

**THE ESSENCE OF BUILDING NATIONAL INTEGRATION VALUES THROUGH CIVILITY
EDUCATION COURSES OF PPKN**

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ABSTRACT

The purpose of this study is to see how the essence of building national integration values through civic education among students is based on the urgency of national integration values which need to always be implemented in everyday life with the aim of avoiding division and disintegration. One of the achievements in the citizenship education course is transmitting the values of tolerance, insight into diversity, and instilling the value of nationalism with the ultimate goal of creating complete national integration. The method used in this study is a qualitative method with a descriptive approach, the data collected is class observation data and literature that supports the concept of national integration. Answering the formulation in this study, the research results obtained were that the researcher found three main essences in building national integration through civics courses in students, first, namely as a means of building unity, where campuses consisting of students who have different backgrounds can unite in one goal of education, second, through citizenship education students can increase their nationalism and understanding of nationality, and third, students are trained to be able to increase tolerance and solidarity among students and teach them that differences do not make us different but it is division that will make us different.

Keywords: National integration, civics education, PPKn students.

ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat bagaimana esensi dari membangun nilai integrasi nasional melalui pendidikan kewarganegaraan pada kalangan mahasiswa, hal ini didasari dari urgensi terhadap nilai integrasi nasional yang perlu untuk selalu diimplementasikan di dalam kehidupan sehari-hari dengan tujuan menghindari dari perpecahan dan disintegrasi. Salah satu pencapaian dalam matakuliah pendidikan kewarganegaraan adalah mentransmisikan nilai-nilai toleransi, wawasan kebhinekaan, serta menanamkan nilai nasionalisme dengan tujuan akhir adalah menciptakan integrasi nasional yang utuh. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan deskriptif, data-data yang dikumpulkan adalah data hasil observasi dikelas serta literature-literatur yang mendukung konsep dari integrasi nasional. Menjawab rumusan dalam penelitian ini maka hasil penelitian yang didapatkan yaitu peneliti menemukan tiga esensi utama dalam membangun integrasi nasional melalui matakuliah kewarganegaraan pada mahasiswa, pertama yaitu sebagai sarana membangun persatuan,

dimana kampus yang terdiri dari mahasiswa yang memiliki latar belakang yang berbeda-beda dapat bersatu dalam satu tujuan pendidikan, kedua, melalui pendidikan kewarganegaraan mahasiswa dapat meningkatkan nasionalisme dan pemahaman kebangsaannya, dan ketiga yaitu mahasiswa dilatih untuk dapat meningkatkan rasa toleransi dan solidaritas dikalangan mahasiswa dan mengajarkan mereka perbedaan tidak menjadikan kita beda namun perpecahanlah yang akan membuat kita berbeda.

Kata kunci: Integrasi nasional, pendidikan kewarganegaraan, mahasiswa PPKn.

A. INTRODUCTION

Indonesia is a country that is rich in diversity, starting from culture, religion, ethnicity and language. This diversity will of course also be a threat to the Indonesian nation and can even become a source of conflict for its people due to the many differences, ranging from religious orientation, culture, even cultured, therefore it is necessary to build an understanding for society, especially the younger generation that exists at this time, especially how to respond to these differences within the framework of Unity in Diversity, while building a view of unity among students to form a bond of solidarity with the goal of developing personal careers as well as institutional progress and this is transformed through Citizenship Education in tertiary institutions.

Citizenship Education is a compulsory curriculum subject that must exist in every tertiary institution, as this is based on Law no. 20 of 2003 in article 37 paragraphs 1 and 2. Content in the Citizenship Education course aims to develop citizenship awareness, understanding, and attitudes in students such as an understanding of the state, the nation's political system, knowing national identity, knowing the rights and obligations between the state and citizens , as well as how to prepare oneself to defend the country in the context of national security. Look at the content in the Citizenship Education course. These values can be transmitted and are considered important and have a positive impact as according to (Hindaryatiningsih, 2016) passing on good values originating from culture and education is something that is considered important, with regard to the urgency of Citizenship Education also conveyed by (Nasution, 2016) that Citizenship education is also used as a medium for conflict resolution and teaches goals about democratic values. Meanwhile, according to (Hendra & Priazki, 2023) civics education is a mandatory education that must exist in tertiary institutions, with civics education it will form students with character and dignity.

