

LECTURE'S LEADERSHIP AND THEIR ENGAGEMENT AS THE IMPORTANT CHARACTERISTIC OF THE SUCCESSFUL PANCASILA STUDY IN LIBERAL ARTS, XYZ UNIVERSITY

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Abstract

Pancasila is an important foundation that unites this country since the independence day. Current situation related to tolerance issues continually happen in this country, therefore higher education should conduct a proper pancasila learning for each student. Lecturers are important in learning, especially in implementation of pancasila. Strong characteristic is needed so that learning can be effective. The questions research in this study included: how does the role of lecture as leader in this course? How those characteristic implemented in the classroom? Purpose of this research is to find out the characteristic of the lecturer in Pancasila learning. Three lecturers from Pancasila at XYZ University were used as research subjects. Triangulation uses interviews with students and observations. It was found that the characteristic of the lectures involves educational leadership and engagement of the lecturer toward the subject and the institution. Each as found has strengths and weaknesses. These findings are from the results of interviews with students and observations.

Keywords: Lectures characteristic, lecturer's leadership

Preliminary

History reveals that Pancasila has become the ideology of the Indonesian nation, the personality of the nation and has united the various components of the Indonesian nation since the beginning of independence. Pancasila affirms the value of eastern philosophy, which is based on noble traditions realized through attitudes and mental mutual respect, respect for self and fellow entities (LEMHANAS, 2017, 30). Values of respect and tolerance are inherent in Indonesians from the beginning to inspire the founding fathers of the nation to emphasize Indonesian unity as a valued gauge. The metaphysical aspects expressed in the first principle further strengthen the identity of the Indonesian nation as a faithful nation. The aspects of humanity, nationality, sovereignty and sociality guarantee that the relationship between human, human and Indonesian nature can be established well.

In the Indonesia's Independent preparation committee (BPUPKI in bahasa Indonesia) session Soekarno explained the basic concepts of the country. For Soekarno, a country that will be formed is not a country that only serves the interests of one group or ethnicity, for example Java, Bugis, Bali etc., or only serves one particular religious group such as Muslims or Christians. According to Titaley, 1991, the country to be formed together from various ethnic groups and

religions, consolidated and formed a single nation, which, according to Soekarno, this concept had never existed before.

According to Soekarno, Indonesian ideology consisted of 5 basic concepts, including the concepts of nationalism, internationalism, democracy, social welfare, and divinity. The concept of nationalism presented by Soekarno in the BPUPKI session was lifted from the previous history of Indonesian history, namely the two great kingdoms namely Srivijaya with Buddhist style, and Majapahit with Hindu patterns. For the people of Indonesia, it will become a new phenomenon, which is to become a country with people who merge from each ethnic and religious background into a new nation, namely the Indonesian nation. According to Titaley this is a nation that is united for all and all for all. For Soekarno, this is the nationalism that must underlie the Indonesian state.

The second concept, namely internationalism which is present from the concept of Indonesia as a new nation, but at the same time Indonesia is part of the world of nations, so is its humanism value, which is aimed at providing humanity as the foundation of this new nation. Soekarno became a figure who disagreed with all forms of occupation that occurred at that time or in the future. For Soekarno, human beings are creatures

that have relations between humans and other humans. He invited as "menseljkheid".

The basic concept of the country conveyed by Soekarno was democracy. Democracy approved by Sukarno is not an approved democracy, approved based on consensus or deliberation. In the concept issued by Soekarno, social welfare was the focus, freedom of democracy would not be realized without social welfare.

The principle of divinity is the basic point conveyed by Soekarno. Basically, Indonesian people are people who have believed in God, even before the entry of religions in Indonesia. According to Soekarno the concept of God is fixed, it is human understanding of God that changes over time. And Indonesia believes in almighty God and the divinity value of God Himself.

