning material. It means that the teacher only conveys material using the lecture method. Further, they did not yet inviting students to think critically and explore an understanding generated from learning material in the classroom. It was caused the teacher was not trying to find information on whether the material taught had understood by students or not.

The finding of this research was the role of Teachers' Pancasila and Civic Education not only educates the character of the nation's generation but emphasize the role of Teachers' Pancasila and Civic Education as motivators in political education. Where, the teacher as a motivator plays a role to give encouragement, enthusiasm, and intelligence to students in understanding political education. The findings of this different from the other findings where student motivation was also influenced by factors, namely less supportive of the school environment (Norm, 2015). Political education as a mission in' Pancasila and Civic Education subject means an educational program that provides and adds knowledge, attitudes and skills to students. So that they are able to live as citizens who have a level of *political literacy*, and *political awareness*, and the ability to participate in politics (*political participation*) is high. While the findings Ajeng (2018) reported that do not act as motivators but act more and potentially as the only source of learning, Teachers' Pancasila and Civic Education tend to act as givers learning materials and have not acted as learning, Teachers' Pancasila and Civic Education are not yet optimally managing classrooms. Further, this research was in line with the role of Teachers' Pancasila and Civic Education as the most important part in developing responsible, honest citizens this was realized through political education by Teachers' Pancasila and Civic Education (Maria, et al. 2015). In addition, this study also reveals that there were often children who play truant during the Pancasila and Civic Education learning process. It showed that Teachers' Pancasila and Civic Education has not succeeded in providing the right motivation to encourage students to learn with all their energy and thoughts (Manizar, 2015). This study also shows that Pancasila and Civic Education teachers provided material that aims to make students understand what is taught, primarily related to politics, not just to release questions and responsibilities. The lousy role of the teacher as a motivator in the teaching and learning process will be felt directly by students and will affect their motivation in learning. Different from the finding Sugiasih (2015) who said that student motivation become optimal if the students feel comfortable, while there was no

a feedback connection in the teaching and learning process. Therefore, Teachers' Pancasila and Civic Education have a role as a reliable motivator in political education, so that students participate more easily, develop intelligence and manage their thoughts accurately. Komalarasi & Saripuding (2018) revealed that Civic Education text book as a source of learning process to effort strengthening characters education of students. Nurdin (2015) also reported that Civic Education as a subject in schools and a course in higher education institutions can orient students to the acquisition of character, ultimately national character as a country that is united, religious, and humanist. Thus, the students in Pancasila and Civic Education lessons further foster political participate in politics and foster political awareness.

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AUTHOR CONTRIBUTION STATEMENTS

Mega Silva (MS) conducted a preliminary study to obtain preliminary data, the formulated a draft research topic for further investigation, and discussed it with Helmi Hasan (HH) and Sa'dulloh Muzammil (SM). The instrument was then assessed by two supervisors, after the instrument received input from the supervisor then it was revised, the instrument was tested for its validity and reliability. MS made a procedure for implementing psychoeducational

CONCLUSION

Based on the results of the research and discussion that has been done, the researcher concludes that the teacher has a crucial role in applying science to students. Some teachers carry out according to their role in the design of lesson implementation. And some do not, especially in carrying out the role of Pancasila and Civic Education teachers as motivators. In the teaching and learning process, the teacher is also required to be able to be a motivator to increase the motivation of students to learn. A motivator to motivate students, especially in political education subjects. Inaccuracy in the implementation of the role as a motivator lies in the lack of teacher Pancasila and Civic Education

wisdom. It is evident from the absence of teachers analyzing the Basic Competencies and Indicators of achievement of competencies that exist in the teacher's Pancasila and Civic Education grade X, XI, and XII revisions of 2017 before the teaching and learning process takes place. Analysing the data obtained from the research location, the teacher in carrying out his role needs to conduct an evaluation related to the results obtained. Though this analysis is required to provide knowledge to students about what the purpose of learning is with the country's current environmental conditions and for the future for the students themselves.

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