In the learning process in class, through citizenship education students are required to be able to build a reflection of the learning outcomes in the class, the lecturer will invite students to analyze a case study related to the problem of national integration, and afterwards students are asked to be able to analyze the root causes of the problem

and how handling solution. In addition, to deepen understanding of theory and concepts in class, at Jambi University in the Pancasila and Citizenship Education study program, students were asked to work on a learning project in the form of carrying out real actions in society related to problems of national integration that often occur, the form of the project is as students educate to schools, students carry out socialization on prevention of integration in the midst of society. With this, the expected end result is that students have fundamental reflection and changes in themselves, such as being able to apply the values of integration on a small scale such as in the classroom and in the family environment.

Strengthening the value of national integration on campus is a form of effort to strengthen a sense of unity and oneness amidst the swift blows of the swift currents of globalization. As well as fostering a sense of pride in the diversity that exists with the perception of diversity that makes our nation rich in its dimensions, as this is also emphasized by (Hajri, 2023) the diversity that exists in this nation should make us have the perception that it is this diversity that makes the nation we are rich. Citizenship education can be a medium for students in implementing these values in everyday life such as practicing national values such as the spirit of togetherness, mutual cooperation, values of justice, democratic values, and other values which are also integrated in Citizenship education. The impact on this will build a more harmonious order in society, form bonds between individuals who are more concerned with group interests above personal interests and put forward the values of deliberation to achieve common goals, and in the end a sense of one unified whole begins to become the starting point for the concept of civilization for man.

The novelty in the research when compared to previous research is that the data obtained is brighter and the researchers carried out long-term triangulation techniques. This aims to make the data obtained more valid and reliable, then the essence of this research is how to see the integration of students in the wilderness area. high, similar researchers rarely explore this context by in-depth interviews with students.

The position of national integration in its implementation in tertiary institutions is expected to be able to overcome various conflicts, especially internal conflicts between students both within the campus and in everyday life. By having an understanding of the essence of national integration, students are expected to be able to understand the importance of having dialogue, solving problems peacefully, and how to respect differences. This reason is based so that every goal aspired to by this nation and state can be achieved coherently. Besides that, the position of national integration also encourages students to be able to have a high tolerance attitude, the campus is a place where students from various backgrounds gather. From this, of course, every activity carried out on campus will encounter various kinds of challenges such as differences in thoughts, differences in religious views, therefore students are asked to have a more wise and prudent point of view while still prioritizing unity over the differences that arise.

B. RESEARCH METHOD

Method that the researchers used in this study was qualitative with a descriptive approach. The reason for using a qualitative method with a descriptive approach was that the data obtained was based on facts in the field, namely at Jambi University, specifically in the PPKn Study Program, which were narrated and described in detail. The data obtained was collected based on the researcher's observations during his time as a lecturer and to obtain supporting data obtained through interviews with several PPKn lecturers who teach civics education courses and confirmed again with several students using a purposive sampling technique. The data obtained is then reduced again and the necessary data is used and in the final stage it is displayed in the form of a narrative. The initial stage of data collection is that the researcher conducts in-depth interviews with several students, and is also supported by observation data and documentation related to the data that will be used as analytical data. After that, the data will be reduced to obtain data related to the formulation in this research.

C. RESULTS AND DISCUSSION

The Essence of Building National Integration Values through Citizenship Education for PPKn Students at the University of Jambi

1.) Build a sense of unity

Higher education is a gathering place for students from various backgrounds, both religion, ethnicity, ethnicity, social class, and culture, in activities carried out on campus, both in the learning process and in the organization, they will always interact between students one with another. other students, the learning process often exchanges opinions or has different assumptions if they do not have an understanding of the value of unity and integrity, it is at risk of causing conflict between them, and this will result in internal disintegration between them, According to Ariyanto (2013) therefore the value of national integration is assessed need to be instilled and implemented in their lives with the aim that the unity and unity remains intact so that the goals of real education can be achieved in harmony.

To build national integration, it is necessary to unify the thoughts and perceptions of all levels of society, including the role of students as the younger generation who are also required to build national integration. Students have more potential in building national integration because students understand more and can adapt quickly to technology. As a learner, students are expected to be able to implement the values of national integration into the community so that it has an impact on developing an understanding of differences and a high sense of unity, and can have an impact on the social order of community life, as according to (Istiqomah & Dewi, 2021) the younger generation is an important target. the most potential to be able to implement and apply the values of unity in order to create national integration.