Of the five principles put forward by Sukarno in his June 1, 1945 speech, he summarized the five principles in one word, mutual cooperation or gotong royong (in Bahasa Indonesia). For Soekarno, the unity of all community groups was the main thing before declaring themselves as a nation. After Soekarno's speech on the basis of the country, many participants agreed, but some did not. They split into Muslim nationalist and secular nationalist groups. As a result, a small committee was formed to find solutions in the form of concepts that could be agreed upon by the two groups. Finally, they agreed to the Jakarta charter with the principle of divinity in the first of the five basic concepts.

The night before it will be ratified, on August 17, 1945 at night, a message from residents of eastern Indonesia was conveyed to Hatta, they requested for the abolition of the sentence "carrying out Islamic law for the followers" in the opening of the 1945 constitution. After a rigid and long discussion, the first principle was successfully transformed into the "Believe in a supreme God" as known today. This history needs to be discussed when we want to ask "how to solve various issues of intolerance rife in Indonesia lately". The Indonesian generation needs to return to the spirit of the initial unity that was owned by the founders of the nation, who abandoned their respective egoism and the interests of their respective groups for the realization of a great and civilized nation.

In reality, reflecting on the internal conditions of the Indonesian nation in the face of current globalization, many issues relate to threats to the unity and nationalism of the younger generation. Indonesia is being faced with the issue of intolerance that is getting stronger due to the emergence of fanaticism and various other political interests. Moral decadency occurred in the younger generation, triggering various actions that did not reflect Pancasila values, especially the value of Indonesian unity (Irhandayaningsih, 2013, p.125). In the book Pancasila Education in Higher Education, the publication of RISTEKDIKTI stated that various problems related to taxes, corruption, environment, national disintegration, drugs, law enforcement and

so on, show the erosion of Pancasila values in the life of the nation (2016, p.14). Data on strengthening intolerance were demonstrated by researchers from the Wahid Foundation

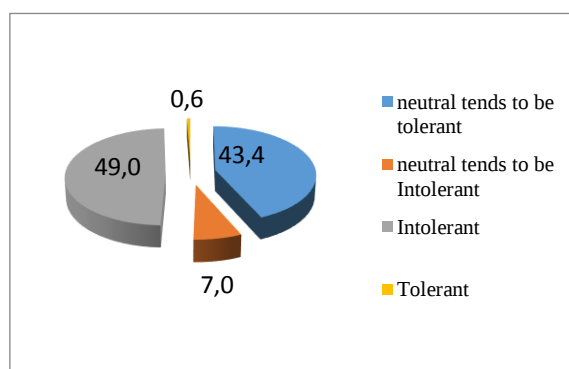


Figure 1.1 Percentage of intolerance towards groups that are not liked

Sumber: LEMHANAS, 2017, 48

This condition is considered as the background of Pancasila education at the university level. Students need to be equipped with the knowledge and values of Pancasila that are beginning to fade with the times, even though Pancasila is a national paradigm that needs to be lived out if it does not want to lose its identity as an independent nation. Pancasila education is expected to form the norm, strengthen unity and deepen the love of the young generation towards their nation. Priority Agenda or NAWA CITA as stated in Presidential Regulation Number 2 of 2015 concerning the National Medium Term Development Plan 2015-2019 in Book I page 67-68 which is to revolutionize the nation's character. Through the Pancasila course a good citizen is expected to be realized, as stated by Cogan and Derricott (1998, 4) which states that "a good citizen, by contrast, not only lives in his or her private life, but is also committed to participation in public life. " The character of citizens in the 21st century, although diverse because it depends on the prevailing political system, according to Cogan (1998, 2-3) there are 5 (five) national characteristics namely 1) a sense of identity, 2) the enjoyment of certain rights, 3) fulfillment of corresponding obligations, 4) degree of interest and involvement in public affairs, and acceptance of basic societal values. The Pancasila is taught at the university level, college graduates are expected to be a pioneer in the formation of a strong and civilized society in the future.