A conducive campus environment will help students have good emotions, a culture of mutual support, and how students have high empathy for other students. relationships between individuals, even creating an academic climate full of achievements, students who have high motivation in learning are also influenced by the support provided by friends and from lecturers. Apart from that, there are other positive impacts on students being able to freely develop skills and knowledge openly together, it is possible for lecturers to also create collaborative classrooms, such as students conducting study mobilization together by forming a group with different backgrounds. . With this, students will get used to solving problems together and make them strong against the problems and challenges that exist on campus.

The negative impact is when students do not have the value of unity and oneness, students will of course be easily divided by other community groups who try to pit them against each other, so that students are divided into small groups which in the end bring many conflicts faced by students both in scope social, cultural, religious, linguistic and even ethnic, which causes them to clash, fight, riot even to criminal acts so that this will be very detrimental to students. Therefore students need to internalize cultural values as according to (Wardani, 2019) internalization and the concept of cultural socialization are considered to be important aspects in upholding the value of unity in this nation.

2.) Increasing nationalism and understanding of nationality

The development of an attitude of nationalism and understanding of nationality is the output of civics education, this value can be elaborated through integrated materials in civics education courses, one of which is on national identity material, as well as in all subjects having goals and achievements that lead to the development of character and understanding of nationality students, this is supported by the opinions put forward by (Sofyan & Sundawa, 2016) through citizenship education students are expected to be able to develop knowledge of national insight, fostering personal character, as well as perceptions of shared responsibility in sensitivity and solidarity, especially in dealing with national issues, and those especially about how to build a sense of unity and togetherness over the diversity that stretches across the archipelago.

The diversity that exists in this nation needs to be understood consciously and with an open mind, students must be able to accept various kinds of differences that exist, not only accept them but have a love for other dimensions that are different from the culture and understanding they have, all of these dimensions are the wealth of the Indonesian nation, so they must be maintained and cared for together as well. One of the roles of students as the younger generation who will continue the nation's leadership relay must have an attitude of love or high nationalism for this nation, because the future of the nation is in the hands of the current younger generation (Wijaya, 2023). Studying other cultures and cultures will make students have an understanding of their own nationality and create a love for continuing to preserve and care for this culture as their ancestral heritage.

National understanding is considered to be an important point that must be possessed by students, national understanding is about how individuals see deep into their nation and the aspects contained therein, the formation of national insight is in line with the goal of growing national character and individual nationalism, and based on this will form ways of behavior that is unique to the national point of view. This is in line with the opinion (Setiawan, 2017) the formation of a point of view about nationality is a manifestation of the goal of developing one's national insight, and this will be one of the elements to form an integration based on the dimensions contained therein, such as culture, religion , and language.

The negative impact when students are not able to have a good understanding of nationality towards their country is quite worrying, in the concept of this national understanding is a process of self-identification as part of a nation, therefore it will cause a decrease in national solidarity among these individuals, and they do not understand their position as the next generation of the nation. Student life on campus requires them to be individuals who are actively involved in social interactions and community groups, as good students, of course they must have a good attitude of nationalism. since they become students, in the scope of their community they will become students who are apathetic towards democracy in the campus environment, one of which is the process of selecting the campus BEM chairman or the election of the BEM president. Apart from that, on campus students are also required to be contributors to both the campus environment and the surrounding community, therefore one of the goals of the campus to graduate students is so that in the future they are ready to build better change and civilization, especially for the alma mater. for the homeland and the nation.

Students have a responsibility towards civilization, because in the future they will be the successors to the current leaders, therefore students must have a sense of responsibility towards the State, students must become leaders for themselves and those around them, they must think about how to bring this country to a better direction, and they can do this when they have a sense of nationalism and love for their country. without understanding and nationalism, students will become less concerned about their country, be apathetic towards the challenges of the times that can make their nation and being left behind, and in the end, students have no responsibility towards this country.