As a national identity, Pancasila is used as a subject taught to universities. This is considered important as one of the ways to foster insight and awareness of the nation and state, develop a sense of love for the homeland and encourage the formation of superior citizens in building their nation, as a manifestation of devotion to God and love for others. Setiadi explained that education in science, technology and art at Indonesian tertiary institutions was designed to equip students with scientific

foundations. Pancasila is used as one of the basic sciences taught at the tertiary level, before students increasingly deepen their specific skills in their respective majors (2005, 2). Syahrial Syarbaini (2011, 23) describes the goals of Pancasila in higher education, which is directing students to form morals that are implemented in daily life such as the behavior of faith and piety to the Almighty God in the life of a pluralistic society, just and civilized human behavior, cultural behavior, and diverse interests of behavior that support the creation of a people who upholds common interests above the interests of individuals or groups. XYZ University also organizes Pancasila study under the Liberal Arts Department. According to national defense institution, education in the classroom context has a huge impact in implementation of Pancasila learning that is meaningful and able to bring out the transformation effect in students learning experience.

The results of a brief interview with several students revealed that there were some characteristics of lecturers who were still quite weak in Pancasila learning. In the presentation of learning objectives, lecturers are still pedantic and often out of topic, lecturers only read presentation slides, the material is less clear. In preparing the assessment, it is less directed at the learning objectives. Lack of supervision on the development of student learning. Passive interaction and lack of class control, because students are free to enter the classroom. Lack of appreciation from lecturers for student achievement in class. This study is based on the case of the weak character of lecturers in Pancasila learning which ideally has a big impact on the achievement of the Pancasila learning objectives themselves.

This research aims to determine the characteristics of lecturers in Pancasila learning. This study also aims to determine the strengths and weaknesses in each character found to overcome the case of weak lecturer characteristics in learning, as explained in the formulation of the problem in the previous section.

Theory

A. The Role of Lecturers in Higher Education Institutions

As a professional educator and scientist, a lecturer is obliged to carry out three main roles, which are also regulated in the Government Regulation of the Republic of Indonesia Number 37 of 2009, its name *Tri Dharma* of higher education consist of teaching *Dharma*, research *Dharma* and community service. *Tridharma* of higher education must be carried out by a lecturer as a manifestation of his role in the institution and his contribution as an academic in the community.

Higher education is an area for lecturers to lead. According to Sutanto (2014) lecturers are the true leaders in higher education to bring progress in institutions (Susanto, 2014). Lecturer leadership is

related to the teaching and learning process conducted by lecturers, lecturer activities in the classroom, and the way the lecturers respond to student attitudes. Lecturer leadership is the internal nature of lecturers or educators in an effort to create a conducive learning atmosphere (Sulistiyanini, 2015, 168). It can be concluded that lead competence is a difficult part to be separated from a lecturer because ideally it is an internal trait in the lecturer.

The form of lecturer leadership can be seen if higher education wants to show quality and at the same time achieve its goals for each student (Ashworth, 1993, 63). Many higher education institutions have begun to develop lecturer leadership programs. Those who maximize the leadership of lecturers, find their organizations are developing more and more in potential individuals and organizations (Kinney, Robinson, 2005, 19). A line of lecturer leadership indicators presented by Chamberlin and Sommerville (1991, 15) shows that there are elements of leadership in learning contained in the lecturer leadership indicator points. Leadership like this, called learning leadership, it focuses on the quality of the learning process, moves students to achieve competencies, fosters student internal motivation (Weismann, 2013, 69). Learning leadership devotes its attention to teaching philosophy, pedagogical approaches, classroom activities, curricula, learning materials and evaluation innovations from students and colleagues (Nunn & Pillay, 2014, 848). The final target of learning leadership is that lecturers are able to foster motivation (internal motivation) in students' internal learning, which in turn becomes a drive for students to independently strive to achieve their basic competencies to the maximum as a form of quality learning (Weismann, 2013, 69). Thus it can be concluded that lecturers who have shown similar indications can be assessed as having carried out leadership learning that focuses on the progress of learning for each student.

B. Lecturer' engagement toward institution

The lecturer is an employee in a college and his competence is expected to achieve the high-level goals where he works. The lecturer is called an educative workforce that determines the success of a college (Winarno, 2012). When referring to the provisions stipulated in the 1945 Constitution, the lecturer is classified as a citizen, has the right to work, obtain compensation in the form of salary and fair and decent treatment in relation to work relations. Rampersad states, job-oriented competencies include abilities, behaviors or skills that have been shown to show or predict superior performance in the given responsibilities (Rampersad, 2006, 188). Every employee has the competencies used to complete the work provided and the type of work provided must be in accordance with the competencies that are taught, so that competencies can be measured properly.

As an employee who plays an important role in the progress of the institution, the lecturer must

have a high commitment and support the institution's vision and mission. Commitment can be shown by the level of attendance and fulfillment of responsibility for the knowledge that is taught or researched. According to Gibson (2010, 175) competence can be shown if there is commitment from employees and commitment is related to motivation in employees. Motivation is the strength possessed in a person who encourages himself to do something and direct the behavior of that person. The lecturer will give his dedication to the institution if there is internal motivation that encourages him to work. This motivation can be seen from the commitment of lecturers in the organization or what is called employee engagement.

Methods

Qualitative methods were used in this study with intrinsic case studies as research designs. The research design used is a case study, according to Cresswell (2003, 13), a case study is a type of qualitative research that allows researchers to explore deeply into programs, events, processes, activities, in one or more people. Yin (2005, 1) gives a characteristic of research with case study design, that is, this design is appropriate for research with the formulation of the problem using how or why. The reason for choosing a case study is because there are three objectives, among others, to produce a detailed description of a phenomenon, develop a possible explanation of the phenomenon, evaluate the phenomenon (Gall, Gall, & Borg, 2003, 439). A case study to produce an in-depth explanation of the characteristics of lecturers in Pancasila lecturers at XYZ University.

The flow diagram in this study is shown below.

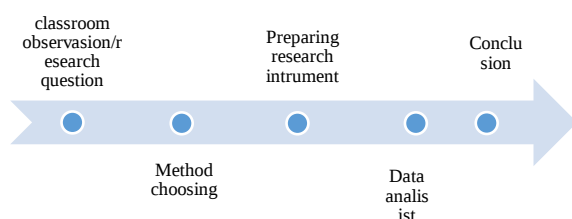


Figure 1.1 Flow Diagram of The Research

Research Data Analysis

The collected data will be analyzed using open, axial and selective coding. In this study used analytical coding, namely researchers provide a folder for each category or topic, containing every information from the interview relating to the name of the folder or category created. This coding is related to the way the researcher interprets and reflects the meaning of the categorized topic (Bandur, 2016, 167).

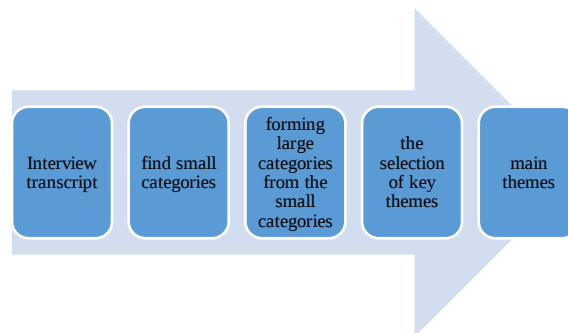


Figure 1.2 Coding Process

Results

A. Learning Leadership as a Characteristics of Lecturers

The learning leadership characteristics found in this study were built from the elements of learning control in aspects of learning methods, assessment, and classroom management. Lecturer learning methods that are characterized by leaders are always taught, adapted to student learning and developed according to student needs (Wetzler, 2010, p.27). One response interview with the subject revealed that the lecturer saw the characteristics of students in his class, referring to the content to be taught and then seeing the content from the facts, then designing the right method. This indicates that the lecturer has shown the existence of leadership characteristics in the curriculum.

The results of interviews with students showed a different tendency, namely for students, lecturers had not made appropriate measurements. Students make presentations but there is no follow-up from the lecturer regarding the weaknesses and strengths of the presentation content that has been done. Questions and answers tend to be rare, because lecturers continue to lecture from the beginning of the meeting to the end. Students want a more challenging evaluation, while at the same time opening their horizons about the condition of the nation and Pancasila. Students want lecturers to give them the opportunity to conduct a survey in the community about Pancasila, not just presentations without feedback from lecturers.