Nationalism does not only include understanding and feeling love for the nation and country, but also how they can understand the history and cultural heritage left by their ancestors, the attitude of understanding history and cultural heritage is considered essential to be adopted by students as students who have a critical mind, if this is not owned by students, it is possible that one day students will not know the cultures of their nation, and the implication that will happen is that this nation will lose its identity, to maintain the culture and traditions left by the ancestors it is appropriate for students to become agents of transmission, caring for and preserving culture and its history so that it can continue to be implemented and known by future generations, and indirectly this will

increase the national identity of the Indonesian people and strengthen the sense of unity and oneness through national integration.

Understanding of nationalism and understanding of nationality will grow in line with the materials and projects provided by lecturers to students, in lectures and learning processes in class, students are presented with many cases of harassment of state symbols, against individuals who adhere to the principle of chauvanism and other things relating to the low understanding of an individual's nationality, for this, students are asked to analyze the causes of the problems presented at the beginning, this will require students' understanding of how important it is to foster nationalism and understanding of nationality, besides that, students are also required to do projects such as educating the surrounding community about the essence of the values of nationalism, with this the mentality and courage of students will also be awakened. The end result of this project is that students will build a reflection on the problems and concrete actions that are being taken, so that students do not only understand nationalism and understanding nationalism only in theory, but are also ready to implement their values in social life.

The author's message in this discussion is that it is hoped that all tertiary institutions will provide comprehensive knowledge and understanding of the basic values of nationalism and the essence of national integration, and be adopted maturely by students in facing the challenges of the times, students must be able to filter negative influences such as inappropriate thoughts. with national ideology, attitudes that can erode the nation's history and culture, and with citizenship education students become individuals who are more responsible for their own nation and country.

3.) Building Tolerance and Solidarity

Building tolerance and solidarity values among students is a fundamental step for campus academic life, and in this way it will be able to form a campus environment that is inclusive, adaptive, proactive, and encourages unity between communities in the campus environment. Therefore, there are several steps that need to be built to realize this, such as the role of education which ensures in its curriculum that learning based on tolerance, diversity, solidarity is an integral part of the achievements in the curriculum, and guarantees that these values will be implemented in campus academic life. Then in order to form a conducive campus environment students are trained by UKM or related subjects to have good communication skills, because having good communication skills will prevent students from misunderstanding conflicts, students learn how to listen and manage differences of opinion in a campus climate that has a different background. different supplies. This is supported by the opinion (Stai et al., 2019) that integration built into the social life of the community can form harmony in the dimension of togetherness between communities.

This tolerance value on campus can be increased with content in citizenship education courses, especially in the sub-material on national integration, the rights and obligations of the State and citizens, and national identity material. build a reflection of the

problems that exist in the field, this is also proven by research reviewed by (Anwar, 2022) which states that increasing tolerance can be carried out in tertiary institutions, in the context of this research reviewed based on the Nusantara Module course.

Universities have implemented the MBKM curriculum, where students can conduct lectures at other tertiary institutions through the independent student exchange program (PMM). In this way, students can compare the culture and traditions found there with the traditions they carry out, so that this will open students' horizons of thinking that the differences are not an obstacle to making them become a strong bond under the framework of the Unitary State of the Republic of Indonesia. while exchanging in other places, maybe students will get to know the special food from the area where the student is placed, get to know the characteristics of the community, customs and new culture. and this is a positive step for universities in increasing tolerance and solidarity among students, regarding this matter according to (Nurrisatti, 2023) the BMKM program is a bold step taken by the ministry in advancing the Indonesian nation's education sector. as this was also expressed by (Sartika Pasaribu et al., 2023) student exchange programs are intended to strengthen tolerance.

The role of tertiary institutions is inseparable from the process of advancing human beings to become complete human beings, the formation of tolerance values based on differences that often arise in the campus environment, a life of tolerance is practiced in campus life and is projected more broadly in the midst of society, both in cross-cultural , to cross-faith, according to (Khasanah, 2017) the formation of tolerance is also influenced by the content in education, the most important thing is how in the learning process there are values that can be implemented in everyday life. The sense of unity and solidarity among students is considered important, because this can have an impact on the progress of the institution, hand in hand in making the name of the alma mater proud by actively achieving both individually and in groups, one of the points for increasing accreditation both on the majors and university scale is by students working together building achievements both at the regional and national levels, this achievement must of course be based on a high sense of tolerance among students so that harmonization is maintained and carried out so that whatever process is to be achieved can be carried out, especially according to (Jannah et al., 2022) this attitude is very necessary in religious moderation.