Another category that composes the leadership characteristics of lecturers for the theme of learning leadership is class management. Based on the interviews, the lecturers tried to implement preventive measures such as maintaining eye contact, not standing at one point when explaining, mingling with students who were less disciplined in class to keep the class running conducive. This response indicates that there is a lecturer effort to fulfill the characteristics as a leader in his class. Lecturers create a learning atmosphere that supports the development of student learning (Wetzler, 2010, p.27), so that students feel comfortable in class.

The results of interviews with students showed that there were lecturers' attempts to manage

their classes, but there were still deficiencies because lecturers tended to lack supervision. Many students feel bored and choose to be busy themselves. The class atmosphere is not conducive because lecturers do not use loudspeakers (Appendix D) so students who sit in the back tend to have difficulty listening to the lecturers' voices.

It can be concluded that lecturers in Pancasila learning at XYZ University already have learning leadership characters, but there are still some weaknesses in these characters. Seen from the results of interviews with students and observation notes, students need varied methods, challenging assessments and good class management, so that the character of learning leadership can be clearly felt by students.

B. Lecturer's Engagement Toward the Subject and Institution as a Part of Lecturer Characteristics

The characteristics of employee engagement are composed of elements of support for institutions and preparation of lecturers. As a leader, lecturers prioritize the interests of the institution compared to personal interests by articulating the vision and mission to students (Burke & Rice, 2011, 17). The interview results indicate that the lecturer agrees with the institution's vision and mission. They realize that lecturers are supporters of the institution's vision and mission. Lecturers must socialize their vision and mission to each student in the class (Appendix B). The form of support for institutions is also demonstrated by preparing oneself in the form of updating content in accordance with the conditions of the present Pancasila, and oriented towards the syllabus (Appendix B). The syllabus produced is derived from the vision and mission. The contents of the syllabus reflect the graduates' profile to be achieved, the instructional objectives and methods to achieve the objectives until the evaluation of the achievement of learning objectives (Appendix H). That is, the action oriented towards the syllabus is a form of indirect support for the institution's vision and mission.

On the other hand, the theme compiler category consists of interviews with subjects that indicate an indication of lack of support for the institution. The lecturer is not oriented towards the syllabus and does not have a learning scenario. This is confirmed by observation notes and syllabus. In the ideal syllabus learning activities are filled with debating activities (Appendix H), but the activities carried out are student presentations (Appendix F).

Employee engagement on lecturer leadership has been demonstrated by Pancasila lecturers at XYZ University. Weaknesses are still found especially in the application of syllabus which is derived from the institution's vision and mission. The lecturer expressed their support for the institution's vision and mission, but still felt that obeying the syllabus made the lecturer system like a machine.

Conclusions and Recommendations

Some conclusions can be drawn from the results of research on the characteristics of lecturers in Pancasila learning at XYZ University, among others

- 1) Lecturers play the role of learning leaders. Learning leadership has been carried out by lecturers, as seen from the effort to develop syllabus conducted by lecturers.
- 2) Characteristics of employee engagement is within the lecturer, it shows the support of the lecturer on the institution's vision and mission. The tendency to not support institutions is also seen in aspects such as syllabus implementation. That is the reason some students found themselves too hard to achieve the learning aims.

Suggestions in this study are divided into two parts, namely suggestions for further research and suggestions for the institutions where the research is conducted. Further researchers who want to discuss a similar topic are advised to explore further the background behind the leadership characteristics of the lecturers found at the study site. The next researcher is also advised to make the human resources department as one of the research subjects to see the recruitment process of the lecturers at the institutions that are to be studied. The suggestion for the research location institutions is that the institution should hold lecturer competency training. Training can include aspects of controlling class skills, recognizing the characteristics of today's students, training in teaching methods, compiling syllabi and integration in the learning process.

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