One form of building tolerance and solidarity in citizenship courses is by familiarizing students with being able to work in teams in project-based courses, they are given the opportunity to work on course projects together, thereby training them to unify perceptions and views on achieving goals. in projects, thus students learn to accept and respect differences of opinion. Collaboration like this apart from creating solidarity in achieving their goals can also strengthen relationships between individuals and expand their social groups, thus the relationships that are built will be beneficial even outside the context of the project given by the lecturer to students, but before the main tasks and functions of the project are given students must be equipped with an understanding and a concept oriented towards integration values. According to (Astari, 2017) the attitude of

tolerance of students greatly influences how the social conditions of this nation will be in the future, therefore, this is important to fix and improve and teach them the nature of differences, how to respect differences and even teach them to be able to form unity on a scale the small ones, namely their community groups in citizenship courses.

In citizenship courses one of the core materials is national integration, where the output or achievements in this course require students to be able to have an attitude of tolerance both for religious differences and cultural differences, students are given case studies of disintegration cases that often occur in various regions, then students are given the opportunity to analyze the causes and solutions to these problems, not only that in project sessions students are also asked to take real action on disintegration cases in their surroundings, with this students can contribute to the problems that occur. The most important thing from this learning is that students are expected to be able to build a reflection of these real actions that have an impact on mental changes, behavior changes, understanding and moral changes that lead to positive things, after students have finished carrying out projects and conveying the results the lecturer can assess these achievements from the results of the reflections that they have compiled, and the considerations for choosing this object are based on being more effective and able to elaborate between knowledge and student performance as in the same application by (Mahanani & Muchtar, 2019) courses prepared using the project method can elaborate more critical and solutive thinking that can be given by students to themselves and the surrounding environment. One of the feedbacks given by students, namely Intan Nuraini, revealed the reflections obtained from humanitarian projects in civics education, namely:

“saya merasa menjadi pribadi yang lebih peduli terhadap perbedaan, selain itu saya mencoba mengenal latar belakang sosial masyarakat yang berbeda-beda, mulai dari kelas bawah sampai pada level kelas menengah keatas, bagi masyarakat kelas bawah kami melakukan aksi solidaritas berupa membagikan makanan kepada mereka, dengan hal ini saya merasakan tentang bagaimana nilai peduli terhadap sesama dan meningkatkan rasa kepedulian. Tidakhanya itu dari hal ini saya merasa mendapatkan pengalaman yang luar biasa terutama tentang bagaimana menghargai dan membangun solidaritas”.

Based on the results of reflection on the essence of national integration, the author succeeded in summarizing the results of these reflections, first, students feel that they have the courage to interact with outsiders, this is because students are directly involved in carrying out these real actions, changing their mentality and building their self-confidence, this is shown by research conducted by (Akhwani & Kurniawan, 2021) universities are able to produce generations who have a fairly good tolerance attitude. In addition, from the results of analyzing issues related to national integration students become aware of how important integration values are within a person, with an understanding of a sense of unity this will eliminate conflicts and friction that exist over existing differences. In addition, students' moral feelings are also built, from initially they do not care about their unity values to become people who will care about the formation of a sense of unity, the

projection of this will be implemented by students on a small scale such as in class and in the family environment, so that this habituation will have a good impact on students and the implementation built by students will have a good impact on the progress of the nation and the State.

D. CONCLUSION

The essence of national integration through civics education in tertiary institutions is considered to have a fundamental position and is even considered to be an essential point that needs to be cultivated in students. students have of course differ, this view of unity if interpreted negatively by students will certainly have an integrated effect on them, therefore building an orientation towards the value of unity is very important. The second essence is as a medium to increase a sense of nationalism and understanding of nationality, based on the multidimensionality that occurs, of course this becomes an identity for our nation that needs to be maintained and continues to be preserved, and in the end students must instill a love for these various dimensions, one of which is the tradition and culture that exists at this time, the third essence is to build tolerance and a sense of solidarity, the goal of developing a sense of tolerance is of course considered necessary because there are many differences starting from religion, thought, even culture, it is hoped that students can respect each other's differences of opinion, different cultures and even languages with the hope establishing synergy among students to develop and advance the institution. The achievement of student achievements on campus is also considered important, therefore solidarity is needed between them together to make achievements both regionally and nationally.

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